



LANGUAGE DIVERSITY AND LITERACY DEVELOPMENT RESEARCH GROUP
increasing opportunities-to-learn for all // dedicated to the science of learning // informing research, practice, and policy

LANGUAGE DIVERSITY & LITERACY DEVELOPMENT: LEADING ADVANCED LITERACY INSTRUCTION TO FOSTER ELLS ACHIEVEMENT IN MIDDLE SCHOOLS

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May 15, 2014

Today's Agenda

9.00 a.m. Welcome, Today's Session

LEADING DATA-DRIVEN INSTRUCTION

9.15 a.m. The Role of Data in a Long-term Improvement Strategy

9.30 a.m. Part I. Promise Academy: A Case Example

10.15 a.m. Part II. School-Based Leadership

11.45 a.m. Institute Capstone

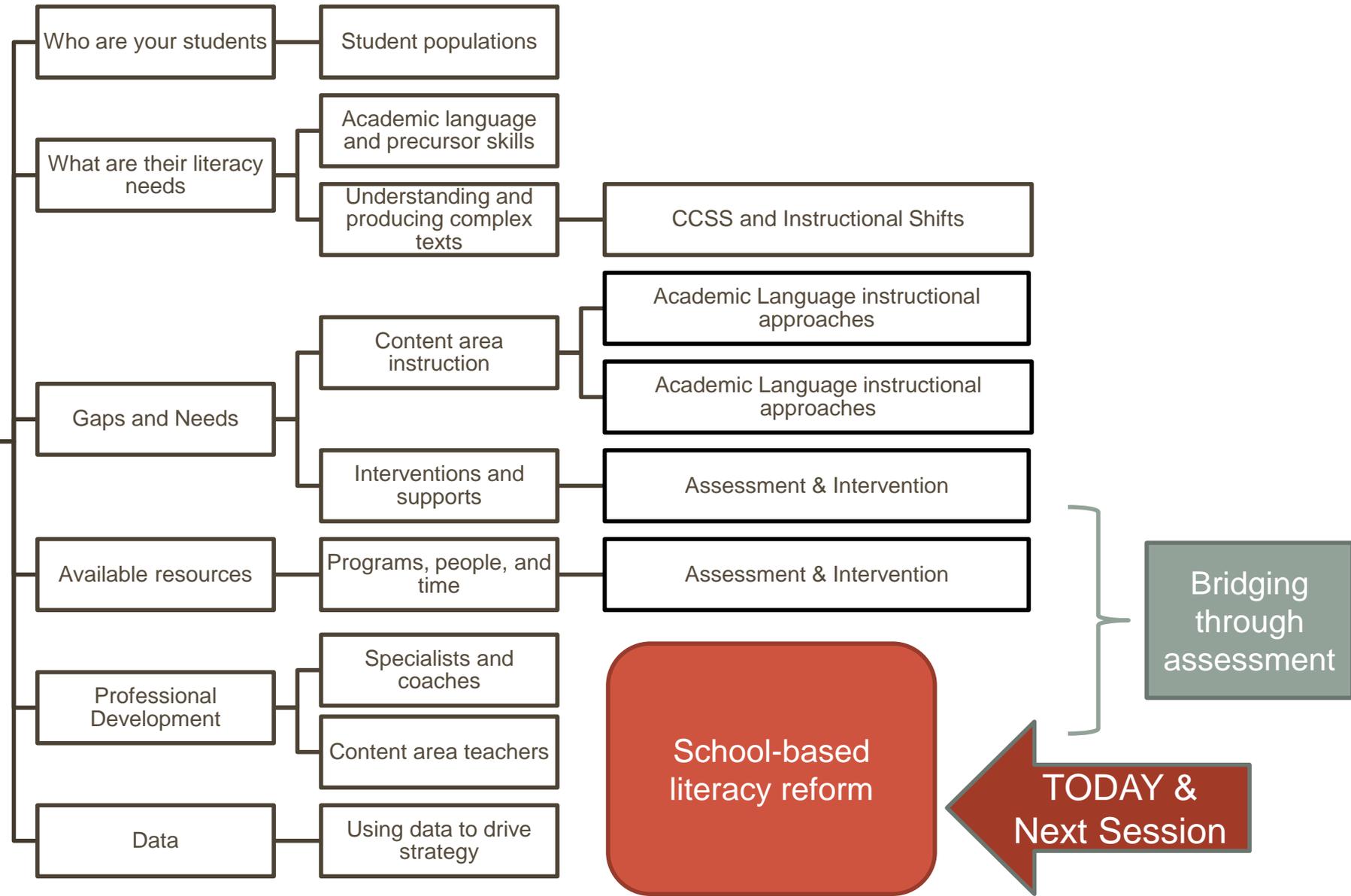
12.00 p.m. Working Lunch (Capstone preparation)

2.00 p.m. School-Based Spotlight

2.30 p.m. Wrap-Up

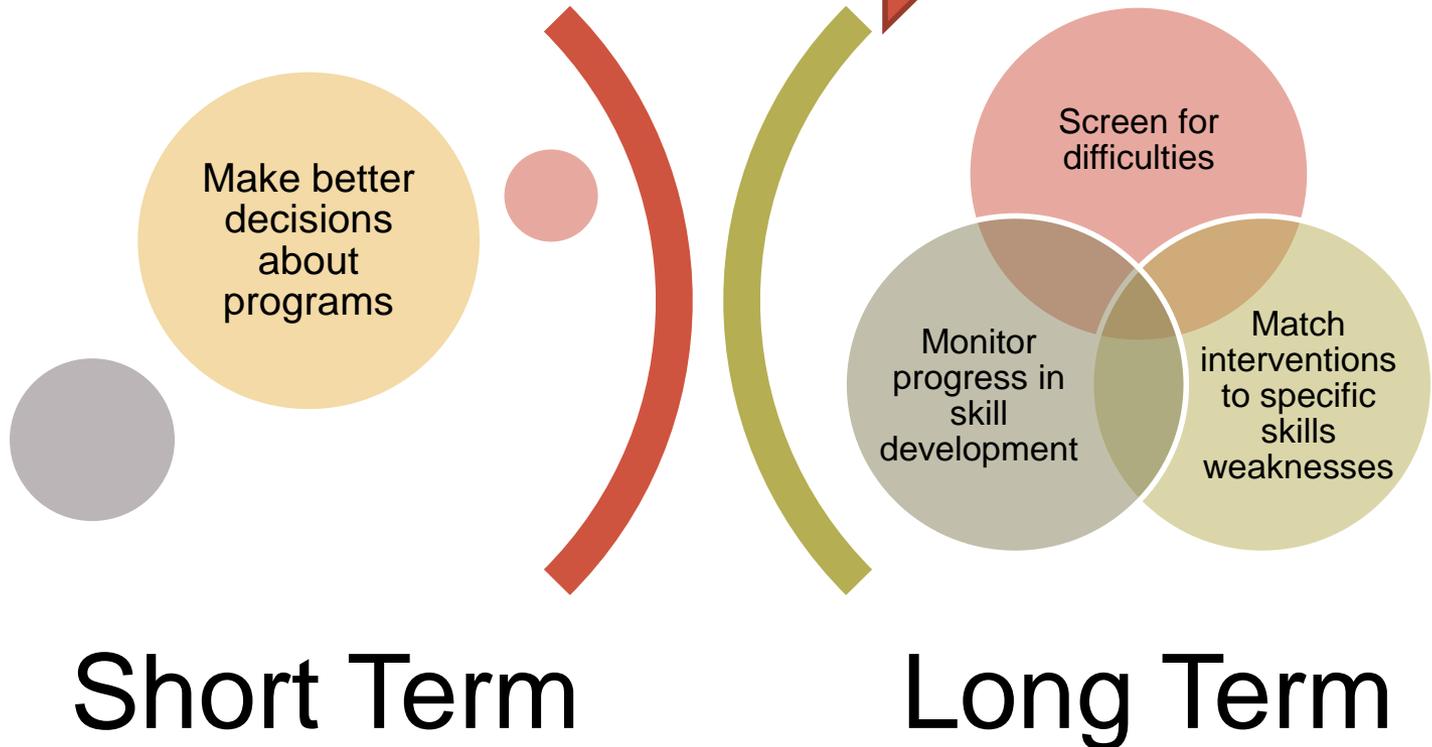
Instructional Improvement: Plan to Action

