

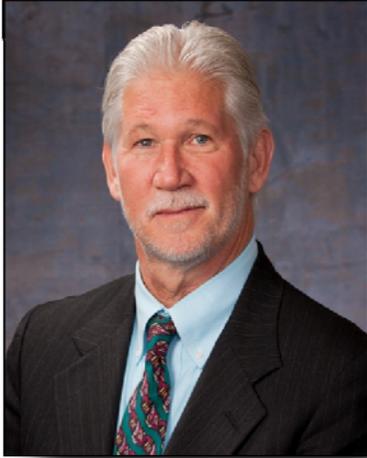
Developing Focus

Green River Educational Cooperative • June 12, 2012

Brian McNulty, Ph.D.

The
Leadership
and Learning
Center®

Brian McNulty, Ph.D.



Dr. Brian McNulty is Vice President, Leadership Development for The Leadership and Learning Center.

Brian brings 30 years of experience as a nationally recognized educator in leadership development to his current position at the Leadership and Learning Center. Prior to this he served as the Vice President for Field Services at the Mid-continent Research for Education and Learning (McREL). Before coming to McREL, he was an Assistant Superintendent for Adams County School District 14, and the Assistant Commissioner of Education, for the Colorado Department of Education.

Brian's work and writing have been featured in books, scholarly journals and periodicals throughout the world. An author of more than 40 publications, Brian's most recent books include, *Leaders Make It Happen* with Laura Besser (an AASA member book) and *School Leadership that Works: from Research to Results*, an ASCD best selling publication co-authored with Robert Marzano and Tim Waters.

Although Dr. McNulty is well known as a both a researcher and a keynote speaker, his primary work has focused on long-term intensive partnerships with schools, districts, state education agencies and educational service agencies in applying the current research to field based problems. His recent research has focused on developing continuous improvement frameworks based on data and inquiry.

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Developing Focus

Outcomes for the Day

Examine and apply the components of "Focus" to your current work

1. Identify the right priorities
2. Implement well
3. Monitor well
4. Provide feedback and differentiated professional development
5. Learn well

Who is Here

- Superintendents?
- Central office staff?
- GRREC staff?
- Others?

How many of you...

**...were at the December 2011
Kentucky Association of School
Superintendents meeting?**

**...will be at the meeting on June 14,
2012?**

A Review of the Handouts

**A Review of the Processes
for the Day**

- **Participate with your group**
- **Be willing to volunteer and share your experiences (successes and challenges)**
- **Report out**
- **Active learning**

A Quick Review

Pre-Session Handouts

- Survey data
- Chapter

Chapter Debrief

Round Robin Protocol

- The first person begins by reading what stuck with them most from the text. In less than two minutes, this person describes why that quote struck them as interesting.
- Anyone in the group can respond to that quote and what the presenter said in less than one minute. But the purpose of the response is to expand, or clarify, the issue.
- Continue around the table so that everyone has had the opportunity to present at least once

3 Things

1. Focus your work on a few important things
2. Focus on instruction
3. Inquire, learn as a system, and develop leadership capacity

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FOCUS

Self (District) Assessment

- How many of you are making continuous progress?
–How do you know?
- How many of you feel confident that you know why you are / are not making continuous progress

Learning

- What is the most important thing that you have learned :
- From what has worked?
- From what hasn't worked?
- Both are valuable...
If you learn from them.

Focus is a prerequisite for improvement.

Reeves, 2011

Research

- Marzano, Waters, McNulty (2005)
- Robinson (2007), and Robinson, V. M.J., Lloyd, C. A., & Rowe, K.J., (2008)
- Reeves (2011)
- McNulty and Besser (2011)
- Knight (2011)

The Study

A double-blind review of more than 2000 schools in the United States and Canada that compared specific (district and building) leadership practices and student achievement.

Reeves, 2011

The compelling conclusion of the research is that schools with higher levels of focus not only have higher levels of student achievement, but are also better able to implement other essential leadership and teaching strategies.

Focus

Don't do too many things:

- **Focus on implementing a few important things well and deeply**
- **Monitor and provide feedback and support**
- **Learn as a system**

Focus

- 1. Identify the right priorities**
- 2. Implement well**
- 3. Monitor well**
- 4. Provide feedback and differentiated PD**
- 5. Learn well**

1. What are the right priorities?

What is the ONE thing that will improve performance?

What can the district do to improve instruction?

What is the one thing that principals can do to strengthen instruction in their schools?

Coherent, Consistent Focusing

- **Common goals**
- **Common purpose**
- **Common strategies**

Levin 2011

Identifying Your Focused Priorities

Go to your handout and look at Activity #1.

- **Based on your homework**
 - **List your major initiatives**
- **Rank order them**

Debrief of Priorities

- **How many priorities did you identify at the district level?**
 - Report out
- **How many were identified at the building level?**
 - Report out
- **How many can you do well enough to monitor, provide feedback, and differentiate PD?**

Successful leaders strategically allocate time, energy, resources, and emotion among competing priorities.

Reeves 2002

What does this mean for you and the work of the district?

- **How many priorities can YOU successfully address?
Discuss and report out.**
- **How many priorities can your staff successfully address?
Discuss and report out.**
- **How important is it for the leader to model and provide focus?**
- **Provide one example of how you have provided focus.**

Clarifying and Limiting Priorities

- **Identify what specific steps you will take to limit the number and focus your priorities.**
- **How will you know if you are focused enough?
–What data will tell you this?**

**“The first and most
important influence exerted
by a leader...**

**....is on his or her own
behavior**

Reeves 2002

**Sustaining leadership focus is
not an event, decision, or
policy prescription...**

It is a discipline.

Reeves, 2011

**Focus
is the first obligation
of leaders.**

Reeves, 2011

How to help yourself and your staff understand and make connections between the priorities

Theory of Action

Logic Model

Consistent reforms were enhanced when all members of the central office operated with a shared theory of the action.

Chrispeels, et al. (2008).

