

Term Project

PART II—Study Group Leadership and Mentoring

By:

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Reading Specialist in Education Degree
College of Education and Human Development
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EDRD 634

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Introduction

The chosen topic for the small group sessions is administering reading inventories (DRA-2 and QRI-5) and running records. The result of the survey indicated that some of the teachers were not familiar with both running records and reading inventories. For years, majority of the teachers in the school used only the curriculum based assessment provided with the book series and were not using other forms of assessment tools to track students' reading development nor to plan for instruction.

The rationale behind choosing these very important topics was to help teachers know the reading behaviors that students exhibit in reading different types of texts. Being able to analyze a running record will help teachers target specific areas in reading (e.g. comprehension) that will facilitate successful reading in other content areas. Contextualized assessment and instruction involve a flexible approach to planning (Vogt & Shearer, 2011), therefore the ability to interpret data from a running record yields better instructional planning that meets the different needs of each individual student. Given the fact that each student has unique reading strengths and areas of needs, it is essential to know where the student is coming from to better lead him to his/her learning goals. The administration of the reading inventory will enable teachers to track the reading growth and development of each student throughout the year and create a baseline for goal setting for each student. In broader view, having a record of each student will keep all grade level teachers in touch and tuned in to the goal of helping each student reach the right reading level to be successful in each grade level. Keeping in mind that students are learning content simultaneously, it is very important that students are in the right reading level to be able to successfully access their content area topics. Literacy is the foundation of every academic content area (Guth & Fartro, 2010), knowledge of this will help teachers see the importance of

both the reading inventory and running records in their classes. The reading inventory will likewise provide a standard based assessment tool that is valid and reliable.

The Professional Development Plan

Small Group PD & Individual Coaching

The administration of reading inventories and running records will help teachers understand the different areas of reading instruction that students are independently using or are struggling in—phonics, vocabulary, fluency, writing, and comprehension. With this in mind, the professional development plan will emphasize on several factors: reading behaviors, administration of running records, miscue analysis, using/administrating a reading inventory, and guided reading for targeted instruction.

The participants of the small group professional development sessions are the Lower School Language Arts teachers from K-5, the middle/high school English teacher, and the school principal. All of the teachers have extensive years of teaching experiences. I have conversed with some of them who have taught in the school for more than 4 years and from our conversations it was apparent that there have been earlier initiatives and approaches to reading that was not successfully adapted—lack of support from the teachers themselves and inconsistency on the administrator’s part. With this in mind, introducing a new practice might prove to be challenging, even if it is evidence-based best practice used by successful schools.

The PD group will meet every Wednesday from 10:50 to 11:35 in my classroom starting November 9, 2011. The introduction session will be held on October 28, 2011 and will be an hour session of sharing the data from last year’s Stanford 10 Achievement Test as a reflecting tool to “set the wheel” in motion towards the goal of school improvement in the area of literacy. Each participant will be doing hands-on application of strategy/topic discusses in each session

and will be required to use it in class before the next session. A class/student artifact will be required from the teachers for the next session to use for discussion and analysis. For individual mentoring, a different approach will be used which will be discussed later on.

The use of data and documentation will be the spring board for reflective discussion. In the study done by Mokhtari, Thoma, & Edwards (2009), they noted that the key question is how to effectively use data to help raise students' reading achievement. With this in mind, the scores of the Standardized test from last March, 2011 will be used and the categories analyzed by all the teachers in the group. These will be compared to Maryland State Assessment (MSA) scores of schools within Montgomery County to set the goal of having comparative ability performance in the near future. Coming from different perspectives, this exercise will prove to be the ground for introducing the use of running records and subsequently administering a benchmark assessment tool or reading inventory to track individual student progress. Time permitting, Guided Reading may be another topic of discussion as we wrap the first two topics.

PD Introduction

Lexile Level, Sustainable Literacy Plan, Progress Monitoring,

DRA-2 & QRI 5

Date & Time : October 28, 2011, 2:00-3:00pm 4th Grade Classroom

Reflections : N/A

Topic / Rationale:

- Introduction: Using Data to Drive Instruction

Rationale: The assessment of students' performance while teaching to guide instruction is a longstanding practice of classroom teachers (Risko & Dalhouse, 2010) which is the

reason behind doing assessment and the driving force behind differentiated instruction. However, the reliability and validity of result of such assessment tools are dependent on the validity and reliability of the assessment tool to begin with.

Mentoring in teacher training is useful for supporting teachers in adopting new practices (Weaver 2004). The use of running record is something new for the participants in this session and will require the mentor to guide and offer support to clarify any misconception as the participants learn more about running records. The hands-on activity approach will be used to both model and apply the learning concurrently.

