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# A REVIEW OF THE K-12 ENGLISH LANGUAGE ARTS PROGRAM FOR BRIGHTON CENTRAL SCHOOL DISTRICT

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BCSD

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## Program Evaluation Committee Members

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Shana Barber	Director of Assessment
Anne Maier	Brighton High School
Becky Wiggins	Brighton High School
Julie Caposere	Brighton High School
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Cathy Bambury	Twelve Corners Middle School
Aria McKusick	Twelve Corners Middle School
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Mary Dubois	French Road Elementary
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## Executive Summary

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As a learning community concerned with continued improvement, Brighton Central School District utilizes a program evaluation process to access information about student achievement and how effectively current curriculum and instruction supports that achievement. The current evaluation involved defining, as a district, preferred states of English Language Arts instruction, involving the development of literary and literacy concepts and skills, determining which types of data would best reflect student progress toward meeting those defined mastery levels, collecting and then subsequently analyzing those data for trends. The following summary in no way reflects the comprehensiveness of this review but rather, attempts to highlight some of the key areas which were evaluated.

### Student Achievement

In the area of reading, it was determined that the majority of Brighton's students are learning to read and write at a desired rate and are then able to utilize those skills to access and interpret a variety of text and communicate in a variety of ways. Analyses of the data revealed that students typically outperform their peers on both state and nationally norm-referenced assessments. Students are also developing lifelong literacy behaviors including an appreciation and enjoyment of reading and writing for pleasure. As a district, however, additional work needs to be done to establish ways in which to formatively assess student progress in all areas of literacy development. Analysis of current assessment practices reveals a number of disparate practices throughout the district, making it difficult to determine a continuum of skill development for these areas.

Areas which were also evaluated, but lacked quantitative evidence of student achievement included listening, speaking, and viewing. While it was clear from analysis of student and teacher survey data that there is an awareness of the importance of these skills and an ability to discriminate between proficiency and nonproficiency, lack of articulated curriculum K-12 and/or assessment measures made it difficult to fully evaluate these dimensions.

### Work of the Organization

Another area of the evaluation focused on organizational supports. The purpose of this examination was to determine the extent to which organizational conditions align to established principles and indicators of high performing systems. Specifically, the areas of curriculum, instruction and assessment were targeted for evaluation. Analyses of teacher surveys and curriculum map audits indicated that there is a well defined curriculum in place across all grade levels which may need to be updated to the anticipated release of new state standards. In addition, assessment practices need to be aligned to the potential new curriculum in order to better determine the ongoing development of proficiency for all students across the district.

## Introduction

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Program evaluation plays a key role in school performance. As a learning community concerned with continued improvement, Brighton Central School District utilizes a program evaluation process to access information about student achievement and how effectively current curriculum and instruction supports that achievement. More than an audit, the evaluation uses pertinent data to assess the ongoing efforts to improve student learning. Every five years educators evaluate each content area in grades K-12 to gain a comprehensive view of the district-wide scholastic program. Along with annual reviews of individual grade levels, this study helps the district in its continued efforts to improve instruction. The data used in this evaluative process reveal areas of success and identify areas in need of attention.

The current English Language Arts (ELA) committee began its work by identifying key literacy and literary skills that all Brighton students should acquire as they advance through the grades. The committee used national, state, and local standards established by the National Council of Teachers of English (NCTE), New York State, and Brighton Central Schools to determine how district practices reflect the best practices in the field. In addition, members reviewed research studies and gleaned ideas to help inform their process design as well as their analysis and interpretation of the data.

## Evaluation Design

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The evaluation design was created with two objectives:

- 1.) To evaluate the extent to which Brighton students achieve the goals of the K-12 ELA program and meet local, state, and national standards.
- 2.) To evaluate the extent to which the district supports student achievement through curriculum development, instructional practices and assessment alignment.

The committee focused on five essential dimensions of ELA studies: reading, writing, listening, speaking and viewing. Each dimension was delineated by specific indicators and data sets appropriate for each. The following table summarizes the entire design for the dimensions reflecting student achievement.

## Design for Evaluating Student Achievement

Guiding Question: What are the expectations for student learning in the English/language arts program at BCSD?	What are the essential knowledge and skills students are expected to achieve across the curriculum?	How will we measure each dimension?
<p><b>Dimension 1 Reading:</b></p> <ul style="list-style-type: none"> <li>• Students develop literacy skills for a wide variety of purposes including the study and appreciation of literature.</li> <li>• Students develop literary skills to make connections to personal, cultural and universal themes.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Develop print, phonological, and phonemic awareness</li> <li>• Develop word reading skills by decoding a variety of texts</li> <li>• Apply many strategies to comprehend, reflect, interpret, analyze, evaluate, and appreciate texts</li> <li>• Read a wide range of media, literature and informational texts</li> <li>• Are lifelong readers</li> </ul>	<ol style="list-style-type: none"> <li>1. DIBELS</li> <li>2. MAP testing</li> <li>3. Records of Reading Behavior/F&amp;P</li> <li>4. ELA 3-8 State Tests (Multiple choice only)</li> <li>5. Regent Exams (Multiple choice only)</li> <li>6. SAT Tests—Critical reading</li> <li>7. AP Exams</li> <li>8. Personal Reading Survey</li> </ol>
<p><b>Dimension 2 Writing:</b> Students write for a variety of purposes to express ideas using correct conventions of standard written English appropriate to the task.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Possess the confidence and comfort to risk producing authentic writing</li> <li>• Correctly apply the writing process to produce well constructed texts</li> <li>• Gather, evaluate, synthesize, and organize data from many sources to use as evidence in one's own writing</li> <li>• Use a common language of writing</li> <li>• Recognize and apply the purposes of different writing genres and use an appropriate voice</li> <li>• Identify and write in a variety of writing formats</li> <li>• Have a sense of ownership for the direction and the end product of their writing process.</li> </ul>	<ol style="list-style-type: none"> <li>1. Utilize Pt 3 of gr 4, 6 &amp; 8 NYS tests and Pt 3 of Regents, Grade 2 writing benchmark. Utilize common rubric to score</li> <li>2. Survey: out of class writing behaviors, perceptions</li> </ol>