Central office staff and teams benefit from more clearly articulating a theory of action regarding leadership teams and their role in the improvement process.

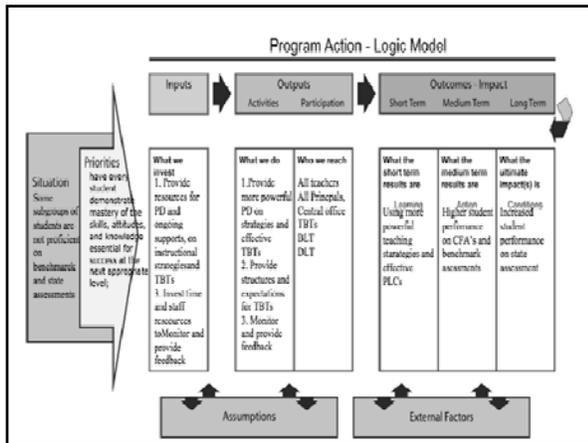
Chrispeels, et al. (2008).

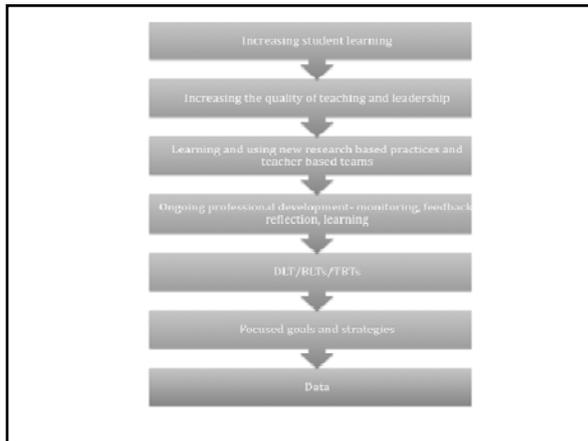
Theory of Action

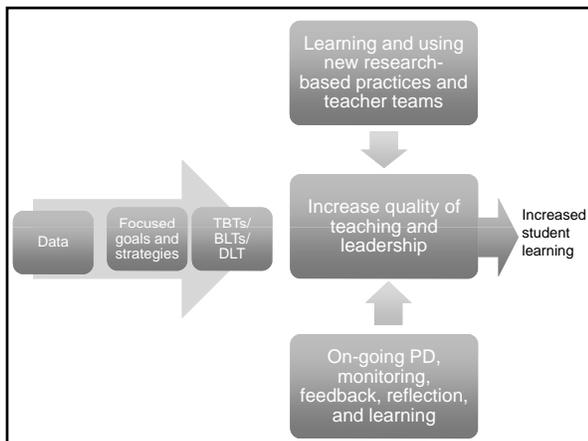
A theory of action is a blueprint, or logic model (2 parts).

1. Provides a visual diagram or outcome map that depicts the relationships between the strategies and intended outcomes (short and long term) *and results*.
2. A list of assumptions about how the change (impact) occurs.

Look at the Handouts # 1, 2, and 3 for A Theory of Action







What is your current “Theory of Action?”

- **What makes a difference in terms of performance in your schools? Identify**
- **How do you know? Do you have data? Can you test or prove this?**
- **How can you learn as a school and a district?**

Developing Your Own Theory

**Take 15 minutes
Sketch out what you think your current “Theory of Action” is in your districts.**

Refining a Theory of Action

**Now work collectively.
One person volunteer.**

Collectively create an example of a “Theory of Action” that includes the district and school strategies that you postulate will result in significant improvements schools.

Be ready to share out

Remember all of this is about taking actions and knowing whether these actions make a difference.

Strategic Leadership Actions

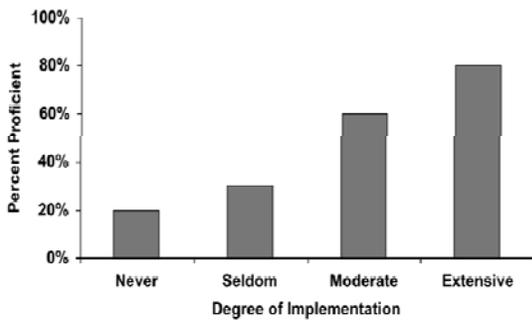
- Identify one action that a principal has taken that impacted student outcomes.
- Identify one action that a central office staff member has taken that impacted student outcomes.
- Identify one action that you as a superintendent have taken that impacted student outcomes.

Focus

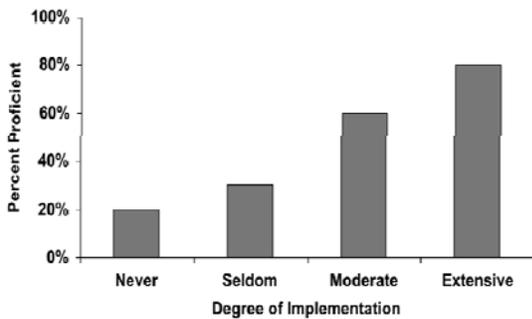
1. Identify the right priorities
2. Implement well
3. Monitor well
4. Provide feedback and differentiated PD
5. Learn well

**A review of
“What we believe happens...”**

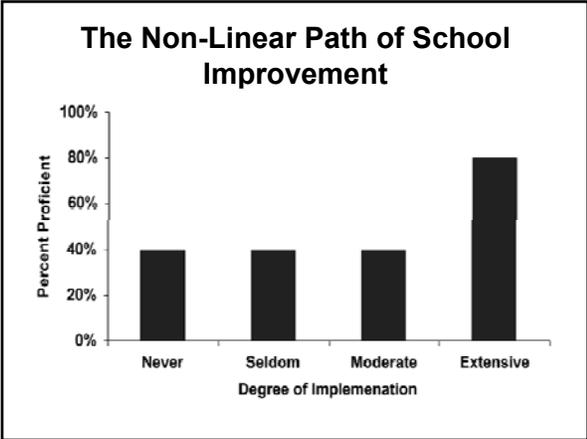
The Myth of Linearity



The Myth of Linearity



What Really Happens



Monitoring:

The observation and recording of specific teaching and leadership practices for feedback and decision making.