Activity 1: Presentation of the standardized test scores from March, 2011 for interpretation and analysis: compare our school's data with that of the national standard, analyze the categories where our school got low scores for goal setting, discussion of the different assessment tools used in our school, talk about the effectiveness of the assessment currently used at school compared to standard-base assessment commonly used in other schools in Montgomery County. Introduce what a Lexile Level is and why is it essential as teachers to know each student's Lexile score. Understanding the correlation chart helps teachers see if their students reading Lexile corresponds with the grade level where the students are. Each teacher is given a binder that holds the Lexile scores of each student in their class from the SAT 10. This exercise will help teacher realize the need to ensure that students supported in their learning as they move to the next grade level. ***Rationale:*** The seriousness of a reading problem often depends on the gap between a student's reading level and his or her chronological grade level (Caldwell, 2008). Without this key information about student's reading level and ability which is

measured by the Lexile Level, there can be a mismatch between the instruction teachers give and what the students need to learn.

Activity 2: Introduce a workable, flexible, and sustainable literacy plan for the school with explanation that teachers as stakeholders should be an active participant in shaping the plan. Discussion of our school's profile, our dual curriculum, teachers' expertise, teachers' experience with other successful schools, and the need to create a literacy vision to set our literacy goals will be the focus of this activity. ***Rationale:*** Currently, the school has no literacy team to bring relevant issues surrounding reading and literacy into focus. Being a school that has a dual curriculum—Islamic Study and Academic Curriculum, we need to create a literacy program that is culturally responsive to both the academic needs of the students and their religious orientation (since their religious orientation limits their access to reading materials that are appropriate). Furthermore, literacy teams have the capacity to improve teachers' classroom practice and students' learning (Cobb, 2005; Kahoun & Bjurlin, 2008; Fisher & Frey, 2007, Lambert, 2002).

Activity 3: Introduce the use of the progress monitoring binders that will be passed along each year for each class to have a record of what the class has been doing, and how individual student progress through targeted instruction guided by the result and analysis of the DRA-2/QRI-5 benchmark assessment). Discussion on how progress monitoring becomes an effective tool to raise students' reading achievement across all content areas. Discussion on how this assessment becomes part of instruction and how it can guide instructional planning and differentiation. ***Rationale:*** Formative assessments, in general, are those that provide information about student learning during instruction (Risko & Dalhouse, 2010). Running records, which is part of informal measures, is one of the criteria that essentially guide instructional planning to meet students' need/s. Good

reading behaviors are manifested when students orally read a text that a teacher takes a running record of. The good reader behaviors are the keys (Caldwell, 2008).

PD Session 1

***Good Reading Behaviors, Running Record Introduction, Running Record Sample,
Demonstration, & Hands-on Activity***

Date & Time : November 9, 2011, 2:15 10:150-11:35am at 4th Grade Classroom

Reflections :

- The principal is very supportive of this initiative because of the ability to document the progress of students is a vital tool for school effectiveness. I am onboard with the intended outcome of this project however an extreme paradigm shift on teachers' perception on how they teach will need to take place in order for this initiative to be beneficial to the students.
- Going around talking to teachers about what they think of the "literacy fix"/focus this year has given me some insights on their feeling about the program. Some views it as a way to help certain students in their class, while others are anxious about the amount of "work" this program will entail.
- I certainly feel that I really need to make my presentation worthwhile and well-scaffolded in terms of the why/s and how/s in order to keep this group learning. I can already feel that two of my participants are not completely on board with our goals and are simply attending because it was made mandatory for all English/Language Arts teachers. On the other hand, I have three teachers who are now seeing why this focus is essential if we truly want the students to learn. I'm really banking on the positive influence and feedback these three teachers bring and share.

- The Kindergarten teacher approached me seeking help and guidance on how to ensure that the students in her class receive the kind of instruction that helps them as readers and learners. In lieu of this, I decided to mentor her instead of the previously agreed upon mentee because the Kindergarten teacher is very willing to work with and for the students in her class. I strongly feel that this endeavor is a better use of my time and effort at this point in time since the other mentee is not cooperative and has stated that she does not want any teacher going in her classroom for observation for the record. I will still work with the other mentee in terms of offering support and resources, and answering questions about the program or about students in her class, however, the individual mentoring piece in terms of doing demonstrations/push ins, lesson plan development, and feedback consultation will be done with the Kindergarten teacher.

Topic / Rationale:

Activity 1: For this part of the session, the mentor will give a short PowerPoint presentation on the importance of running records. Participants will be given a reading behavior chart to distinguish good readers from poor readers according to the behaviors they display while reading. A discussion on how running record helps teachers by providing information on what strategies students are independently using while reading will help teachers reflect on the students in their class. ***Rationale:*** The thinking process needed to identify words, and to comprehend and remember selections, are the focal points of reading instruction (Caldwell, 2008). Teachers who are aware that there is a tool (good reading behaviors) they can use to help them analyze the passage reading and reflect on whether the student is struggling (below-level), instructional (on-level), or

independent (above-level) as a reader will help them focus for individual instruction that will help students meet their learning needs.