<p><b>Dimension 3 Speaking:</b>  <b>Students speak fluently with projection with correct conventions of standard spoken English in a variety of settings for a variety of purposes.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Effectively present/share information for a variety of purposes (speeches, reports, debates, peer-to-peer conversations, group discussions, project collaborations, blogging, etc.)</li> <li>Appropriately use presentation skills and tools to convey messages</li> <li>Ask appropriate questions in a variety of settings (including self-advocacy)</li> </ul>	<ol style="list-style-type: none"> <li>Audit curriculum maps to quantify opportunities for presentations</li> <li>Collect presentation information from current projects/work</li> <li>Teacher/classroom checklist (independent observation)</li> </ol>
<p><b>Dimension 4 Listening:</b>  <b>Students listen perceptively for a variety of purposes.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Listen to take notes (to monitor and clarify)</li> <li>Listen to gather and respond to information (to form opinions and/or support an argument)</li> <li>Listen for appreciation &amp; pleasure</li> <li>Listen to recognize author's craft/ author's purpose</li> <li>Actively listen in collaborative settings</li> <li>Listen to and follow directions</li> </ul>	<ol style="list-style-type: none"> <li>Disaggregate listening data from Regents and 3-8 ELA, evaluate notes</li> <li>Utilize a rubric on an assignment to quantify listening Teacher/classroom checklist (independent observation)</li> </ol>
<p><b>Dimension 5 Viewing:</b>  <b>Students critically view a variety of media such as:</b></p> <ul style="list-style-type: none"> <li>TV</li> <li>Computer</li> <li>Texts</li> <li>Advertisements</li> <li>symbols</li> <li>photographs</li> <li>artwork</li> <li>sculptures</li> <li>comics</li> <li>facial expressions/body language</li> <li>movie/video</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>Discern fact from opinion in order to determine reliability/credibility of sources</li> <li>Analyze how tone and perspective affect meaning</li> <li>Connect and apply prior knowledge when viewing a variety of media</li> <li>Develop appreciation (personal, community, world) for multiple forms of media</li> <li>Become independent in ability to find and select appropriate sources for a variety of viewing purposes</li> <li>Engage in the viewing of multiple media formats in order to gain insight into how to create own products</li> <li>Become discriminating consumers of multiple forms of media</li> </ul>	<ol style="list-style-type: none"> <li>Locally generated data:</li> </ol> <p>Rubrics: In class during project based learning assignments (step by step expectations through process) Given a variety of visual media, teachers witness students' approach to research for a given assignment. Set up situation for certain groups.</p> <p>Surveys: Students and Parents: media at home, preferences and prior experiences museum visits other cultural experiences</p>

## Design for Evaluating the Work of the Organization

The second construct for this evaluation focused on organizational supports. The purpose of this examination was to determine the extent to which organizational conditions align to established principles and indicators of high performing systems. Areas of inquiry which were determined to be appropriate for inspection included:

1. Curriculum- Are there systems in place for developing, implementing and renewing curriculum?
2. Instruction- Is instruction aligned with curricular goals? Is it data driven? Does it actively engage students? Are there additional supports, such as remediation and/or enrichment services, in place beyond initial instruction for students at all levels?
3. Assessment- Are assessments based on a process of gathering evidence about students' knowledge of, ability to use, and disposition toward English Language Arts and of making inferences from that evidence in order to plan future instruction.

To measure these organizational structures, surveys were administered to all teachers throughout the district. The first survey was directed primarily to teachers responsible for the direct instruction of English Language Arts. Both general and special educators were surveyed (*see Appendix 2.*) Another survey was given to all other teachers in grades 6-12. The purpose of this survey was to ascertain the degree to which these content area teachers teach and reinforce specific reading strategies throughout their instruction. In this second survey, teachers were asked to respond to three prompts using the criteria Strongly Agree, Agree, Not Sure, Disagree, or Strongly Disagree:

1. All teachers, regardless of content area, have a responsibility for incorporating literacy development strategies into their classroom practices.
2. I am aware of a number of strategies which can be used within my discipline to increase reading ability.
3. I have received adequate training on how to foster reading in the content area.

Results of the analysis of the data for both constructs, Student Achievement and Work of the Organization, follows. Of note, each section is organized with a summary of the dimension, indicators, and data collection techniques. This narrative information is followed by a table, summarizing the results.



## Results

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### Reading

*“The more that you read, the things you will know.  
The more things you learn, the more places you’ll go.”  
-Dr. Seuss*

### Dimension 1: Reading

- Students develop literacy skills for a wide variety of purposes including the study and appreciation of literature.
- Students develop literary skills to make connections to personal, cultural, and universal themes.