Reeves, 2011

**Effective Monitoring Includes
Three Characteristics**

It is:

- 1. Frequent**
- 2. Addresses adult actions**
- 3. Constructive**

Reeves, 2011

Monitoring Must Be Frequent

**The impact of frequency is
nearly linear, meaning that the
more frequent, the better
schools do.**

Reeves, 2011

How Often Do You Monitor Now?

- Pick one of your initiatives.**
- How often do you monitor?**
- What happens to your monitoring data? What do you do with it?**

Monitoring of Adult Actions

Monitoring that was most effective provided frequent and specific feedback to teachers and leaders.

Reeves, 2011

Constructive Monitoring

Monitoring must be informative and not evaluative.

Reeves, 2011

Negative Monitoring does not work!!!

**Go to Your Handout
Develop Initiative-Specific Rubrics**

- In your handouts, review the description of the rubrics in Step 3
- Review the attached example of RTI
 - Handout # 4
- Now think about the monitoring data you collect
- What differences do you see?
 - Discuss and report out

Go to Activity # 2

- Do you have rubrics to measure the level of implementation?
- How comprehensive are your rubrics?
 - Discuss and report out
- What kinds of data do you collect?
 - Complete the chart in your handout
 - Discuss and report out

If you don't feel like you are able to collect and analyze this much monitoring data...

... you are doing too many things.

Complete Activity # 3

- What do you do with the data you collect?
- What kinds of analyses do you conduct?
- Who interprets this data?
- How does this lead to decision making?
- Be ready to report out

Complete Activity #4

- List any other forms of data that you currently collect
- How many of you collect other forms of monitoring data?
What kinds of data?

Implementation Audit

Step 4 – Collect additional data from interviews, focus groups, online surveys, observations, and document reviews

Implementation Audit

Step 5 – Conduct Site Visits

- Conduct observations
- Collect data

What is “Positive Deviance?”

- Talk at your tables and see if you come up with a shared definition of “Positive Deviance.”
- Why might this be an important part of monitoring?
- Feel free to use all of your resources
- Report out

Positive Deviance

- **Premise: At least one person in the community (working with the same resources) has already had success.**
- **Focus on these successful exceptions**
- **The leaders blends in and the solution comes from the community**
- **www.positivedeviance.org**

Pascale et al. 2010

Activity # 5

- Do you identify the “Positive Deviants” in your system?
- What do you do with this information?

Pascale et al. 2010

Most good ideas come from first examining the good practice of others.

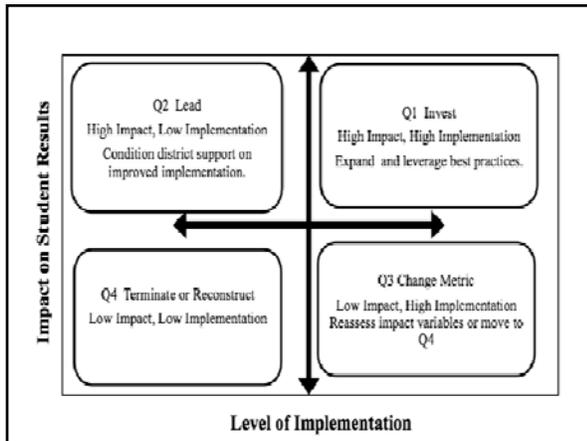
Fullan, M., (2011b)

Activity #6

- Review the data
- What beginning assumptions might you make?
- What other data might you need to examine also?

Make Decisions Based on the Data

- Review the Implementation Matrix (step 6)
- Based on the previous activity, where might you put these 4 initiatives?
- Discuss and report out



Take Additional Actions Based on the Data

Focus

1. Identify the right priorities
2. Implement well
3. Monitor well
- 4. Provide feedback and differentiated PD**
5. Learn well

Feedback

How Important is Feedback to Learning?

- Talk about the role that feedback plays in learning for:
- Students
- Teachers
- Principal
- Central office staff and Superintendents

Feedback

- **In your Handouts**
 - Review Norfolk Monitoring Plan
- **What do you see?**
- **What caused this?**

Monitoring – Feedback

- **Go to Activity # 7**
- **What kinds of feedback have you given to staff on their implementation?**
 - Identify what feedback you have given, how, and how often.

What is Differentiated PD?

**Define at your table
and report out.**

Why might differentiated PD be important in supporting ongoing improvements?

Talk at your tables and be ready to report out.

Professional Development

- **Activity # 8**
- **What kinds of differentiated PD have you provided to staff on their implementation?**
 - Identify what and how you have differentiated your PD.

Who Does This Work

- **Building Leadership Team (BLT)**
- **District Leadership Team (DLT)**

Activity # 9

- **What actions have you taken based on your data?**
- **Identify specific actions you have taken based on your monitoring data.**
- **Discuss and report out.**

Focus

1. Identify the right priorities
2. Implement well
3. Monitor well
4. Provide feedback and differentiated PD
5. **Learn well**

Learning well

- **Go to Activity # 10**
- **What have you learned from your data collection?**
- **Identify at least one thing that you have learned from your data collection.**

Now let's think about the structures and supports you need to have in place.

**The role of the Building Leadership Team (BLT)
District Leadership Team (DLT)**

Composition and Purpose

- **What are the primary purposes of the BLT and DLT? Define**
- **Who are on your teams? How are team members selected?**
 - What are “opinion leaders”

Do your BLTs and DLTs

- **Monitor the implementation of your initiatives?**
- **Collect and analyze the data?**
- **Make decisions based on the data?**
- **Take actions based on the data?**
- **Actively learn about their own implementation?**

**It is always a matter of either
will
or skill.**

Levin 2011

Data Use

- 1. What does the data say?**
- 2. What does the data mean?**
- 3. What do we do?**

Levin 2011

Focus

- 1. Identify the right priorities?**
- 2. Implement well**
- 3. Monitor well**
- 4. Provide feedback and differentiated PD**
- 5. Learn well**

What is Focus?