Blueprint

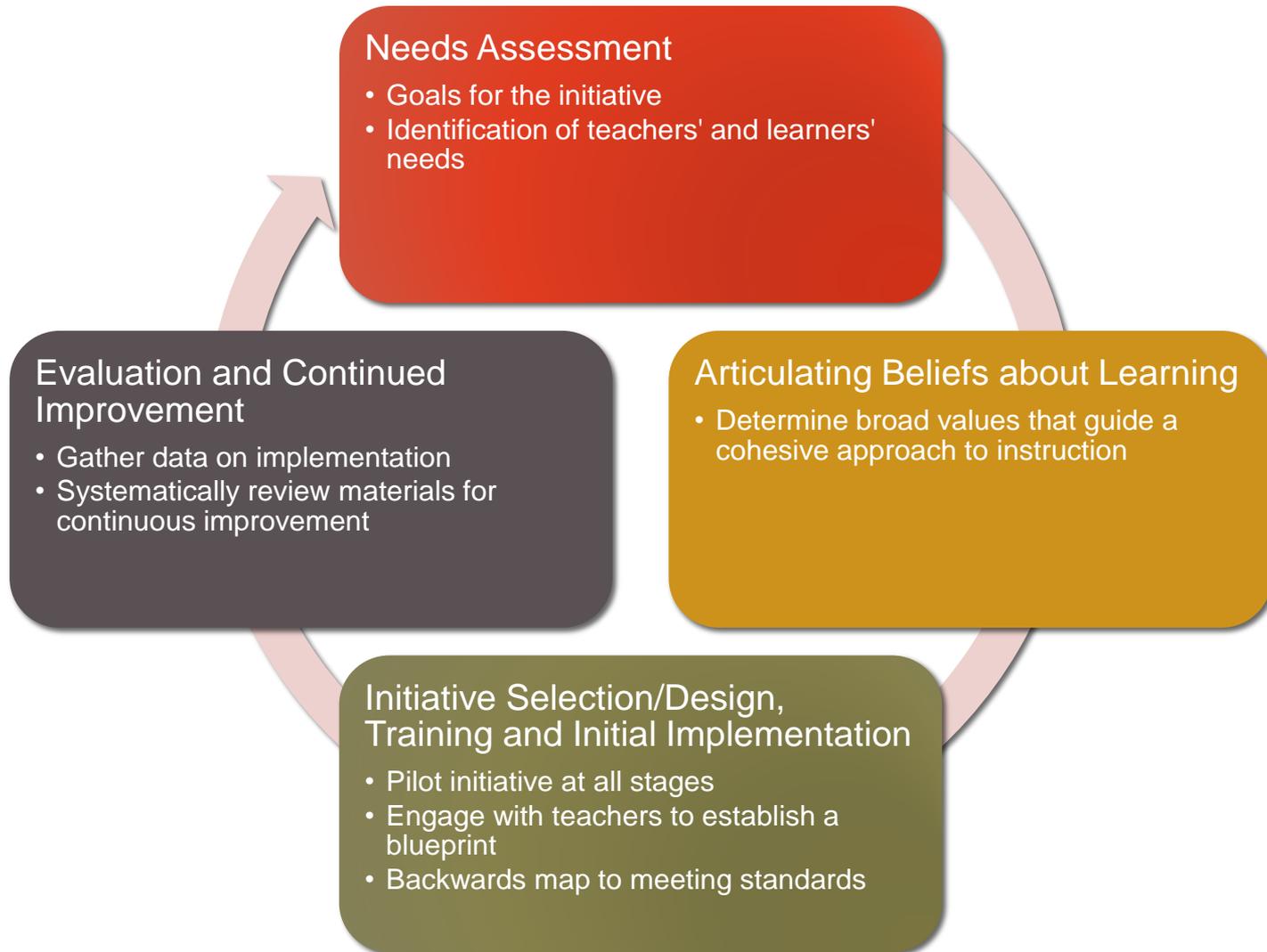


Getting to More Effective Intervention: Short-Term & Longer-Term Strategies

Moving toward a long-term strategy

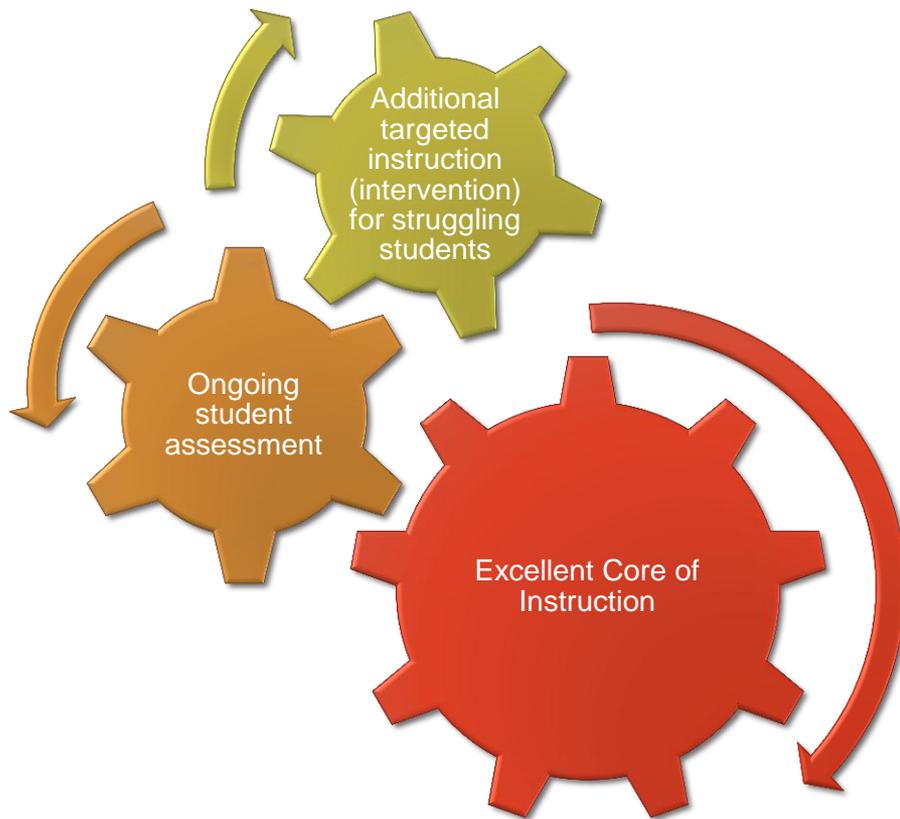


Instructional Improvement: A School-Level Cycle



THE ROLE OF DATA IN A LONG-TERM IMPROVEMENT STRATEGY

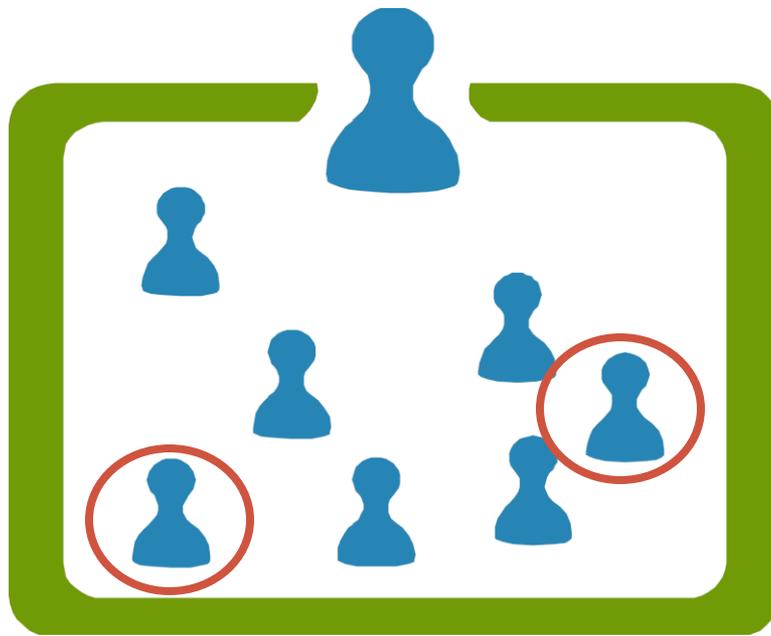
Data Informs Instruction at Every Level



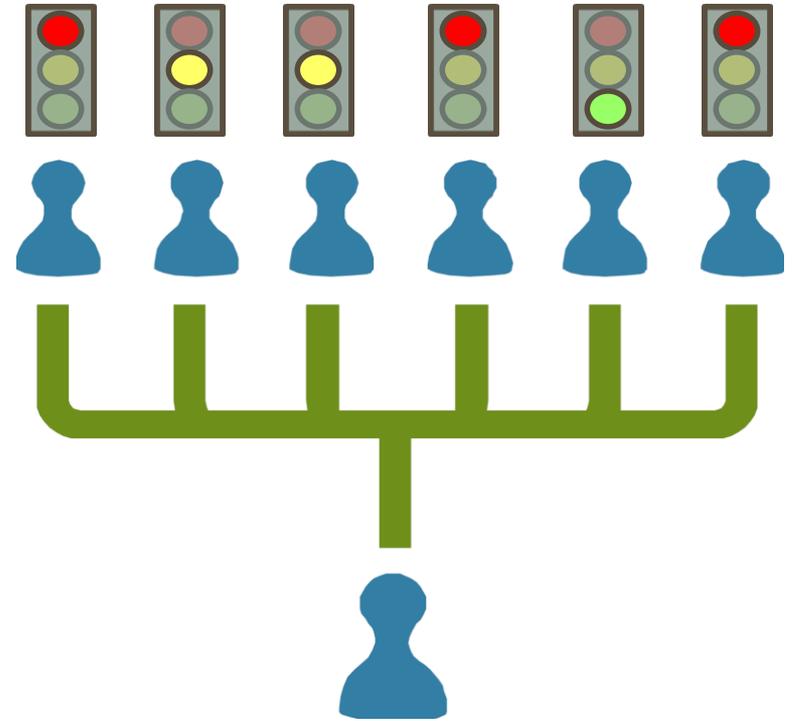
Rather than purchasing new programs to address problems, strategic data gathering allows schools to:

- Better implement current programs
- Match students to intervention efforts
- Identify target areas for professional development
- Follow student progress to inform further planning