Activity 2: Mentor uses ARI's passage recording of a student oral reading the passage "The Busy Road". Participants are given a copy of the passage that they will use to do a running record of the oral reading presented. A review of the conventions for recording errors will be done prior to starting the recording and a brief question-answer to clarify misconception/s. The recording will be played for hands-on practice. A discussion on the good reading behaviors displayed by the student and the errors she made will help teachers become familiar with what they need to do in their classroom setting.

Rationale: Running records are evidence of what students can do independently which helps teachers know where they are as a learner. Assessment is always interpretive (Johnston, 1992a, p. 60). Running record as an informal assessment tool helps teacher pinpoint reading behaviors that students have developed overtime and reading behaviors they have yet to learn. The good reader behavior is the teachers' focus; the story or chapter is the tool that is used to develop it (Caldwell, 2008).

Activity 3: The Challenge: Bring a Running Record Sample from Your Class (Frustration, Instructional, and Independent). Teachers will get further instruction on the miscue symbols to be use when they doing a running record. They will be instructed to choose a student for case study. Take the running records of the chosen student during the class' silent reading period and bring it in the next session for analysis and discussion. Encourage participants to use a voice recorder to record the running record to have a better picture of the reader's rate and fluency. Other forms of recording, such as students video recording themselves reading (with parent's permission) to see their growth as a reader, is another option that teachers can do in their class. ***Rationale:*** The ability to put

new learning into practice right away when it is still fresh will allow the students to benefit instantly from the PD session their teacher participated in. This will also give the teacher a reflective tool on what his/her student can do independently and where to focus her/his instruction in the future.

Individual Coaching

Rationale: Working with colleagues can enhance a teacher's professional practice and support students' learning (Onchwar & Keengwe, 2010). The ability to observe a colleague (mentor) use a new practice in action will give the mentee/observer the chance to see how it is done in the classroom in actual time, and in actual student ability.

The mentor will schedule a time for the mentee to meet and develop a lesson plan for the mentor to demonstrate in the Kindergarten classroom. The focus of the lesson plan will be giving strategies for comprehension and phonemic awareness instruction. The demonstration will be two-fold, one day will be for comprehension strategy through a read-aloud focusing on book reading conventions, directionality, oral language-print match, and comprehension questions (Before Reading—previewing, making predictions; During Reading—story structure, sequencing events; After Reading—summarizing). The phonics instruction will focus on phoneme segmentation, phoneme blending, and phoneme substitution for word building. These instruction focuses are precursors to administering the DRA-2 assessment of which running record is a part of. After the demonstration and observation, the mentor and mentee will meet together to share feedback on what was observed and any question the mentee might have. A conference feedback form will be used to facilitate the discussion of the observation. The mentee will be asked to demonstrate a planned lesson on both instruction focuses while the

mentor and the assistant teacher observes. A follow up conference will be done to discuss the key strengths of the demonstration and reflection on the students' participation and learning behavior/outcomes from the lesson.

PD Session 2

Artifacts Analysis Using Miscue Analysis, Guided Reading

Date & Time : November 16, 2011, 10:50-11:35 at 4th Grade Classroom

Reflections :

- I believe the teachers are now seeing the importance of having running records done with the students. From our discussion in the previous session, some questions were asked about students in their class which indicates that they are consciously reflecting on their students' reading which is a good thing. One question asked pertains to a student who is reading passages from the text book but cannot recall details or answer questions—which indicates that comprehension instruction should focus on specific areas—that which can be answered by a DRA-2 assessment.
- Some of the teachers told me that there are a lot of conventions for errors now as opposed to what they use years back. I have to share with them that because there is continuous research on effective reading instruction, some key concepts are added to really pinpoint where instruction should be focused on. I have to emphasize that because of the nature of research and development, it is imperative for all of us teachers to be continuously attending professional development and to read materials, articles, journals on best practices in school.
- After doing a demo teach (read-aloud) in the Kindergarten classroom, I've discussed with the Kindergarten teacher that during the first reading of a book, students are not to echo back the lines the teacher read (this was the routine they have been using which may interfere with the

comprehension building as the group read the text). I explained to the teacher that the beauty of the read-aloud is to demonstrate to the student how they should be “interacting” with the text by asking questions that can be answered as they read more of the text. I also explained that aside from providing examples on how to “think about” the text, the characters, the events, another feature of a read-aloud is to help students interact with the words in the text which can help them with print awareness, directionality of reading, or even prosody and attention to punctuation marks. I suggested to the teacher that a repeated reading of the text can be done where the students can echo-read the lines and use it to demonstrate proper phrasing, intonation, pausing, voice-print word match with the students.