- One page improvement plan
- Monitoring and feedback schedules
- Ongoing differentiated professional development
- Evidence and evaluation of actions taken

**Leaders who execute,
focus on the very few clear
priorities.**

Bossidy, L., & Charan, R., (2002).

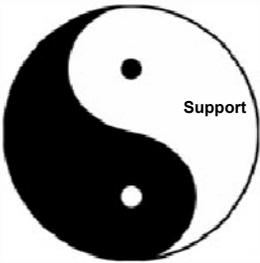
**Leaders and policymakers can
make a large number of changes
to improve the lives of teaching
professionals,
but if they fail to address the
fundamental issue of focus...
then that failure to focus will
undermine every other reform.**

Reeves, 2011

**Focus
is the first obligation
of leaders.**

Reeves, 2011

Leadership is a Balance of...



Support

**Improving practice can only be
done by teachers, not to teachers.**

Wurtzel, 2007

Questions and Discussion

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Conducting an Implementation Audit

Methodology:

1. **Step 1** – The district and each building **submit an extensive list of initiatives** for consideration in the implementation audit.
2. **Step 2** – The district **prioritizes the initiatives based on your greatest needs**.

For example, the following might be identified as district or building initiatives:

- District Initiatives
 - Data Teams
 - Response to Intervention (RTI)
- School Level Initiatives
 - Higher order questioning
 - Sheltered Instruction (SI)

Activity #1

List you major initiatives:	Rank order
1.	
2.	
3.	
4.	

Now go back up and rank order you initiatives in terms of priority outcomes.

3. Step 3 – Develop Initiative-Specific Rubrics

- For each specific area (e.g. data teams), develop descriptions of “deep implementation” and “full implementation” for each of the following areas:
 - **Learning Context** (e.g. scheduled times, processes and procedures, structures, materials)
 - **Instructional Strategies** Instructional strategies or practices (specific practices associated with the initiative that can be observed in the classroom or school. e.g. all 5 steps of the process are followed)
 - **Professional Development** (PD has been provided on the 5 steps to data team leaders and staff, ongoing coaching has been provided, differentiated PD has been provided)
 - **Leadership Practices** (e.g. principal leadership, BLT, and DLT, implementation and monitoring data and analysis, follow-up actions)

Activity #2

1. Review the Rubric on Response to Intervention

2. How do you monitor your initiatives now?

A. Do you have rubrics to measure the level of implementation?

- Discuss and report out

B. What kinds of data do you collect?

- Complete the chart below
- Discuss and report out

Initiative	What data do you collect now? Is it both Cause Data (adult actions) and Effect Data (outcomes)	How often? Frequency?
1.		
2.		

3.		
4.		

Activity #3

What do you do with the data you collect?

1. What kinds of analyses do you conduct?
2. Who interprets this data?
3. How does this lead to decision making? List below:

Activity #4

List any other forms of data that you currently collect.

Step 4 – Collect additional data from interviews, focus groups, online surveys, observations, and document review.

Step 5 – Conduct Site visits

- a. Conduct observations and
- b. Collect data

Activity #5

Do you identify the “Positive Deviants” in your system? What do you do with this information?

Activity #6

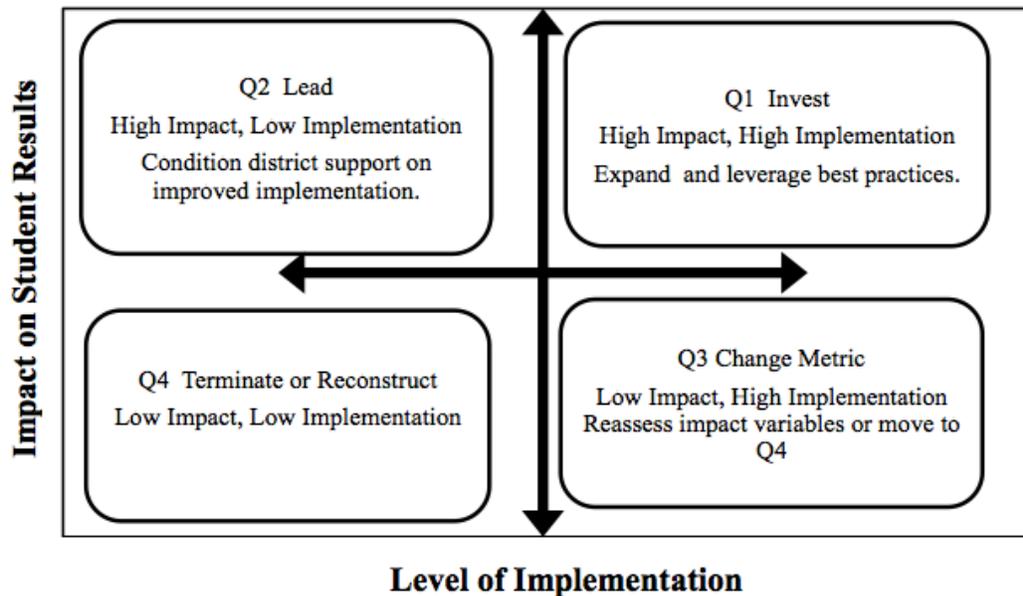
Review the following data. What beginning assumptions might you make?

Initiative	Range of Implementation
Data Teams	1.00 to 3.75
Response to Intervention	1.00 to 3.00
Building Background Knowledge	1.00 to 2.50
Sheltered Instruction	1.5 to 1.75

Initiative	Average Implementation
Data Teams	3.20
Response to Intervention	2.80
Building Background Knowledge	1.81
Sheltered Instruction	1.75

Step 6 – Examine correlations between the specific Implementation Audit rubric measures and student achievement.

- Examine the implementation measures of Learning Context, Instructional Strategies/Practices, Professional Development, and Leadership Practices (cause data—adult actions) and student achievement scores (effect data.)