New Perspective on Student Performance

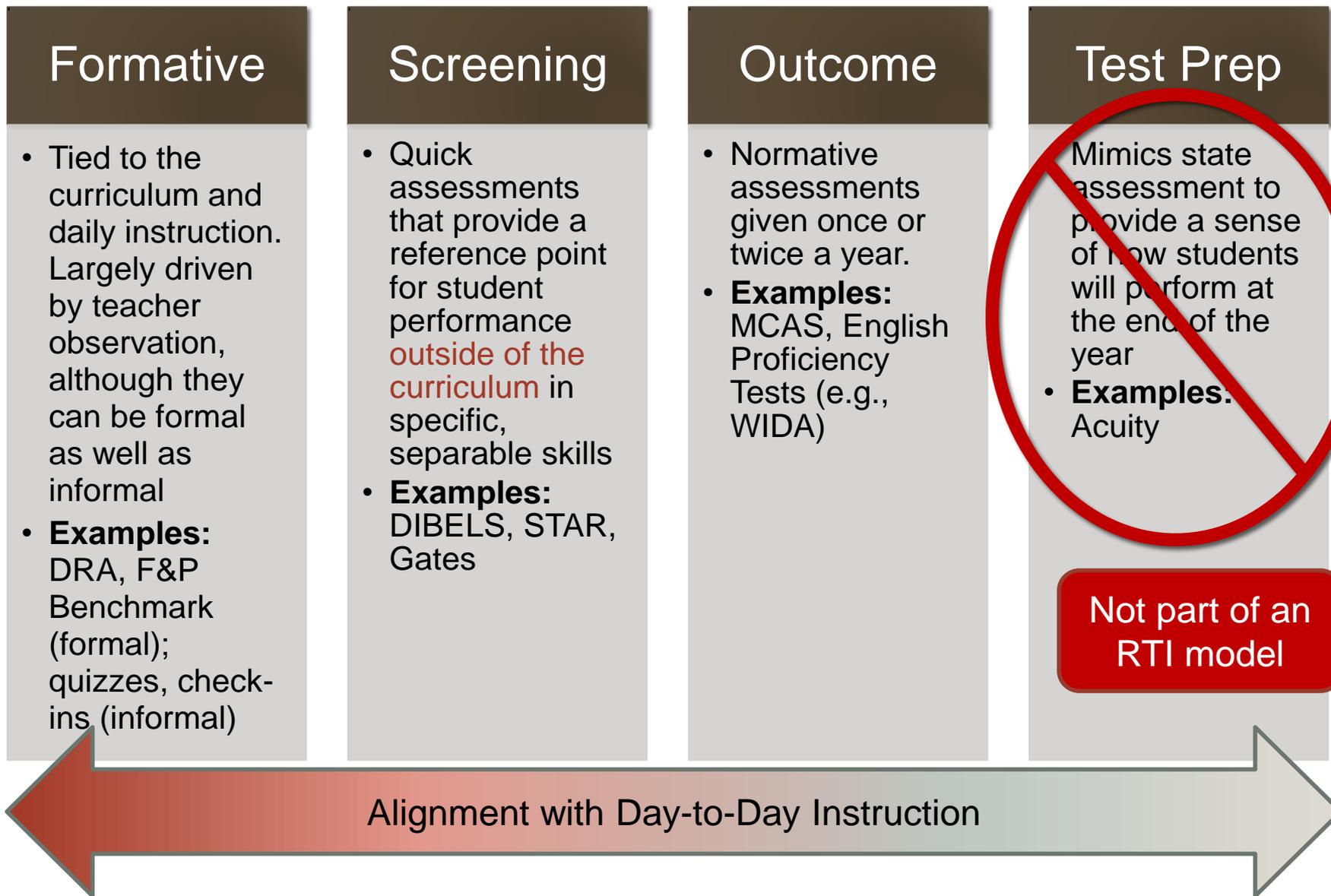


Following up with struggling students

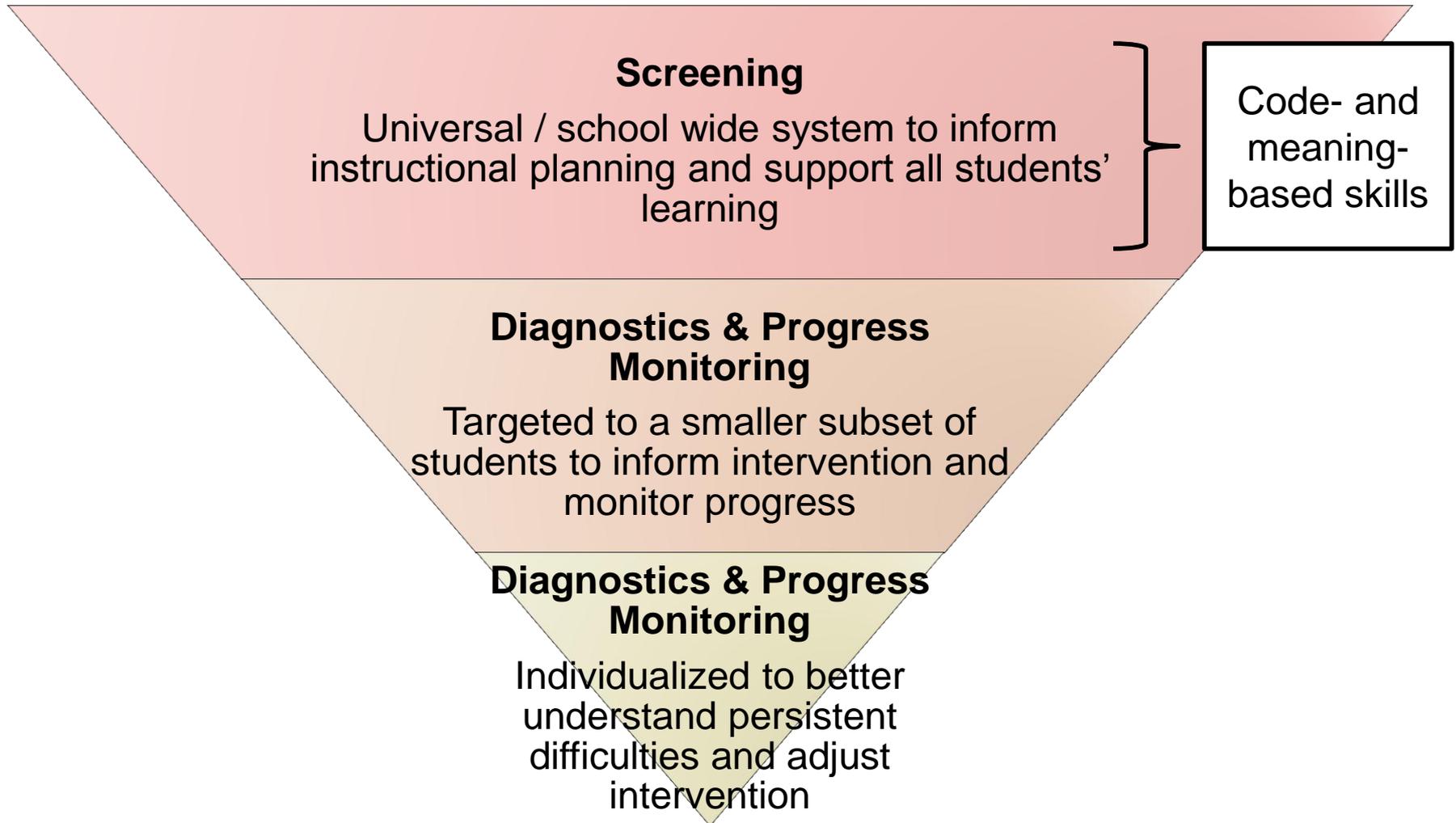


Screening all students in key literacy skills

Four Assessment Types within a System



Assessment System



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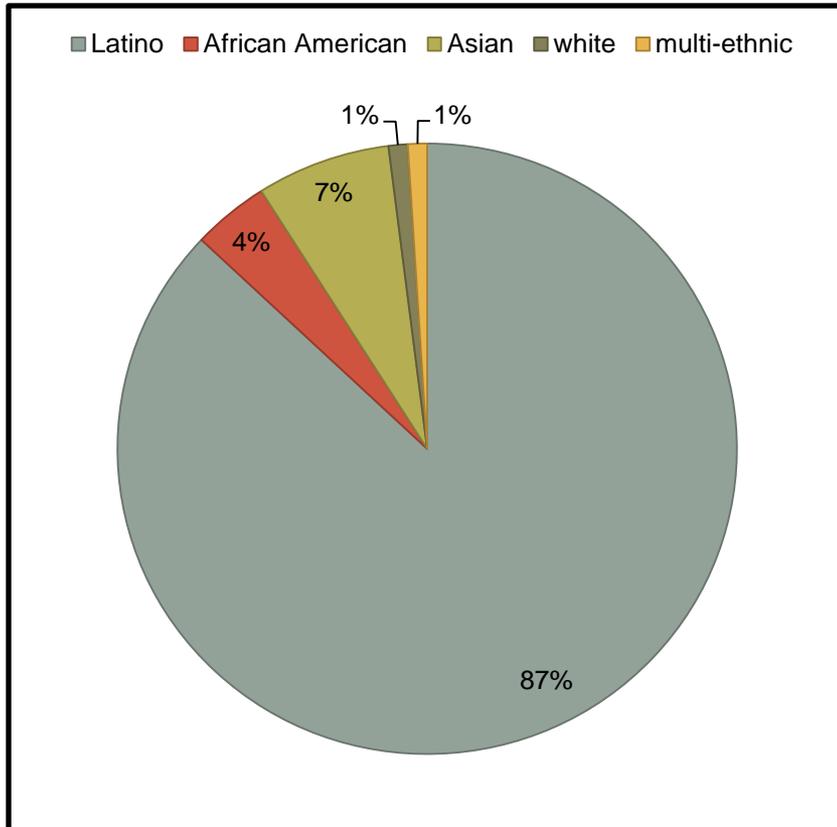
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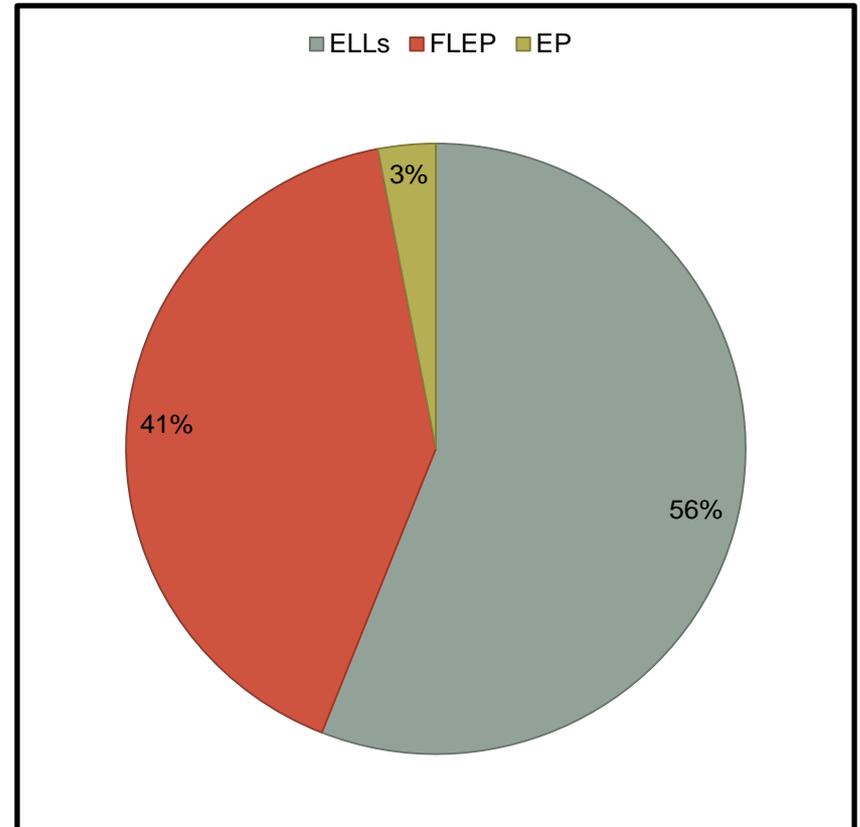
PROMISE ACADEMY CASE

Promise Academy Middle School

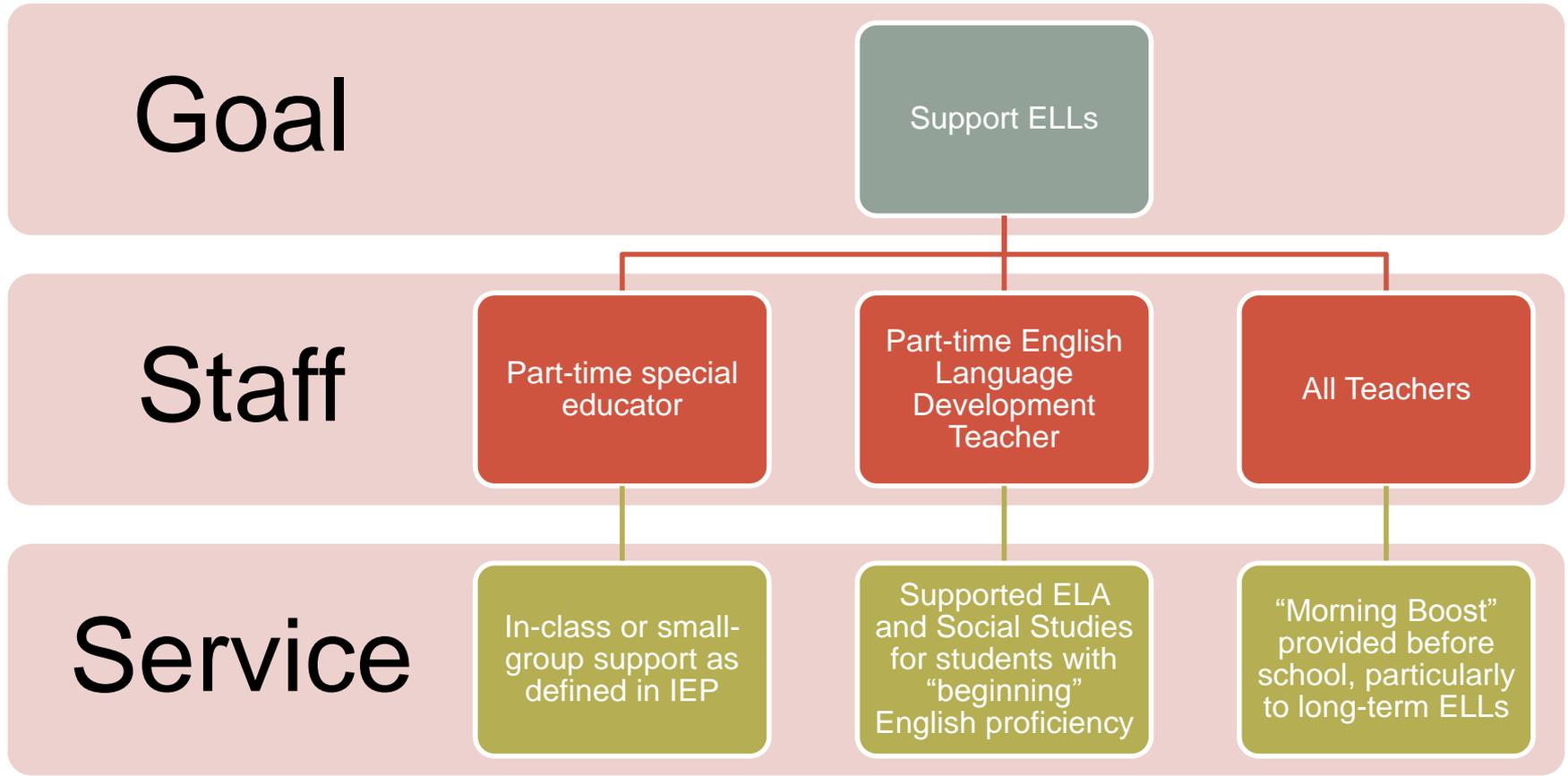
Demographics



ELLs



Support Services for Students



Focus Area

Focus Area:

A lack of formal screening or diagnostic measures

- **Evidence:** Students designated as needing Morning Boost support are reading at least two levels below their grade level. However, there is not clear data to explain the underlying reasons why they are struggling with reading. Currently, it seems the school is viewing the English Language Learners in Morning Boost as having low skills in a general sense and not getting a more nuanced understanding of their needs as readers and writers.