In order to determine whether or not students were developing the literacy and literary skills at a developmentally appropriate rate, numerous data sets were reviewed. When available, data were reviewed across time, across comparative groups, and between subgroups. This analysis was done in an attempt to obtain a comprehensive look at student performance and achievement using multiple measures. Specifically, the following data sets were utilized:

1. Dynamic Indicators of Basic Early Literacy (DIBELS)- A set of procedures and measures for assessing the acquisition of early literacy skills for students in grades K-2
2. Measures of Academic Progress (MAP) – a computerized adaptive assessment which measures student reading comprehension abilities in grades 2-7
3. Records of Reading Behavior (RRB) and Fountas and Pinnell (F & P) benchmark system -measures students’ abilities to decode and comprehend text in grades K-5
4. New York State ELA Tests (multiple choice only) for students in grades 3-8
5. New York State English Regents exam (multiple choice only) for students in gr.11
6. Scholastic Aptitude Test (SAT)—Critical reading
7. Advanced Placement (AP) Exams in English literature
8. Personal Reading Surveys – administered to students in grades 5, 8 and 12.  
Focus groups held for students in grade 2

A summary of the data analysis and observations follows:

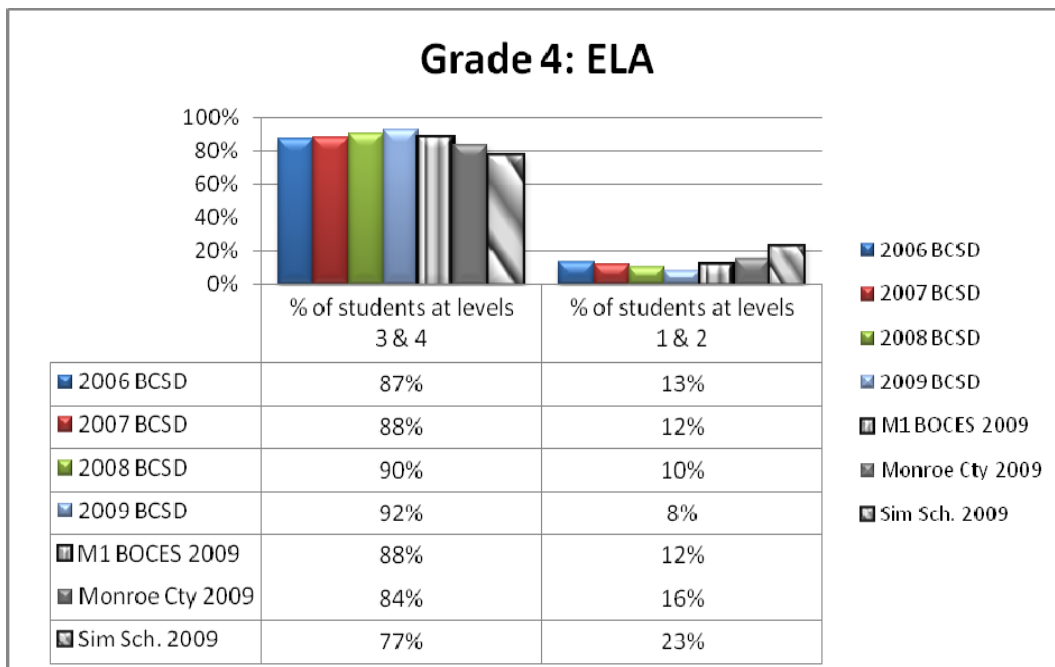
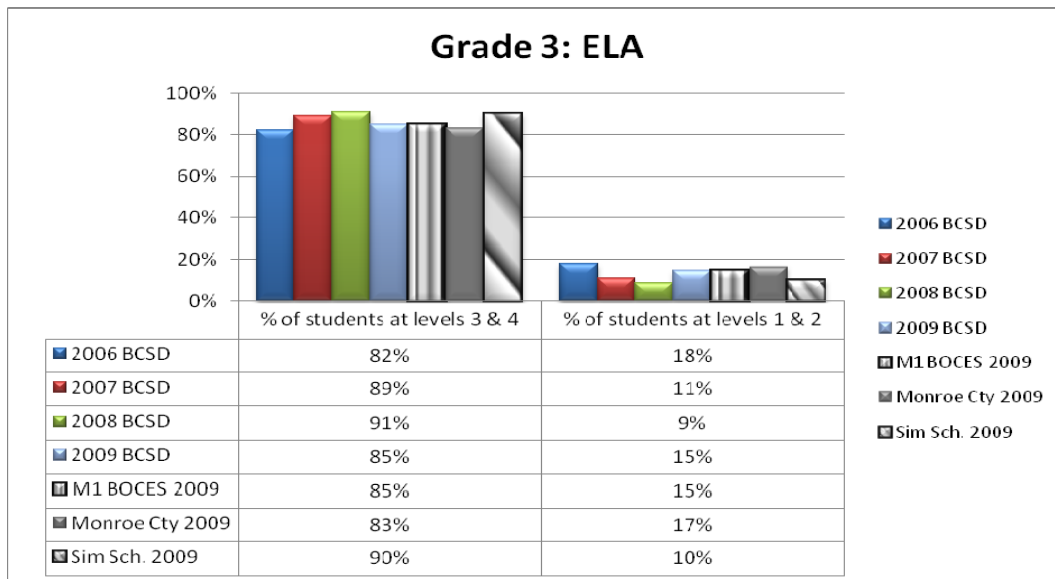
**Dimension: Reading**

Essential Question: To what extent are students achieving the district’s expectations for developing literacy and literary behaviors?