Q1 Invest: Invest disproportionate resources and time at the district and school level, building local capacity for long-term sustainability into the initiatives that fall into quadrant one: For Example

- Data Teams
- Response to Intervention

Q2 Lead: Provide explicit direction for schools and districts. Consider making continued district and building support contingent upon evidence of deeper levels of implementation and higher levels of student achievement.

Q3 Change Metric: Reassess potential for impact using different measurements or other appropriate reflections of results. If these measurements show an impact on student results, move to quadrant two for support. If new measurements do not show an impact on student results, move to quadrant four for termination or reconstruction.

Q4 Terminate or Reconstruct: The lower left-hand quadrant will contain programs that have neither impact nor implementation, and should be terminated. Resources, people, and energy should be redirected to other priorities.

Step 7 – Take additional actions based on the data.

Activity # 7

What kinds of feedback have you given to staff on their implementation? Identify what feedback you have given, how, and how often.

Activity # 8

What kinds of differentiated PD have you provided to staff on their implementation? Identify what and how you have differentiated your PD.

Activity # 9

What actions have you taken based on your data? Identify specific actions you have taken based on your monitoring data.

Activity # 10

What have you learned from your data collection? Identify at least one thing that you have learned from your data collection?

Discuss and report out.



TOOL: Logic Model Template

Purpose: Once you are familiar with the process of developing a logic model, this template can help you draft one for your program. The template provides a one-page graphic representation of a program, which clearly shows the relationships among input, output, and outcomes.

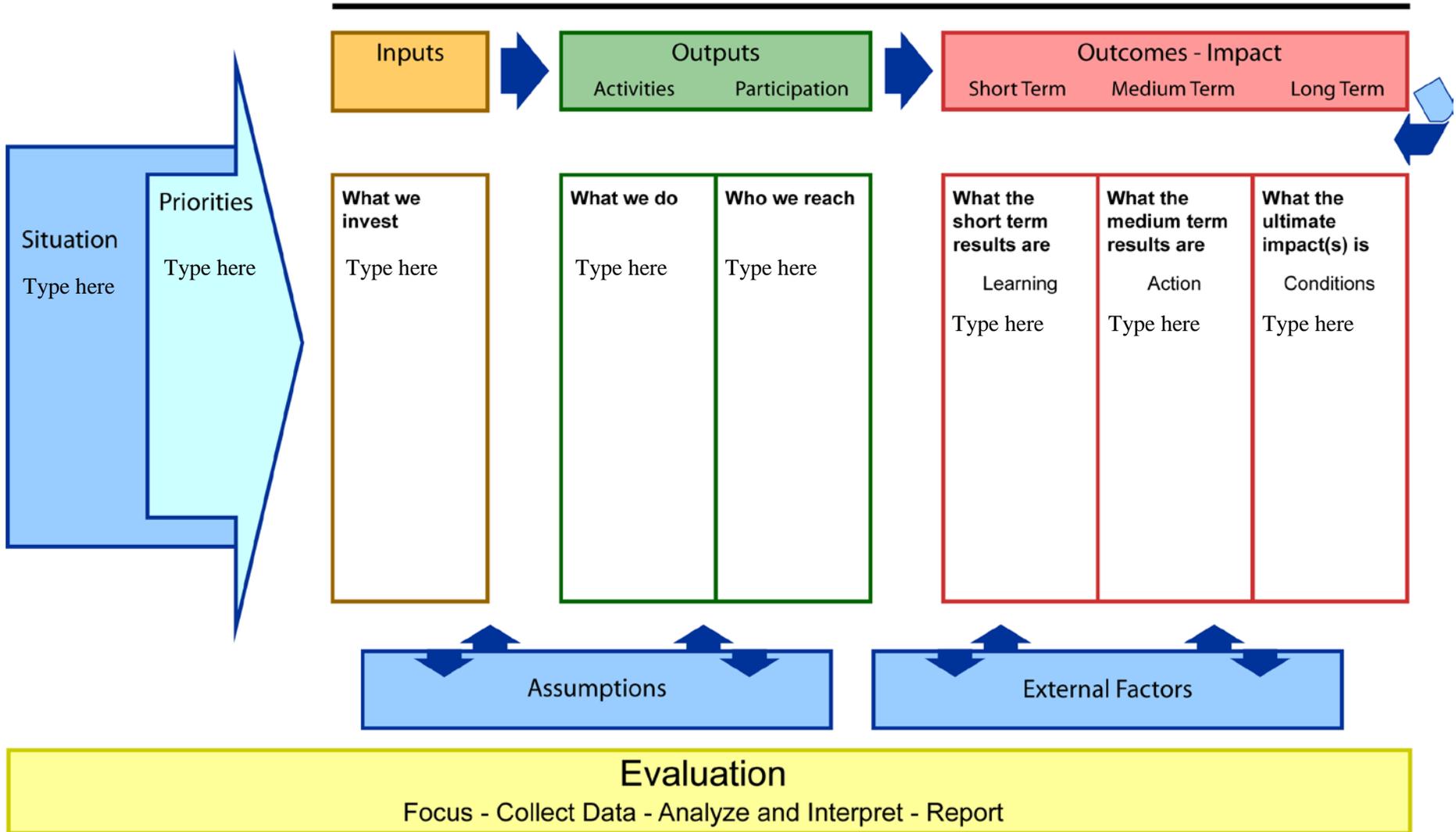
Note: For more support in connecting logic model components, refer to the tool “Testing Assumptions: Do Our Activities Lead to Desired Outcomes?”

Instructions: Fill in appropriate notes and text under “Type here” for each logic model component.

1. **Situation** refers to known needs and assets, contextual issues or local dynamics, and level of stakeholder interest and engagement.
2. **Priorities** are drawn from stated mission; vision or values; mandates; intended outcomes.
3. **Inputs** include all the resources that can be invested into the program.
4. **Outputs** are the activities conducted and the participants reached.
5. **Outcomes** include the short-term and mid-term goals for the program, as well as the intended long-term impact.