Assessment Battery

Type	Assessment Given
Screening Quick assessment that identifies student risk for developing reading difficulties in specific literacy skills.	-Scholastic Reading Inventory (a reading comprehension assessment)
Formative Driven by teacher observation and review of authentic reading and writing tasks.	-Frequent teacher designed unit quizzes, tests
Outcome Standardized tests given by state to measure achievement in broad domains.	-State test
Test Prep. Tests marketed for their ability to predict results on state tests.	-IReady

Action Plan Calendar

<p>April</p> <ul style="list-style-type: none"> - ELA Department discussions about assessment and assessment battery 	<p>May</p> <ul style="list-style-type: none"> - ELA Department discussions about assessment and assessment battery 	<p>June</p> <ul style="list-style-type: none"> - ELA Department discussions about assessment and assessment battery - SLT create assessment schedule 	<p>September</p> <ul style="list-style-type: none"> - Teachers Administer screeners - Teachers follow up with students who were flagged with additional assessment - ELA Department creates progress monitoring meeting schedule - ELA Department analyze data - SLT makes professional development decisions based on school wide data 	<p>October</p> <ul style="list-style-type: none"> - Meet with families of students receiving additional support in Morning Boost - Begin Morning Boost Teacher meet weekly to discuss progress monitoring data, grouping, and/or curriculum
<p>November</p> <ul style="list-style-type: none"> - Teacher meet weekly to discuss progress monitoring data, grouping, and/or curriculum 	<p>December</p> <ul style="list-style-type: none"> - Second screener 	<p>January</p> <ul style="list-style-type: none"> - SLT evaluates program based on data - Teachers meet to look at screening data and revise intervention structure as needed 	<p>February</p> <ul style="list-style-type: none"> - Teacher meet weekly to discuss progress monitoring data, grouping, and/or curriculum 	<p>March</p> <ul style="list-style-type: none"> Teacher meet weekly to discuss progress monitoring data, grouping, and/or curriculum - (End of the month) Third Screener

Case Debrief

Do you think that Promise Academy's plan will be impactful?

How does this case connect with your own work?

Do you have other ideas of how to "maximize" current structures or programs?

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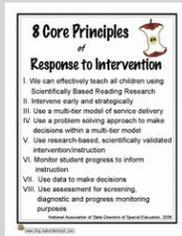
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SCHOOL-BASED LEADERSHIP

What Influences Implementation?



The nature of the initiative itself

- Key ingredients
- Dosage



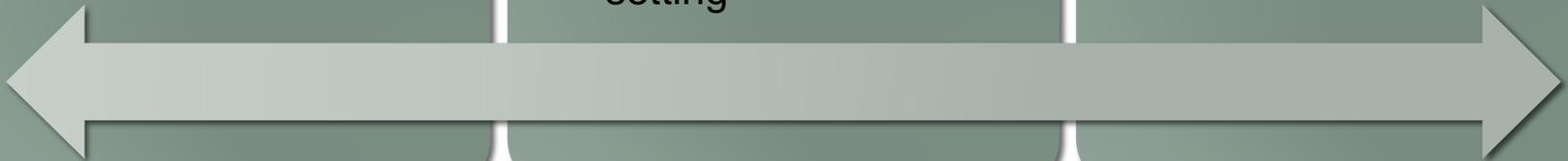
Relationships between change agents and participants