Topic / Rationale:

- Miscue Analysis and Guided Reading

Rationale: A coach’s (mentor’s) role is to guide the teacher toward more literacy-inclusive lesson (Guth & Fartro, 2010). The use of miscue analysis along with a running record will show the areas that students struggle with in reading. The analysis that arises from the miscue drives instruction planning and differentiation. Reading is a complex process that involves orchestrating different strategies in vocabulary, fluency, and comprehension to name a few. Guided Reading provides students a model on how to apply strategies to help with their comprehension with think alouds as students read a passage.

Activity 1: A presentation of what miscue analysis is will be given to cover the examples of miscues, types of miscues students make and what it tells us about our students’ reading behavior. ***Rationale:*** Majority of our students in the school are

bilingual—they use both English and Farsi at home, and are learning Arabic at school. Because of this, knowing the certain type of miscue can be attributed to the bilingual nature of the school community is essential and is a topic for discussion. Performance assessment has the potential for individualization...and has the advantage for accommodating cultural and linguistic diversity (Hiebert & Calfee, 1992).

Activity 2: Analyzing Running Record Artifacts. Teachers were asked to bring in a sample of a running record they did with one of their students. The activity will revolve around small groups of 2 teachers analyzing the artifacts they brought in and using the miscue analysis chart as reference to find out what is going on with the students---what is s/he struggling and what do they need to do as teachers to meet the need/s of this student.

Rationale: Since this might be the first time some teachers might be doing a running record, it is the mentor's responsibility to assist the classroom teachers in understanding what the running record is showing about that particular student.

Activity 3: Whole group sharing and discussion on some running records. ***Rationale:*** As a coach (mentor) for this group, it is my responsibility to lead my participants to reflect on the aspects of their lesson planning as this affect the academic outcomes of the students and help them with their academic growth. The activity will help expand the teachers' knowledge base as they share their perspective/ideas/thoughts on the different reading ability of students. The learning that takes places within the group discussion is an opportunity to scaffold the new practice with what they already know.

Activity 4: Now What?—Using Guided Reading to meet students' learning needs. A brief discussion on Guided Reading is will be given and an explanation of why “one size DOES NOT fit all” in terms of instruction. A need to differentiate instruction will be

discussed after the presentation of two video clips on Guided Reading. Think Alouds and promptings are some of the guiding principles that will be emphasize in the discussion. **Rationale:** After analyzing the data that the running records yielded, it is now the classroom teachers' responsibility to help students gain the knowledge and strategies they need to successfully access their text and become better readers. . Teacher participants will be invited to reflect on their classroom practice and think of what modifications they need to do in their personal instruction to better meet their students' needs.

To close the session, the mentor will ask the participants to think of that one student in their class that needs the most help with reading. With that in mind, the challenge is to do guided reading with a struggling student in their class and use think alouds and prompting to help the student engage with the text. Encourage teachers to provide books of different genre and reading level for the students to choose from in their silent reading time. With the novelty of these books, the teacher will have a better understanding of the reading struggles and successes of the student s/he is doing a running record with. The element of choice can be a motivating and engaging factor to encourage students to read and in the long run, improve on their reading skills as teachers continue to do Guided Reading sessions with the students.

Individual Coaching

Rationale: Planning how to administer a running record together is a type of support that coaches/mentors can provide to colleagues because one of the responsibilities of coaches is to be a resource person.

After having the opportunity to observe the mentor and discuss what took place in the observation, we now move on to the second part of the demonstration. Another push-in demonstration will be conducted and the same feedback conference will be done to discuss what took place and the benefits of doing running records. Together, the mentee and mentor will analyze how the instruction helped the students with their phonemic awareness and word building skill.

Plans for a demonstration of how to administer the DRA-2 assessment and running records will be discussed and the materials prepared. The use of voice recorder will be implemented.

PD Session 3

DRA-2: Administration and Q&A, Progress Monitoring Data Management

Date & Time : November 23, 2011, 10:50-11:35am at 4th Grade Classroom

Reflections :

- The teachers are overwhelmed with the amount of time they have to put in to do the running records and as a respond I had to reiterate that this will benefit the students overall by helping them meet their learning needs. It is challenging because some teachers are simply focusing on the time factor as opposed to the outcome.
- Some teachers complains about the varying levels of their students and how they have to differentiate and I have to keep on asking the vital questions: “How do you differentiate?”, “What do you differentiate?”, “Why do you differentiate?”, and this is where I lost those who complains.
- Most teachers are doing their best to implement doing running records in response to the DRA-2 assessment for progress monitoring. They have been approaching me in the hallway,

after school, to ask questions about the running record they did and how it pertains to the DRA-2 assessment, questions on what to do now that they've done the running record piece of the passage, questions on what's next. I've been very busy with helping the teachers and working with them to interpret the results of their running records. We have been productive as a team.