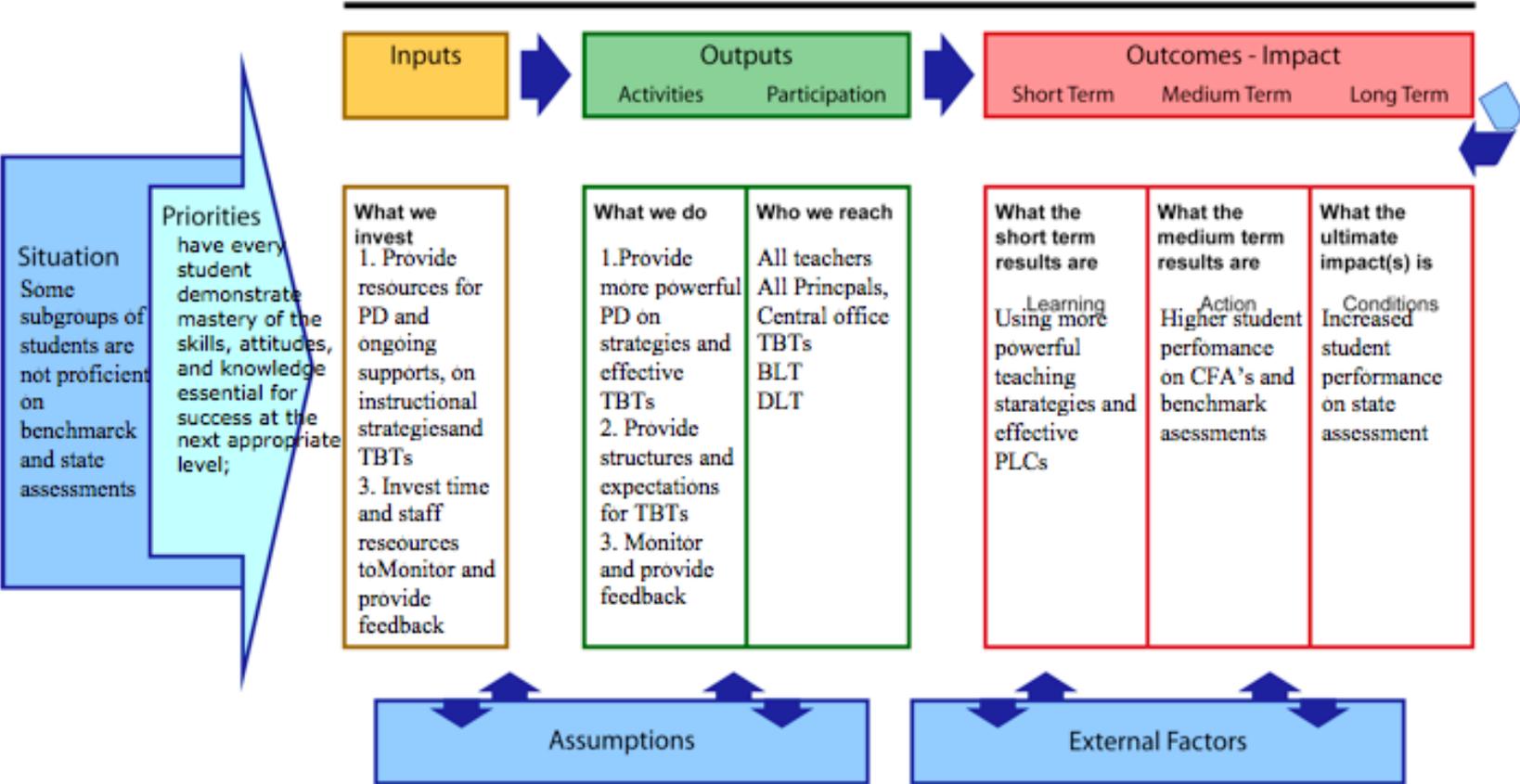
Note: Categories without text boxes —“Assumptions” or “External Factors” — should also be discussed when you create your logic model. Add notes on these categories to the template periodically, as necessary.