- Characteristics of the implementer
- Characteristics of the setting

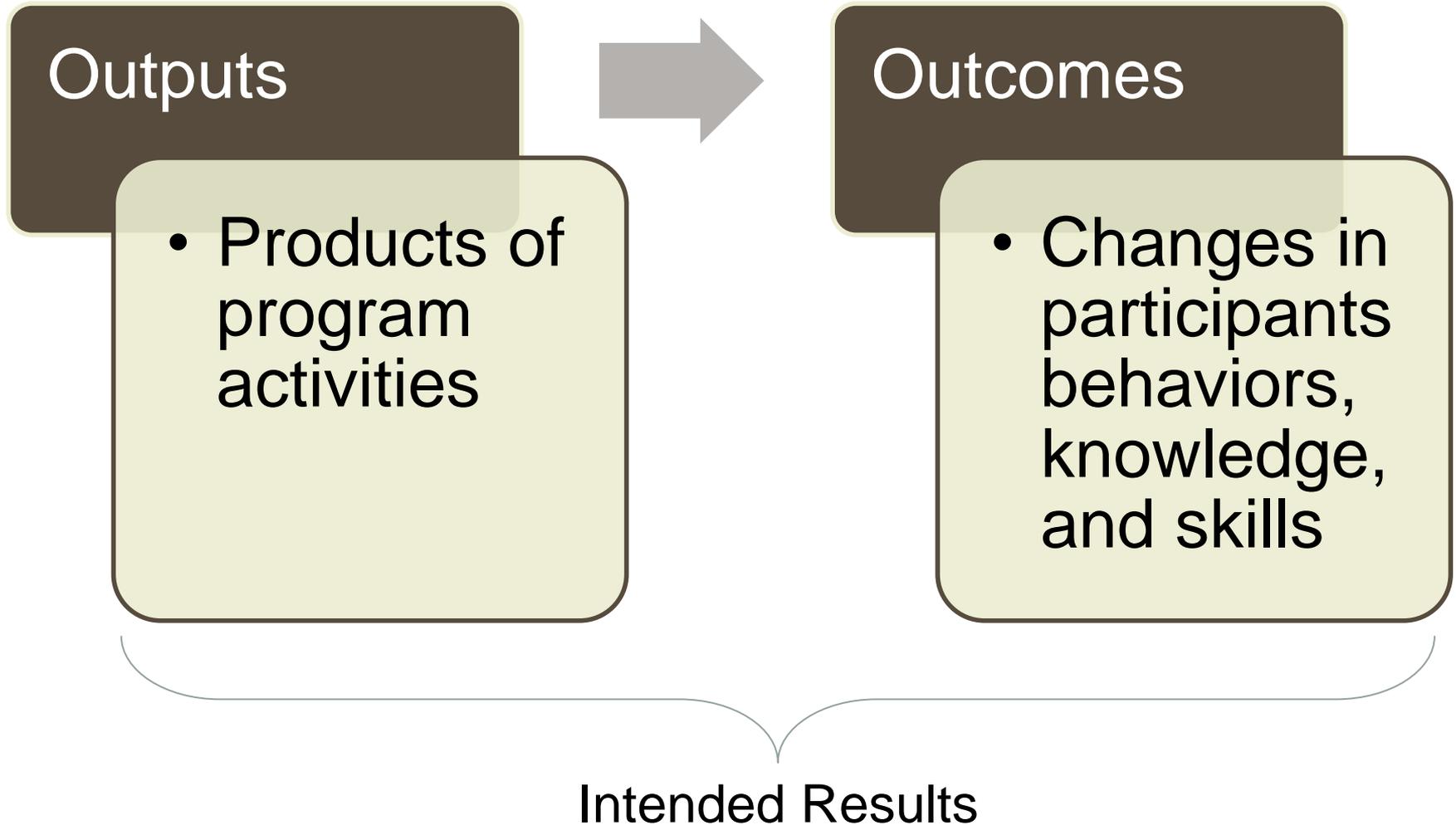


System-level factors

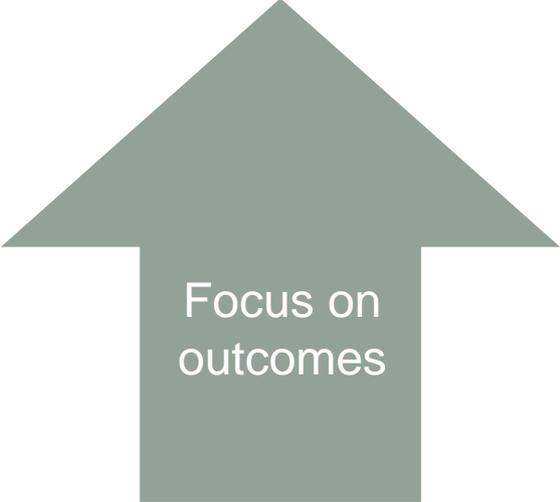
- Organizational structures
- Policy context



Key Distinction on the Road to Impact: Outputs vs. Outcomes



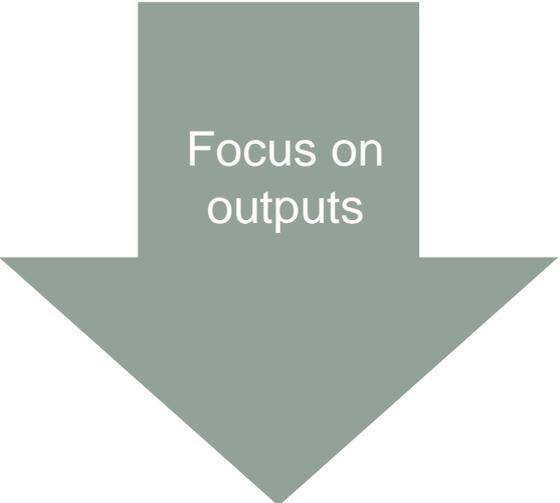
Effective / Ineffective Long-term Strategies



Focus on
outcomes

Effective

- Creating a strategy to maximize your current resources
- Respond to student and educator needs
- Systematically plan for long-term engagement



Focus on
outputs

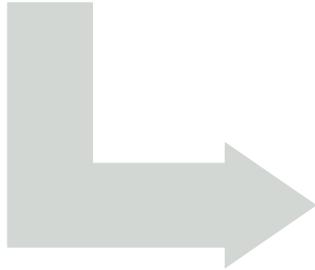
Ineffective

- Relying on a packaged curriculum or intervention to plug gaps in instructional core
- Not attending to personnel development at your site
- Unroll, then move on

Getting to a Focus Area

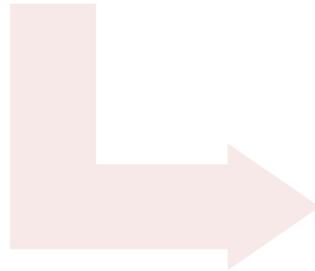
Begin with
goal in mind