- I have been asked to give a presentation speech by the PTO on the topic of our “Enhanced Reading Program”. I explained the plan for progress monitoring, shared the professional development session the Language Arts and English teachers have been attending, what is the potential outcome for the students and the school of this program, how it can be sustained the next year and beyond, what parents can do at home to extend literacy, etc. The school community is in total support of the program and has expressed their intention to follow-up with the administration on the development of the program.
- The kindergarten teacher is grateful for the demonstration on phonemic awareness instruction. I used a two Tier instruction model—Whole group and small group instruction. She told me she never did it that way so having to observe how it can be done more effectively helped her. She is now thinking of rearranging the class and students' tables to allow for small group instruction. I suggested asking for a semi-circle table for her class to help her with Guided Reading/Word Work with her students to which she is more than willing to use to help the students maximize their learning potential. We have made plans on doing the next demonstration which will focus on administering the DRA-2 assessment and her demo-teach for read aloud and phonemic awareness instruction to which I will be the observer.

Topic / Rationale:

Developmental Reading Assessment-2 (DRA-2) Administration & Recording

Activity 1: Go over the guidelines and instructions for administering the DRA-2.

Discuss the need to scale up and down the reading levels to know each student's independent, instructional, and frustration levels in reading. Talk about the Student Reading Survey and the other forms that teachers need to complete (Student Book Graph and Class Reporting Form). Discuss the use of digital tools (voice recorders) and pdf copies of assessment passages for documentation (soft copy) and easy file sharing.

Rationale: Reading assessment should be multifaceted; should occur over time; should measure a wide range of skills; and should involve a variety of texts, formats, and purposes (Caldwell, 2008). Keeping a record of the books the student have read (Student Book Graph) from the DRA-2 Assessment kit, identifying the reading level of each student, and having the running records of students' oral reading is a powerful tool that teachers can use and refer to over time.

Activity 2: Show PowerPoint presentation on how to show individual progress using graphs can be done per class, per students. This will give teachers the ability to identify students who are Below Level, On-Level, and Above Level in their classroom, and to track the reading development of each student in the class making sure that they meet the goal for their grade level, if not beyond. ***Rationale:*** Systematic assessment tells you not only what students can read with understanding and fluency without teacher support but also their instructional level and hard levels (Fountas & Pinnell, 2009). This system will help the teacher reflect on his/her instructional planning and how s/he is helping the students meet their individual learning need/s.

Activity 3: Wrap-Up of the three sessions. Talk about how the sessions can benefit them in their classroom teaching practice. Administer a post-survey form to help the mentor reflect on the PD given.

Individual Coaching

Rationale: Teachers can feel success when they try the activities demonstrated to them in their own classroom (Vogt & Shearer, 2011).

The mentor will demonstrate how to administer the DRA-2 Assessment for Kindergarten. The Kindergarten DRA-2 kit contains Level A through 16 because it was evident from the previous push-in/s that some students have advance reading ability as evident in their participation in reading the text from the read aloud and their ability to manipulate letter-sound in creating new words.

Overall Reflection

This school-based leadership project was beneficial for me and the school. The survey was helpful in pinpointing topics—33% voted for “selecting, administering, and evaluating results from assessment); 33% voted for “administering reading inventories and running records); 4 out of 7 teachers indicated weak agreements in the area of “I feel confident in my ability to provide differentiated instruction to meet the literacy needs of my students” and “I feel confident using IRIs and running records in assessing my students’ reading development—that matched the need of our school to improve teaching and learning. The topics covered in our professional development sessions provided the support and resources teachers need to better select assessment and use the data result to guide their instructional planning in the future.

Although it was hard to push for this kind of paradigm shift—one that focuses on how to help students achieve and succeed in reading—teachers are seeing more and more how knowing each students’ reading level and reading behaviors can help them help their students in their classroom. There is more consciousness on what students are doing well, and what they need support with. Also, there is more cooperation and communication between teachers in the hallway sharing what they see and basically sharing what they know to others. There is an apparent teamwork that the PTO, the administration, and the parents are sensing among the teachers which is one of the positive steps towards the change in literacy that this project is trying to accomplish.

I still have one teacher who constantly complains of how tedious and time consuming it is to do the DRA-2 assessment, and I have extended my help by offering to do administer the assessment to one of her student who is having some behavior issues in her class. We have scheduled a date for the child to come to my class in one of my free periods so he can be

assessed and properly placed to help identify his strengths and areas of improvement, and subsequently help the teacher match materials that he can be engaged with thereby helping him focus more and hopefully be engaged which may eliminate some of the behavior issues in class.