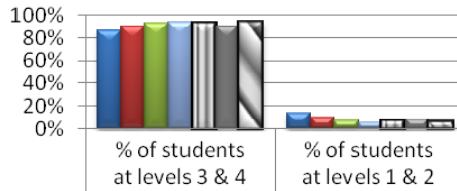
Observations		Overall Strengths	Overall Limitations	Implications & Ongoing Questions
<b>K-2</b>	<p><u>DIBELS</u></p> <ul style="list-style-type: none"> <li>35% of students not meeting benchmark at the end of 2nd grade</li> </ul> <p><u>RRB</u></p> <ul style="list-style-type: none"> <li>In bands of letters there are expected literacy behaviors which may not be indicated by the RRBs</li> <li>There is a grade-level consistency of performance across years</li> </ul>	<ul style="list-style-type: none"> <li>Above the state and national norms</li> <li>Consistency of performance between FRES and TCMS</li> <li>There is evidence that students are reading to learn as they get into higher grades</li> <li>Multiple assessments are used K-5 to provide information regarding strengths and needs</li> <li>K-12 students have a positive attitude towards reading</li> <li>93% of students go to college</li> <li>Strong performance on SAT assessment</li> <li>Students read wide range of media, literature and informational texts</li> <li>As they get older, students are reading more texts and magazines and utilizing more technology, perhaps suggesting a decrease in the reading of chapter books</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in reading for pleasure over time</li> <li>HS students appear to have less time for recreational reading</li> <li>Decrease in student choice of literature over time</li> <li>No obvious consistent measure of reading ability (K-12) stemming from inconsistent assessment methods.</li> <li>No cohesive history of student ability</li> <li>Lack of reading assessment at BHS</li> <li>Need for foundational reading skills K-2 (35% not meeting benchmark by end of grade 2 as measured by DIBELS)</li> <li>Teachers need more information regarding aligning assessment to purpose and interpretation of results</li> <li>Not able to identify % of students with decoding and/or comprehension challenges</li> <li>More parental involvement needed</li> </ul>	<ul style="list-style-type: none"> <li>Is the move away from reading for pleasure a result of competing demands or a change in societal values?</li> <li>Are we creating life-long readers?</li> <li>Should we be teaching more media literacy?</li> <li>Do we need to shape a common connotation of “reading?” What does “reading” mean in a progressing society?</li> <li>Can teachers effectively “red-flag” potential issues with reading? Do they know the power indicators?</li> <li>Create a systemic &amp; consistent ability to measure reading ability K-12.</li> <li>Build capacity of all teachers to teach reading.</li> </ul>
<b>3-8</b>	<p><u>NYS ELA Gr 3-8</u></p> <ul style="list-style-type: none"> <li>BCSD students score higher than other schools in Monroe County as well as NYS designated similar schools</li> <li>Girls score slightly higher than boys</li> <li>Students with disabilities (SWD) have an inconsistent pattern of growth</li> <li>Level 1s decrease over time</li> <li>Scores flatten in higher grades</li> </ul> <p><u>MAP Test</u></p> <ul style="list-style-type: none"> <li>Brighton scores higher than national norms</li> <li>Increase in reading scores 3-6; decrease 7-8</li> </ul>			
<b>9-12</b>	<p><u>Regents Grade 11</u></p> <ul style="list-style-type: none"> <li>Perform well compared to BOCES 1 and 2 component schools</li> <li>SWD mastery decreases (1 yr)</li> <li>Overall decrease in mastery over time by all students</li> <li>Consistent overall performance (<math>\geq 65</math>)</li> <li>Need to look at trends of cohorts over time: esp. SWD</li> </ul> <p><u>SAT/AP</u></p> <ul style="list-style-type: none"> <li>Strong performance</li> </ul>			

## Discussion: Student Achievement in Reading

The purpose of this program evaluation was to determine the degree to which students were demonstrating literate behaviors, the ability to read and analyze text, at a desirable rate. Analyses of the data reveal that there are areas in which Brighton students are meeting and exceeding these expectations. Brighton students routinely outscore comparative groups at the regional, state, and national levels on statewide and national assessments. In general, a majority of the students are reading at or above grade level. In some instances, reading ability exceeds grade level expectations by multiple grades.



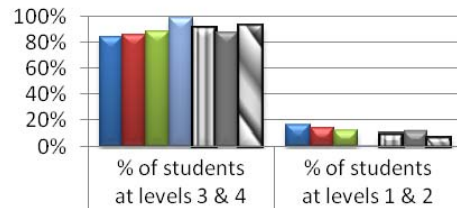
### Grade 5: ELA



	% of students at levels 3 & 4	% of students at levels 1 & 2
2006 BCSD	86%	14%
2007 BCSD	90%	10%
2008 BCSD	93%	7%
2009 BCSD	94%	6%
M1 BOCES 2009	93%	7%
Monroe Cty 2009	90%	10%
Sim Sch. 2009	94%	6%

- 2006 BCSD
- 2007 BCSD
- 2008 BCSD
- 2009 BCSD
- M1 BOCES 2009
- Monroe Cty 2009
- Sim Sch. 2009

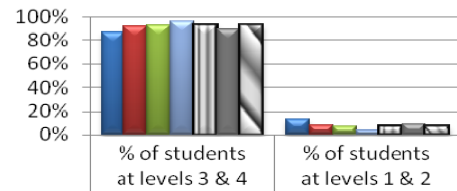
### Grade 6: ELA



	% of students at levels 3 & 4	% of students at levels 1 & 2
2006 BCSD	84%	16%
2007 BCSD	86%	14%
2008 BCSD	88%	12%
2009 BCSD	99%	1%
M1 BOCES 2009	91%	9%
Monroe Cty 2009	88%	12%
Sim Sch. 2009	93%	7%

- 2006 BCSD
- 2007 BCSD
- 2008 BCSD
- 2009 BCSD
- M1 BOCES 2009
- Monroe Cty 2009
- Sim Sch. 2009

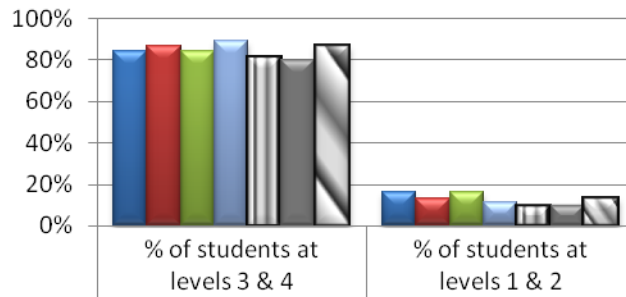
### Grade 7: ELA



	% of students at levels 3 & 4	% of students at levels 1 & 2
2006 BCSD	87%	13%
2007 BCSD	92%	8%
2008 BCSD	93%	7%
2009 BCSD	96%	4%
M1 BOCES 2009	93%	7%
Monroe Cty 2009	90%	10%
Sim Sch. 2009	93%	7%