- Goal should be actionable, measureable, and realistic in scope



Focus on
desired
outcomes

- Outcomes are important for both students *and* educators



Consider the
activities
specific to
your site

- How will you reach the outcomes in your site with your staff and students?

Self-Study: Articulating Sustained Implementation

Guiding
Goal

- What are the overall goals and objectives of the project?

Activities

- What will actually happen?

Outputs

- What are the actions that will result?

Outcomes

- What are the short-term or interim indicators?

Impact

- What do we expect to see in the longer-term?

Considerations & Pitfalls

Not enough detail/specificity; too big picture.

- Dosage and other features of implementation are not included.

Doesn't reflect time, i.e., the sustained focus of the effort.

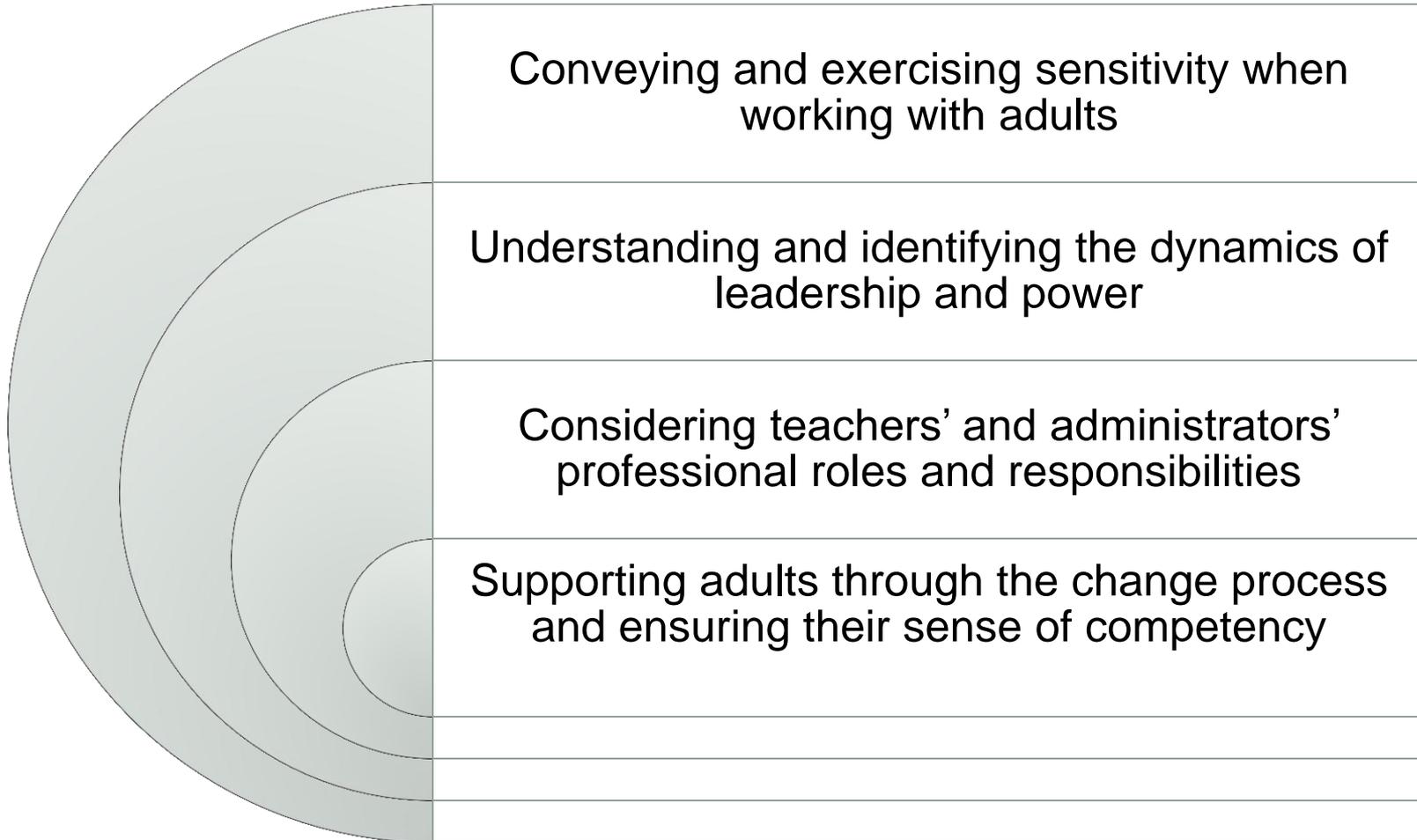
Doesn't differentiate between short- and long-term goals and corresponding outcomes.