The PTO officers invited me back to give a speech on the development of the progress monitoring program we have established as an outcome of the professional development sessions. The school community and parents are now more aware of the active part they play in extending literacy learning at home with their child. Resources such as the correlation chart for Lexile level, DRA-2 levels, Scholastics, and Grade Level has been shared with parents for them to use know the goals we have in terms of their child's reading progress and how this can help them when they are shopping for reading materials, books, or borrowing books in the library. Reading behavior chart was also shared for them to know the reading behaviors expected of students so they can use effective and purposeful prompts/questions when reading with their child, or when watching a show (listening comprehension), or visiting a zoo or museum (reading printed facts). Suggestions were also given as to what activities at home or in the community they can participate in or give their child to build background knowledge. The next PTO meeting, to which all English/Language Arts teachers will be participating in and hopefully co-presenting, will address the first part of the progress monitoring, the goals set for the remaining of the 2nd quarter in the different areas of reading instruction per class, reaffirming on how this will continue on as the student move from grade to grade, and how information will be shared to parents on an individual family basis to help strengthen the home-school connection and cooperation to improve literacy across the board.

The principal has been very supportive of teachers and have been actively involved in purchasing voice recorders and audio books to support both students and teachers. All stakeholders are doing their share in helping students become better readers, thus better learners.

Reflection on Observations

Sr. Saluat Majid, the Kindergarten teacher, openly admitted that this is her first time teaching Kindergarten is as such, needs all the help she can get to make sure that she is giving her students the kind of instruction that helps them develop as learners. She is aware that Kindergarten is a crucial year in making students love reading and use reading to further learning.

She has undergone a paradigm shift in terms of viewing teaching as what teachers do to viewing teaching as a tool to help students grow as a reader/learner. In the first meetings we had under the Math committee, she has expressed that the books we have makes it easy for us to teach because it comes with the teacher manual and resources that helps teacher accomplish “60% of the planning”. Now that she has participated in our Literacy meetings I feel that her views have change as she is now asking for other resources she can use, aside from the book the school uses, to support individual learning of her students. When she talks to me now, her questions are more purposeful and there is always students benefiting from the information she will get. She is also more attune now on how she could scaffold the learning of the students in her class and overall more aware of what the students can do and what they need help developing.

She is very eager to apply the strategies I have demonstrated in her own classroom as she see the students’ level of engagement increase in the read aloud and the word work for phonemic instruction. She also see the enthusiasm that 3 of the students who did the DRA-2 assessment showed in orally reading for the teacher. I strongly feel that this year’s Kindergarten students are going to benefit from their teacher’s desire to learn more and to apply it in her classroom.

Appendix A

Team Meeting Record Sheets

Team Meeting Record Sheet

Group Members Language Arts Teachers, English MS/HS, Principal

Coach Andrea Galern Date 10-28-2011

Grade Level/Unit/Focus of Group Data Driven Analysis & Sustainable Literacy Plan

How It's Going:

- First time that score information shared to staff.
- Emphasis on improving instruction this year & some changes in assessment process to help students transition better to the next grade level.

Topics Discussed:

- 1). Lexile Levels from SY 2010-2011 Stanford 10 Test
- 2). Sustainable Literacy Plan for LA
- 3). Correlation Charts information & familiarizing w/ different reading levels per grade level.
- 4). Relationship of Lexile Level to Feaburg

For Future Discussion:

Progress Monitoring using BR15 or DRI-2

Next Steps

Goal: Start training for progress monitoring as one of the Literacy goal this year.

Action Steps:

Who	Task	Completion Date
ELA / English Teachers	1) familiarize each w/ grade / reading level correlation	11-9-11
	2). reflect on their class, reading ability	

Next Meeting:

Nov. 9, 2011 3:45-9:45pm

Bring to Next Meeting:

Correlation Chart of Grade Level Standard

- 3). Attend all PDS designed to support the implementation of progress monitoring

Distribute

Team Meeting Record Sheet

Group Members Language Arts Teachers, English Teacher

Coach Andrea Salem Date 11-11-11

Grade Level/Unit/Focus of Group Running Records

How It's Going:

- Some have ideas about running records & miscues (O.V.M)
- Hands-on activity was given; more practice might be needed.

Topics Discussed:

- Importance of Running Records
- How to administer a running record (listening sample)
- Reading is continuously evolving - Best Practices & Evidence-Based Practices are KEY to reading achievement & success.