- 2006 BCSD
- 2007 BCSD
- 2008 BCSD
- 2009 BCSD
- M1 BOCES 2009
- Monroe Cty 2009
- Sim Sch. 2009

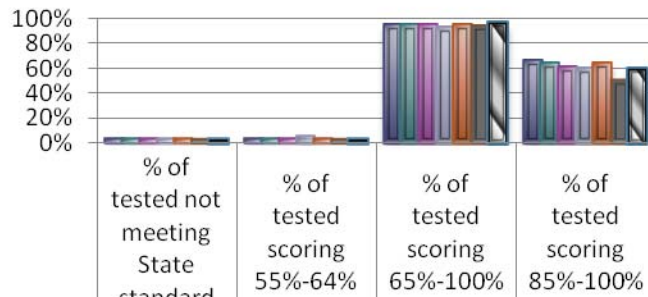
## Grade 8: ELA



	% of students at levels 3 & 4	% of students at levels 1 & 2
2006 BCSD	84%	16%
2007 BCSD	87%	13%
2008 BCSD	84%	16%
2009 BCSD	89%	11%
M1 BOCES 2009	81%	9%
Monroe Cty 2009	80%	10%
Sim Sch. 2009	87%	13%

- 2006 BCSD
- 2007 BCSD
- 2008 BCSD
- 2009 BCSD
- M1 BOCES 2009
- Monroe Cty 2009
- Sim Sch. 2009

## English Regents

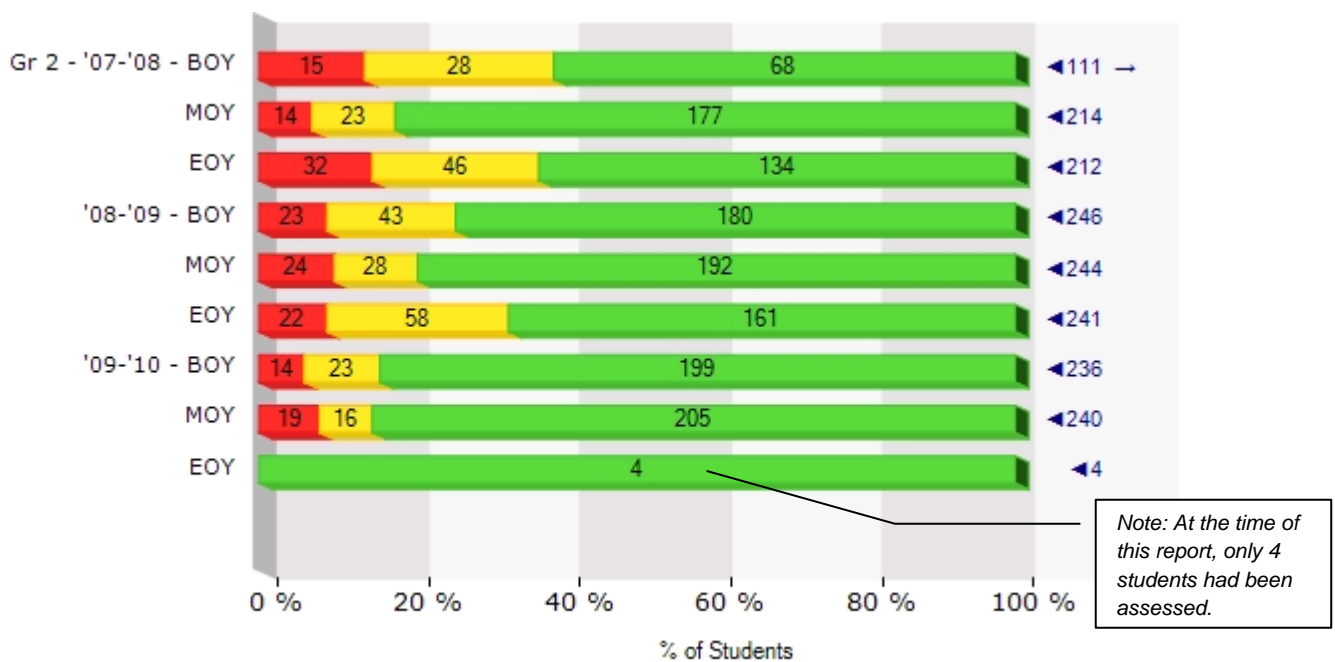


	% of tested not meeting State standard	% of tested scoring 55%-64%	% of tested scoring 65%-100%	% of tested scoring 85%-100%
BCSD 2005	3%	3%	94%	66%
BCSD 2006	3%	3%	94%	63%
BCSD 2007	3%	3%	94%	60%
BCSD 2008	3%	5%	92%	59%
BCSD 2009	3%	3%	94%	64%
2009 Monroe Cty	3%	3%	94%	50%
2009 M1 BOCES	2%	2%	95%	58%

- BCSD 2005
- BCSD 2006
- BCSD 2007
- BCSD 2008
- BCSD 2009
- 2009 Monroe Cty
- 2009 M1 BOCES

There were areas, however, in which not all students are meeting grade level expectations. In grades 3-12, students with disabilities demonstrated an inconsistent pattern of growth on the reading section of their respective New York State assessment. At the primary level, trend reports of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for the last two years indicate that up to 35% of the students are leaving second grade at risk of not reaching the next grade level benchmark. Data are not yet available for the current school year. DIBELS is a norm-referenced, standardized set of measures for assessing the acquisition of early literacy skills. As the name implies, DIBELS is an indicator that is used to prevent the occurrence of later reading difficulties by providing early intervention in children identified as being at risk.