- Jumps from activities to long-term outcomes.

Is not clearly linked to students' demonstrated needs

Is fixed and unchanging—you'll need mid-course corrections

Understanding consultation and collaboration: Where and how do the adults fit into this process?



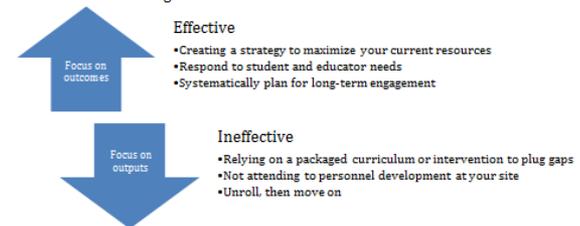
Identifying Your Focus Area

Determining a focus area with your school team

Determining a Focus Area

Modeled on the process followed at Promise Academy, you will work with your school-based colleagues to determine a specific focus area. Examples include: adjusting the assessment system, considering the short-term and longer-term steps to getting there; selecting curricula for a specific purpose; designing professional development to improve text-based discussion. While improving literacy at your school site requires attention be devoted to many areas, including those in each of these examples, effective strategic planning and implementation starts with one specific focus area. As you identify your focus area, remember the key difference between outputs (focusing on a program, approach, or intervention) and outcomes (focusing on changes in behavior, knowledge, and skills).

Effective and ineffective strategies are shown below.



What is your focus area?

Using the guiding questions or through reflection on the case example as a school team, determine your specific focus area.

Focus Area:

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CAPSTONE PRESENTATIONS

AN PLAN FOR [SCHOOL NAME] TO ADDRESS [KEY ISSUE(S)]

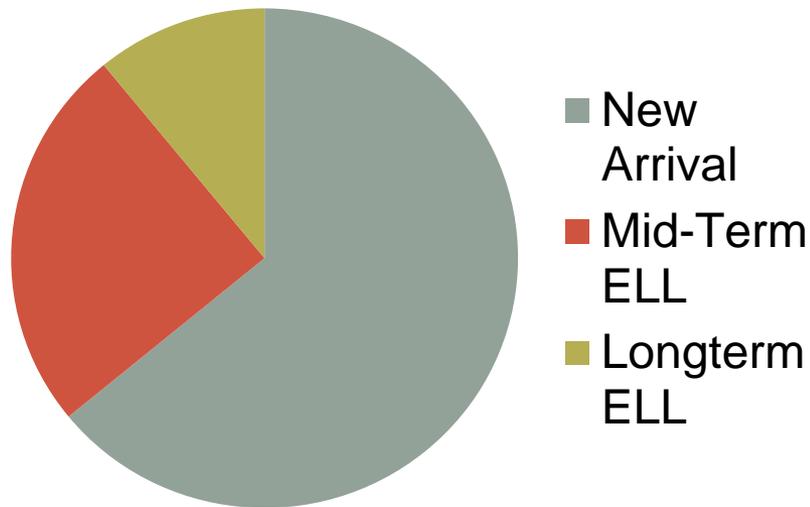
Group Members Names

Listed Here

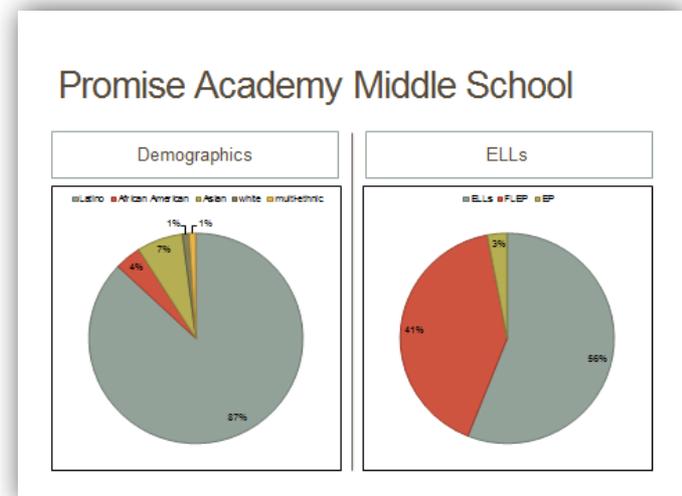
(With Titles)

School Overview

ELLs



- Adapt this slide to show demographics, school size, staff...whatever is most relevant



Your Focus Area

- Choose an area from your needs assessment and outline it here

Promise Academy:
Maximizing “Morning Boost” to
better target student needs

Action Area #1

- What main problem area have you identified?

Promise Academy:
The assessment system used to
identify student needs

Action Area #2

- What are the related problems for professional development?

Promise Academy:
Creating an associated system for
intervention

Rationale / Data Sources

- Include information about how you identified the area of focus. You might include:
 - Test scores
 - Teacher surveys
 - Student reports
 - Program inventories
 - Any work done in the institute

Promise Academy:
State ELA scores, teacher reports,
student reports

Considerations for your action plan

- Potential changes in the assessment battery
 - Additional measures and/or measures that should be discontinued
- Instructional responses to identified needs
- Professional development needs of staff
- Inclusion of family members and key community stakeholders

NOTE: you can't do everything at once, so a good plan and its implementation starts with 2 or 3 priority areas and actions. Here, we are suggesting 2.

Proposed Action Plan (Overview)



Action Plan: Step 1

Promise Academy:
Leadership team designs new
assessment system

Action Plan: Step 2

Promise Academy:

Leadership team creates new structure for intervention that includes a schedule to monitor progress

Case Consultation Questions

- List 1 – 3 questions for the group that would guide your implementation or sharpen your plan

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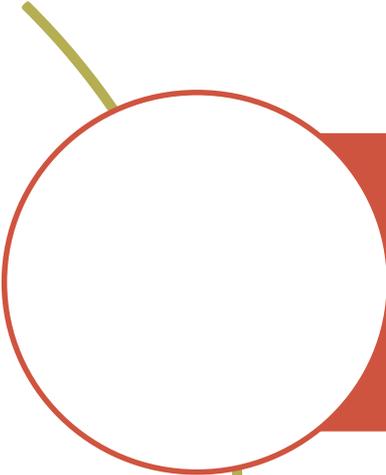
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Discussion Questions



What do you see as your best leverage point?

- i.e., curriculum, assessment, teacher PD, etc.



What is your first action step in implementing this work?