For Future Discussion:

- Miscue Analysis of Running Records
 - What categories for the miscues stands for & what it tells us about student's reading ability.
- Next Steps

Goal: Using artifact from each class, analyze reading behaviors & miscue to target instruction in Guided Reading

Action Steps:

Who	Task	Completion Date
<u>Atl. Language Arts Teacher</u>	<u>Do a running record</u>	<u>11-16-11</u>

Next Meeting: 11-16-11 @ 10:50 am

Bring to Next Meeting: Artifact of a Running Record

Distribute

Team Meeting Record Sheet

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Group Members ELA K-5, English MS/HS, Sr. Behren

Coach Andrea Salem Date 11-16-11

Grade Level/Unit (Focus of Group) Miscue Analysis

How It's Going:

→ What observations you've noted with regards to your students' reading behaviors?

Topics Discussed:

- Examples of miscues / reading errors
- Definition of miscue, miscue analysis, types of reading errors
- Guided Reading introduction
- Using DRA-2

For Future Discussion:

Importance of running records, miscue analysis in administering DRA-2

Next Steps

- Goal:
- 1) Familiarize oneself with the cueing symbols
 - 2) Continue practicing using miscue recording through running records

Action Steps:

Who	Task	Completion Date
ELA teachers	Start DRA-2 info/kit reading	Ongoing

Next Meeting: DRA-2 B&A
Nov. 23, 2011 10:50-11:30 am - W @ 4th Gr. Classroom

Bring to Next Meeting:

- DRA-2 Kit, passages recording (if applicable).
 DRA-2 Essential Folder / Instructions Packet ^{Distribute}

Team Meeting Record Sheet

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Group Members Lang. Arts teachers for K-5, English teacher (ms/HS)

Coach Andrea Salem Date 11-23-11

Grade Level/Unit (Focus of Group) DRA-2

How It's Going:

- 1) Familiarizing oneself to the of leveled books in the DRA-2 Kit to find students instructional, frustration, & independent levels.
- 2) Different views on the necessity & value of having a voice recording of students' oral reading for documentation & other purposes.
- 3) Discussion on how to administer the DRA-2 - emphasis on conventions & instructions to gain valuable information.

Topics Discussed:

- 1) Revisit doing a running record & analyze miscue based on the types of language cueing systems & symbols used.
- 2) Issues regarding administrative DRA-2
- 3) Action plans & suggestions to help teachers with DRA-2 and guided reading for targeted instructions.

For Future Discussions:

- 1) What to do with the data collected
- 2) Guided Reading in the classroom

Next Steps

Goal:

- Establish new base line of reading level per student
- Establish focus for instruction based on students' reading strengths & areas of improvement

Action Steps:

Who	Task	Completion Date
1) ELA Teachers	Establish new baseline	12-7-11
2) Admin & teachers	Assign Reading Block	ongoing
3) Admin / Procurement Officer	Provide teachers w/ voice recorders	12-30-11 to 12/15/11
4) Admin (Procurement etc)	Acquire books on tape/cds & tables	ongoing

Next Meeting: NOVEMBER 30, 2011 - Wednesday

Bring to Next Meeting: 10:50 am - 11:30 am, 4th Grade Classroom

DRA-2 Kit & Assessment Records Distribute

Team Meeting Record Sheet

Group Members EIA Teachers K-4

Coach Andrea Salern Date 11-30-11

Grade Level/Unit/Focus of Group DRA-2 Reporting

How It's Going:

- Going over the forms that are part of the student record/binder.
- Talk about not completing the Student Survey form for the November assessment & bumping it to February 2012.
- Update on the purchase & issuance of digital voice recorders.
- Overall (majority) observation on weak comprehension skills for K-4 classes.

Topics Discussed:

- Administering instructions & clarifications
- Forms needed next week (Student Book Graph & class Reporting form)
- Using technology for documentation (oral readings & pdf copies of assessment passages effective February, 2012)

For Future Discussion:

Focus for instruction → lesson planning to provide instruction on areas of need/improvement

Next Steps

Goal: Interpreting data from the latest Reading Levels & focus on relationship between Oral Reading Fluency & Comprehension

Action Steps:

Who	Task	Completion Date
EIA Teachers	1) Complete DRA2 Assessment	12-5-11
	2) Complete Student Bk/Class Report file	12-8-11
	3) Submit edited ppt	12-7-11
Principal/Prevention Officer	Purchase digital voice recorder	12-5-11

Next Meeting:

Dec. 7, 2011 11:50-11:30 am @ 4th Grade classroom.

Bring to Next Meeting:

Assessment records
DRA-2 kit

Distribute

PS

* Please let me know if you can't complete by 12-8-11 so I can try to push it to the next week (reporting/presentation)

Appendix B

Demonstration Lesson Planning Sheets

Demonstration Lesson Planning Sheet

Teacher(s) goal:

- Model a Read Aloud using Think Aloud

- Model strategies on accessing Prior Knowledge, Previewing Text
making inferences as before reading activities.