### Second Grade Instructional Recommendation from DIBELS Data



When analyzing reading scores from the New York State assessments, data indicate that most students are reaching the standard, and although over time, the number of students scoring level 1 on the New York State assessments has decreased, there has also been a decrease in the number of students scoring level 4. The data supports the observation that as a student progresses through the grades, the level of ability to read and comprehend more sophisticated text levels out. This may lead one to conclude that at some point, many students are no longer *learning* to read, but rather, relying on their current ability to navigate through various types of text.

Assessing the students' abilities to read text for a variety of purposes also appeared to be inconsistent. There are many more commercial assessments available for students at the younger levels, and work has been done by both the K-2 and 3-5 staff to

incorporate the use of these assessments and resulting information into the instructional planning. At the upper levels, however, these practices have either been inconsistent or nonexistent. One reason for this may be due to the lack of available assessments for upper level readers as well as lack of awareness for staff to utilize assessments that may be available. Regardless of the cause, the lack of contiguous data on the development of student reading abilities makes K-12 decision making difficult.

In the area of developing lifelong readers, there seems to be some indication that students are, in fact, developing an enjoyment for the act of reading. Although the data suggests that as they get older, students read less for pleasure, comments such as the following lead one to conclude that they appreciate the value of reading and would do it more if they were able. (See Appendix 1 for survey)

Comments from students in grades 3-5:

- *I love to read and I read every day.*
- *Reading is the best. I love the feeling of a book in my hands.*
- *You can learn tricks and go places without leaving your house.*
- *I really really really love to study and read about science and technology.*

Comments from students in grades 6-8:

- *For the most part, I don't get home and say "Hey, I'm bored. Going to go pick up that book," but I do enjoy reading. When I read for enjoyment, it is usually a bit over an hour before I sleep.*
- *Reading is a relaxing activity that I enjoy at night.*
- *Reading is fun when it is the kind of book you like.*

Comments from students in grades 9-12:

- *If I am reading a novel outside of school that has truly captured my interest, I will read for hours at a time.*
- *I would like to read for pleasure more, but unfortunately I don't have a lot of time to.*
- *I love to read, but homework and sports prevent me from doing all the leisure reading I would like. I read much much more during the summer.*

## Writing



*“If there's a book you really want to read, but it hasn't been written yet, then you must write it.”*

*Toni Morrison*

### Dimension 2: Writing

- Students write for a variety of purposes to express ideas using correct conventions of standard written English appropriate to the task.

As a way of evaluating whether or not students were developing the skills to express themselves through written language, multiple data sets were reviewed. These included:

1. The extended response portion of the New York State ELA assessment for grades 4, 6, 8 and the Gr. 11 Regents. This subtest for each one of these grades requires students to read and analyze up to three individual texts and then utilize that information to compose an original response based on a prompt. Responses are then evaluated based on comprehensiveness and conveyance of thought as well as on use of appropriate conventions.
2. A student survey of writing behaviors and perceptions of proficiency

Review of the data reveal the following observations and interpretations.



## Dimension: Writing

Essential Question: To what extent are students achieving the expectations for their learning how to write?

Observations		Overall Strengths	Overall Limitations	Implications & Questions
<b>K-2</b>	<ul style="list-style-type: none"> <li>Students have positive feelings about writing.</li> </ul>	<ul style="list-style-type: none"> <li>Student writing is improving over time</li> <li>Younger students have the language for writing (conventions, voice, organization, etc)</li> <li>Younger students enjoy writing at home and school</li> <li>Older students like to write if they can write about what they want (83% indicated they like choice)</li> <li>Most older students like feedback on their writing</li> </ul>	<ul style="list-style-type: none"> <li>Limited information and ability to analyze subgroups (SpEd, ESOL, AIS, ESS, etc.)</li> <li>Majority of students only write from 0-30 minutes/day</li> <li>There is no systematic language to evaluate writing in older grades (K-8 use 6+1 Trait language)</li> <li>There are no consistent assessments for student writing K-12 (i.e. identified benchmark pieces) to evaluate skill development</li> <li>As students progress through the grades, writing is perceived as more difficult</li> <li>As students get older, the number of students who report liking to write on a topic of their choice decreases</li> </ul>	<ul style="list-style-type: none"> <li>On writing: Do we use consistent criteria to evaluate student writing?</li> <li>Do all teachers at the same grade level/course use the same rubrics to assess the same work? If not, why not?</li> <li>If we are all requiring the same assignments and/or work for particular units, are we capitalizing on the opportunities to calibrate our assessment practices?</li> <li>Observations indicate inconsistent practices across and between grade levels in the area of spelling</li> </ul>
<b>3-8</b>	<ul style="list-style-type: none"> <li>There was no difference in the proportion of students who passed the exams from year to year when compared across cohorts and years</li> <li>At grade 8, students scored inconsistently from year to year.</li> <li>Student writing in grades 3-7 is improving over time</li> <li>53% of the students surveyed liked to know what others think about their writing</li> <li>76% like to write about free topics</li> </ul>			
<b>9-12</b>	<ul style="list-style-type: none"> <li>57% of respondents reported that they liked to write</li> <li>39% feel that writing is difficult</li> <li>47% write for a variety of purposes</li> <li>69% like feedback on their writing</li> </ul>			

## Discussion: Student Achievement in Writing

The purpose of the analysis of writing data was to determine the degree to which students are developing their abilities to write for a variety of purposes, utilizing research-based writing processes. In addition, the goal of the evaluation was to discern whether or not students were developing an interest in writing and were engaging in the act of writing on their own.