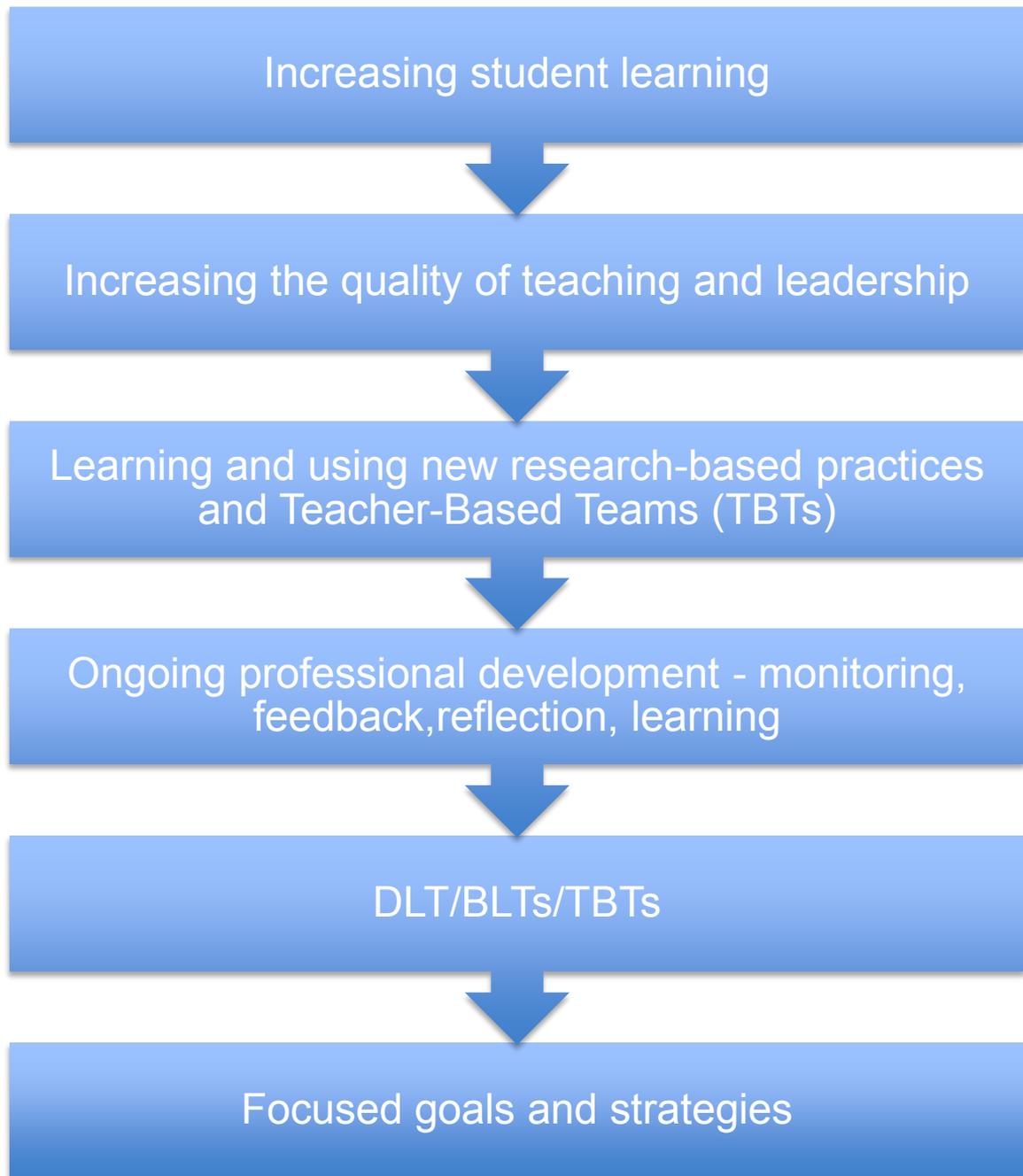
Program Action - Logic Model



University of Wisconsin Extension (2003), Logic Model Placement: Side A Front. Last accessed on January 2009, from University of Wisconsin Extension-Cooperative Extension, Program Development and Evaluation Unit website at <http://www.uwex.edu/ces/pdande/evaluation/pdf/Lmcolotblank.pdf>.

Program Action - Logic Model





	4	3	2
Criteria	Deep Implementation	Full Implementation	Partial Implementation
Learning Context	<p>Everything in the full implementation category plus:</p> <ul style="list-style-type: none"> • Schedules have been developed to afford needed and fluid interventions and collaborations among staff/teams. (PI, D) • A technically adequate, organized and structured school-wide screening and progress-monitoring system is in place. (PI) 	<ul style="list-style-type: none"> • Tier 1 high quality, evidence-based, differentiated instruction is in place (PI, O) • There is sufficient space to provide all three levels of tiered instruction. (PI, O) • Tier 2 and Tier 3 intervention instruction is in place to meet students’ specifics needs. (PI,D,O) • All students in the grade levels using the RtI process participate in universal screening at least 3 times per year. (PI, D) • Materials, supplies, resources, and equipment, including technology, are readily available to teachers to provide Tier 1, Tier 2, and Tier 3 instruction. (PI, S) • Procedures and documentation to track students receiving RtI Tier 2 and 3 interventions have been developed, organized, and distributed. (PI, D) 	<p>Four (4) or five (5) of the “Full Implementation” criteria have been met.</p>
Score:			1
			Emerging Implementation
			<p>One (1) to three (3) of the “Full Implementation” criteria have been met.</p>
			0
	No Implementation	<p>No “Full Implementation” criteria have been met.</p>	

	4	3	2
Criteria	Deep Implementation	Full Implementation	Partial Implementation
Professional Development	<p>Everything in the full implementation category plus:</p> <ul style="list-style-type: none"> • At least 90% or more of instructional staff participated in RtI framework (Tiered model) professional development. (PI, S) • At least 90 % or more of instructional staff has participated in professional development on research-based instructional strategies and interventions. (PI, S) • Ongoing coaching from instructional coaches is provided to the staff to further refine the RtI process. (PI) • Procedures are in place so new staff are provided RtI professional development and are mentored and monitored for their RtI implementation. (PI) 	<ul style="list-style-type: none"> • At least 80% of instructional staff participated in at least six hours of RtI framework (Tiered model) professional development (PI, S) • At least 80% of instructional staff participated in at least six hours of professional development on differentiated instruction. (PI, S) • At least 80% of instructional staff participated in at least six hours of professional development on research-based instructional strategies and interventions. (PI, S) • At least 80% of instructional staff participated in at least six hours of professional development in analyzing student data to make instructional decisions. (PI, S) • At least 80% of instructional staff collaborates in <i>problem-solving teams to analyze student data and develop responsive instruction at least once every two weeks.</i> (PI, S) 	Three (3) or four (4) of the “Full Implementation” criteria have been met.
Score:			1
			Emerging Implementation
			One (1) or two (2) of the “Full Implementation” criteria have been met.
			0
	No Implementation	No “Full Implementation” criteria have been met.	

	4	3	2
Criteria	Deep Implementation	Full Implementation	Partial Implementation
Leadership Practices	<p>Everything in the full implementation category plus:</p> <ul style="list-style-type: none"> • A school RtI leadership team has been established and developed an RtI implementation plan for the school. (PI) • Building and district leadership collects and analyzes cause and effect data to monitor RtI implementation effectiveness at least 6 times per school year, and there is documented evidence that adjustments are made when necessary (PI, D) • Leadership conducts weekly walkthroughs of all classrooms to monitor fidelity of Tier 1 high quality, evidenced-based instruction, and Tier 2 and 3 targeted intervention strategies. (PI, D, S) 	<ul style="list-style-type: none"> • Building leaders have participated in the same RtI professional development as instructional staff. (PI) • A Building Leadership Team structure is in place. (PI) • Building or district leadership has conducted a needs assessment to successfully implement RtI. (PI, D) • Building leadership provides multiple opportunities for teacher collaboration for sharing/analyzing evidence-based practices, systematic data collection, and data-based decision-making within a tiered model. (PI, S) • Building leadership conducts walkthroughs of all classrooms to monitor fidelity of Tier 1 high quality, evidenced-based instruction, and Tier 2 and 3 targeted intervention strategies over a two-week period. (PI, D, S) 	<p>Three (3) or four (4) of the “Full Implementation” criteria have been met.</p>
Score:			1
			Emerging Implementation
			<p>One (1) or two (2) of the “Full Implementation” criteria have been met.</p>
			0
	No Implementation		
	<p>No “Full Implementation” criteria have been met.</p>		