Date of demonstration lesson:

November 15, 2011

Location of demonstration lesson:

Kindergarten classroom

Objectives of Lesson:

- Monitor comprehension using visual clues
- Access background knowledge to connect with the text
- Attention to directionality of words & other conventions (use of punctuation, High frequency words)

Background Information:

Students:

varying "reading" ability

Curriculum:

Treasures anthology

Class rituals/rules:

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Role of classroom teacher during lesson:

Observer

Post-lesson reflections:

- The students were eager to participate & share their thoughts.
- Some of the students needed extra support, but most of them were eager to show their ability to do letter-sound matching.
- All students were engaged in the post-writing activity after the reading activity (Read-Aloud).
- During the Read-Aloud, students were showing the lines that I read, this is fine after we read aloud as part of the class' repeated reading for fluency & modeling of good reading behavior. Post-consultation was done to re-direct this routine.

Demonstration Lesson Planning Sheet

Teacher(s) goal: Demonstrate Strategy on Phonics Instructions w/ focus on Phonemic Awareness.

Date of demonstration lesson: 11-29-11

Location of demonstration lesson: Kindergarten Classroom

Objectives of Lesson:

- Identify the letter of a given sound;
- Blend letters together to form a word (c-v-c);
- Substitute beginning letter-sound to form words;
- Match picture with a word for print-picture-sound matching.

Background Information:

Students: Multi-level student abilities. One student is reading AA level of decodable books.

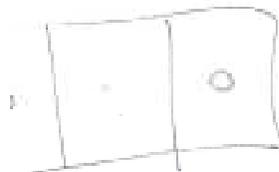
Curriculum: Used the McGraw/Hill/McMillan Treasures Series for Kindergarten

Class rituals/rules:

Role of classroom teacher during lesson: Observer for the whole-class instruction
Co-participant for the small-group lesson

Post-lesson reflections:

- Push-in on Thursday -
- Mentee was amazed at the level of engagement as students try to figure out if a given word is a real word or if it's a nonsense word.
- Students were actively engaged in creating/building words with their own materials.
- Teacher ^{expressed she} will incorporate strategy in her teaching



Demonstration Lesson Planning Sheet

Teacher(s) goal: • Administer a DRA-2 assessment
• Demonstrate how to do the running record for oral reading fluency (rate) and use given prompts.

Date of demonstration lesson:

Dec. 1, 2011

Location of demonstration lesson:

Kindergarten class

Objectives of Lesson:

- 1) Model how to administer a DRA-2 assessment
- 2) Demonstrate how to complete summary & do miscue analysis
- 3) Plan for focus instruction base on DRA-2 data.

Background information:

Students: 2 students with varying reading abilities.

Curriculum:

Class rituals/rules:

Role of classroom teacher during lesson: Observer

Post-lesson reflections:

- There is a need to scale the levels as some students are higher than the levels initially assigned.
 - Mentee is eager to conduct the assessment on her own while I observe.
 - Mentee is becoming more reflective of what the students can do.
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Appendix C

Alim Academy
Progress Monitoring Workshop
October 28, 2011 through November 30, 2011
Presented by: Andrea Salem, 4th Grade Teacher

Progress Monitoring Evaluation

Please respond to each of the following statements by circling the number that best represents your feelings. Use the following scale.

- | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|-------|----------|-------------------|
| 1 | 2 | 3 | 4 |
| 1. The purpose for the professional development workshops were clear and are aligned with my personal goals and those of our school. | 2 | 3 | 4 |
| 2. The sessions met my expectations. | 2 | 3 | 4 |
| 3. I feel confident about how to administer a running record and the DRA-2 assessment. | 2 | 3 | 4 |
| 4. I feel confident about how to analyze the results of the running record and DRA-2 assessment. | 2 | 3 | 4 |
| 5. I feel I can begin to match the DRA-2 results to my comprehension instruction. | 2 | 3 | 4 |
| 6. It would be helpful to meet with my colleagues to do additional planning with the results of our students' DRA-2 assessment. | 2 | 3 | 4 |
| 7. The pacing of the workshops was appropriate. | 2 | 3 | 4 |
| 8. The activities in which we participated were helpful. | 2 | 3 | 4 |
| 9. The handout will help me remember and implement the key points of the workshops. | 2 | 3 | 4 |
| 10. One idea I will remember about the workshops is: | | | |
| 11. One concept or idea that is still unclear to me is: | | | |
| 12. I would like more assistance in learning how to: | | | |
| 13. Overall I would rate the sessions as: | | | |

Please write any comments you would like to share on the back of this survey or email them to me at ajap.salem@gmail.com. Thanks for your participation!

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