Analyses of the data indicate that students are developing their writing skills over time although there was a lack of available information for the older students to draw any definitive conclusions. As was the case for the reading dimension, this lack of conclusive evidence may have been the result of the lack of consistent data collection across grade levels. While many of the teachers across the grades utilize some type of rubric to assess student writing, and many of those rubrics utilize the Six +1 Trait language as their basis, the lack of benchmarking practices along with consistency of rubric development make it difficult to evaluate the longitudinal development of student writing skill.

There was evidence to suggest that students enjoy writing, especially when allowed to write about topics of their choice. Analysis of the K-12 data indicates that many of the students view themselves as authors, understand the craft of writing, and can apply those skills to communicate for a variety of purposes.

Comments from students in grades K-2:

- *I live to write about monsters.*
- *I like to write stories with my friends.*
- *Good writers take little parts from other books (notes) to write a new book.*
- *If you make a story where someone is screaming, you put it in capital letters.*

Comments from students in grades 3-8:

- *I like writing fantasy stories where you have room for a lot of imagination.*
- *I always like the long answer parts of the New York State tests because I love to write the essays. I also love to write at home. I make my own essays about books I read.*
- *I like to write about lots of things and overall I like to just write.*
- *I am currently writing a series and I have my brother edit it.*

Comments from students in grades 9-12:

- *I like to write on free choice. I like writing stories and writing on topics about books I have read.*
- *Writing is fun especially about sports.*
- *I write in a journal every night. My favorite way to express myself is through poetry.*



## Speaking

*“The words you choose to say something are just as important as the decision to speak.”*

*Unknown*

### Dimension 3: Speaking

The guiding principle of this dimension states that

- Students speak fluently with projection with correct conventions of standard spoken English in a variety of settings for a variety of purposes.

Specific indicators inherent in this principle involve a student’s ability to

1. Effectively present/share information for a variety of purposes. This skill can be manifested in a variety of ways including the delivery of speeches, reports, debates, peer-to-peer conversations, group discussions, and/or project collaborations.
2. Appropriately use presentation skills and tools to convey messages
3. Ask appropriate questions in a variety of settings

Data gathered to evaluate the Brighton ELA program and the degree to which students are provided with instruction and opportunities to develop these capacities were derived primarily from results of student focus groups and audits of the K-12 curriculum maps. During the focus groups, students in grades 4, 6, 7 and 11 were interviewed. Organized primarily by class, groups of students were asked the following set of questions:

1. What makes a good speaker?
2. What formal public speaking skills have you learned? When did you learn these?
3. Why is public speaking important for success?

Curriculum map audits involved searching and analyzing the K-12 ELA curriculum maps for instances where goals and subsequent lessons in speaking were defined. It should be noted that as of the 2009-2010 school year, all Brighton curriculum documents are housed on an Internet-based system which includes tools to carry out extensive curricular analysis. These tools were utilized during the curriculum map audits and facilitated the gathering of appropriate information.

A summary of the analysis and findings are depicted on the following table:

## Dimension: Speaking

Essential Question: To what extent are students achieving the expectations for their learning how to speak?

	Observations	Overall Strengths	Overall Limitations	Implications & Questions
<b>3-12</b>	<ul style="list-style-type: none"> <li>• The report cards at the primary and intermediate levels address speaking and listening much more than the secondary ones do.</li> <li>• A successful speaker has clear ideas, can share the information in an organized way, and has an appropriate vocabulary</li> <li>• Speaking is different from listening and there are different types of speaking in different settings: peer to peer, student to teacher, small group, large group, presentations. Not all settings require the same skills</li> </ul>	<ul style="list-style-type: none"> <li>• Students know that speaking well is important</li> <li>• Our instructional program is effective in supporting and promoting public discourse</li> <li>• Students adjust their ability to speak depending on the audience. They are aware of the need for this.</li> <li>• Students at an earlier age are aware that knowledge of the content is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are requesting direction on how to formally present</li> <li>• Many have never been formally taught how to be a good speaker</li> <li>• We have no formal assessments to evaluate their speaking abilities</li> <li>• Are all teachers adequately prepared to teach public speaking?</li> <li>• Need for vertical and horizontal articulation of skills and expectations</li> <li>• No comparative data (national)</li> </ul>	<ul style="list-style-type: none"> <li>• Should we include indicators for public speaking in our curriculum maps?</li> <li>• Is there some sort of oral presentation (different from daily activities) expected at every grade?</li> <li>• How much formal public speaking instruction do our students get? How much instruction on small/large group discussion dynamics and responsibilities do we deliver?</li> <li>• Time is a limitation. Can we accomplish these skills in a cross curricular fashion?</li> <li>• Should/could public speaking be taught in technology?</li> </ul>

## Discussion: Student Achievement in Speaking

The purpose of evaluating this dimension was to determine the degree to which students are developing the ability to articulate thought, carry on a conversation, and convey meaning through speech. Results of focus group interviews indicated that Brighton students appreciate the value of clear, cohesive speech and understand its worth to ultimate success. Yet, student experiences with explicit instruction in the art and act of speaking were inconsistent. When asked how and when they learned how to convey logical thought or give a formal presentation, many reported learning these skills either at home or through some other organization outside of formal education (i.e. summer camp, church groups, theatre, etc.).

- *I've never really had a public speaking class. For the sophomore speech, they didn't really teach you what to do.*
- *(On the use of Powerpoint)...I've never actually learned how to present with Powerpoint, just how to make them.*
- *The knowledge that we have about public speaking comes from other people, not from formal instruction.*

Students across all grade levels could also distinguish the characteristics of appropriate speech. They knew it was important to articulate and enunciate as well as speak with some level of authority. In fact, older students specifically talked about the need to speak with a level of authority or knowledge.