Criteria	Deep Implementation	Full Implementation	Partial Implementation
Instructional Strategies	<p>Everything in the full implementation category plus:</p> <ul style="list-style-type: none"> • Students move across tiers fluidly; these changes are based on results of progress monitoring and decisions made by problem solving teams. (PI, D) • Progress monitoring data for students' tier placements are objective, replicable, clearly described, and verifiable. (PI, D) 	<ul style="list-style-type: none"> • At least 80% of teachers demonstrate fidelity of implementation of the RtI framework of learning and teaching by employing a tiered model of high quality instruction and evidence-based interventions. (PI, O) • At least 80% of teachers administer common formative pre and post assessments in Tier 1. (PI, S, O) • <i>At least 80% of teachers assess Tier 2 and Tier 3 interventions through progress monitoring students weekly or biweekly. (PI,S)</i> • <i>Teachers use appropriate assessment information to make data-based decisions to select intervention strategies including time, intensity, duration, setting, interventionist, and make decisions on continued use of a strategy, or adjustment of a strategy and/or time. (PI, D)</i> • <i>Teachers work in well functioning, structured problem-solving teams using a structured problem-solving process to make data-based decisions at least once every two weeks. (PI,D S)</i> 	<p>Three (3) or four (4) of the “Full Implementation” criteria have been met.</p>
Score:			1
			<p style="text-align: center;">Emerging Implementation</p> <p>One (1) or two (2) of the “Full Implementation” criteria have been met.</p>
			<p style="text-align: center;">0</p> <p style="text-align: center;">No Implementation No “Full Implementation” criteria have been met.</p>

IMPLEMENTATION of DISTRICT READING PLAN
Comparative Results Over One Year: Grades K-2

January, May, & February, <i>Jan. n=182, May n=175 v. Feb.: 8n=162</i>	Jan.	May	Feb
Environment/Print			
1. Well-defined areas for whole-group instruction and small-group work.	75%	85%	89%
2. Routines for literacy instruction are established and followed.	44%	66%	73%
3. Literacy environment is clean and organized.	62%	70%	78%
4. Classroom is print rich.	47%	59%	79%
5. A word wall, organized alphabetically, of high frequency words and words to represent spelling patterns is present.	51%	62%	70%
6. Students' original, current work supporting reading/writing is posted.	17%	37%	52%
7. Classroom library exhibits a variety of reading materials/levels.	45%	66%	73%
8. Breakthrough to Literacy program is in use (K only)	82%	73%	82%
Literacy/Reading Instruction			
Daily components of reading plan are evident and include:			
9. 2 to 2 ½ hours of daily communication skills instruction.	73%	85%	98%
10. Shared Reading.	61%	59%	69%
11. Guided Reading.	52%	51%	76%
12. Word Study.	47%	54%	78%
13. Focus of whole-group instruction is the teaching of reading and writing skills/strategies.	51%	54%	76%
14. Focus of small-group instruction is the prompting and modeling of reading and writing skills/strategies.	42%	39%	77%
15. Students are working in literacy (reading, writing, listening) centers during teacher-directed small-group instruction.	43%	43%	65%
16. Literacy center work is open-ended.	30%	45%	46%
17. Little or no use of worksheets.	37%	49%	57%
18. Effective monitoring of student learning is evident.	35%	55%	69%
19. Student progress in reading is regularly monitored as evidenced by complete K-2 literacy assessment records.	67%	74%	77%
Resources (appropriate texts are used)			
20. Breakthrough to Literacy books (K Only)	74%	88%	90%
21. Current basal (Harcourt <i>Signatures</i>)	68%	72%	80%
22. Sets of leveled books	55%	67%	79%

**IMPLEMENTATION of DISTRICT READING PLAN
Comparative Results Over One Year: Grades K-2**

23. Big books	57%	69%	68%
Planning/Preparation			
24. All teachers assigned to the classroom have individual lesson plans written for the day.	78%	86%	87%
25. Lesson plans are written for all components of the communication skills block.	41%	57%	65%
26. All teachers assigned to the classroom work directly with students during all components of reading instruction.	79%	87%	93%
27. Grouping for guided reading is based on reading level.	42%	55%	72%
Principal is knowledgeable about the location and role of literacy resource teachers.	81%	88%	100%
Communication Skills specialists are working with students or teachers.	75%	75%	69%
All literacy support teachers are in classrooms working directly with students and teachers:			
A.	81%	63%	92%
B.	62%	64%	71%
C.	44%	17%	100%
D.	33%	67%	100%

FEEDBACK FOR FACILITATOR

SEMINAR TITLE: _____

LOCATION & DATE: _____

FACILITATOR: _____

Your feedback is very important. It fosters continuous improvement for me and for this work. Feel free to make additional comments on the back of this page.

What was the most helpful thing you learned as a result of this session?

What would have helped you learn more effectively/efficiently?

What questions do you still have about the discussion?

What else would you like the presenter to know about this session?

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SCHOOL DISTRICT: _____

NAME: _____

CIRCLE PROPER TITLE: MR. MS. MRS. DR.

TELEPHONE: _____ E-MAIL : _____

SCHOOL WEB SITE: _____

SCHOOL NAME/ ORGANIZATION: _____

JOB TITLE: _____

BUSINESS ADDRESS: _____

CITY, STATE, ZIP: _____

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