- *People tie public speaking skills to intelligence. If you're in a leadership position, communication is key to success.*
- *If you're good, you get respected more.*
- *(A good speaker) is someone who has confidence in what they're saying.*



## Listening

*“Most of the successful people I’ve known are the ones who do more listening than talking.”*

*Bernard M. Baruch*

### Dimension 4: Listening

This dimension evaluates the degree to which

- Students listen perceptively for a variety of purposes.

Specific indicators making up this dimension involve the development of a student’s ability to

1. Listen to take notes for monitoring and clarifying purposes
2. Listen to gather and respond to information in order to form opinions and/or support an argument
3. Listen for appreciation and pleasure
4. Listen to recognize author’s craft/ author’s purpose
5. Actively listen in collaborative settings
6. Listen to and follow directions

As was the case when evaluating the dimension of *Speaking*, much of the data for the *Listening* dimension was also gathered via focus group and curriculum map audits. For this topic, students were asked the following questions:

1. What makes a good listener?
2. What is active listening?
3. Why is listening important to success?
4. What are cues you’ve learned that tell you it’s safe “not” to listen?

A summary of the analysis and findings are available on the following table.

## Dimension: Listening

Essential Question: To what extent are students achieving the expectations for their learning how to listen?

Observations	Overall Strengths	Overall Limitations	Implications & Questions
<p><b>3-12</b></p> <ul style="list-style-type: none"> <li>• Listening is a behavior which is harder to evaluate, and integrated/implicit into the evaluation of reading/writing &amp; thinking</li> <li>• From the curriculum maps, there is a gap in articulation on listening in grades 7 &amp; 8. What is done at those levels?</li> <li>• Students are able to follow directions when they know the stakes are higher vs. when the stakes are low</li> </ul>	<ul style="list-style-type: none"> <li>• Students know the indicators of listening, recognizing that it's a multifaceted skill</li> <li>• Students are aware of differences between active and passive listening (engaged, thinking of questions &amp; responses, engaged in a conversation)</li> <li>• Students can list valid reasons why listening is important for success.</li> <li>• Students can identify when they need to listen and when they don't need to</li> </ul>	<ul style="list-style-type: none"> <li>• We cannot control when students choose to listen. They may tune out when the information is important because they have made a judgment call about not listening</li> <li>• We don't have many standard ways in place to evaluate these, but they are woven into the fabric of daily learning; more organic and synthesized into other areas</li> <li>• The report cards at the primary &amp; intermediate levels address listening much more than the secondary ones do</li> <li>• From the curriculum maps, there is a gap in articulation in listening concepts and skills in grades 7 &amp; 8. What is done at those levels?</li> <li>• There are no common rubrics for listening expectations, such as in other areas (Gr. 11 research paper). Should it be considered for 10th speech? Are there other such benchmark activities that might warrant a common rubric?</li> </ul>	<ul style="list-style-type: none"> <li>• At what point are students actually learning active listening, and are they incorporating it into their daily education?</li> <li>• Are teachers using active listening to model and help students?</li> <li>• Could we get CR and FRES report cards to evaluate? We would like to particularly look at the listening section of the FRES report card.</li> <li>• When is active listening taught? How? Is it explicit?</li> </ul>

## Discussion: Student Achievement in Listening

Similar to the evaluation of the students' achievement in the Speaking dimension, a majority of data collected for listening achievement was qualitative in nature in that information was gleaned from student focus groups. As in the former, when asked, students were well aware of the qualities of a good listener. They could also articulate the subtle differences between "listening" and "active listening." Specifically, students from all age groups knew that an active listener was one who maintained eye contact and engaged in a conversation, asked questions relative to the topic and answered questions when asked. One area of most interest to the evaluation team focused on the students' thoughts around "not listening." In other words, students were asked when it was safe "not" to listen. Most of the responses to this question were related to instances in the classroom even though students had been told responses could be ideas from any setting. In general, it appears as though students choose to not listen when they know the material is not relevant to them. Younger students associated this behavior with being impolite.

- *If the teacher is talking to another teacher.*
- *When someone is telling you something that is not very nice. Like telling you to do something that's not ok.*
- *Don't listen when it's not your business.*

Students at the secondary level, in addition to addressing the etiquette factor of "eavesdropping," also indicated that it is safe to not listen if they already know the material, if the teacher strays off topic, and/or if they feel the information can be located elsewhere (i.e. on a handout, in notes, textbook, etc).

- *If you're reviewing in class and you already know it.*
- *If the teacher is just repeating (their)self.*
- *When it's a lecture and he's not calling on people.*
- *If you've heard that speech before.*

What was somewhat unclear by their responses was how and when they had learned these behaviors. Audits of K-12 ELA curriculum maps indicate that formal listening is taught through grade 5 and only appears sporadically on subsequent grade level maps. Even when "listening" does appear on curriculum maps, it is usually to elicit some type of written response, which often includes some type of note taking activity.





## Viewing

*“You can see a lot just by observing.”*

*Yogi Berra*

### Dimension 5: Viewing

Until recently, the content and skills associated with “viewing” have never been included in an ELA standard at the state or national level; however, nearly ten years ago, Brighton added “viewing” to the established dimensions of reading, writing, listening, and speaking. Recent advances in the field of multimedia, along with a growing body of knowledge about the importance of developing discriminating consumers of all types of information, demand more direct instruction of viewing skills. Therefore, to ensure that students learn to critically interpret and evaluate a variety of media, both print and non-print, the Brighton ELA program aims to teach students to

1. Discern fact from opinion in order to determine reliability and credibility of sources
2. Analyze how tone and perspective affect meaning
3. Connect and apply prior knowledge when viewing a variety of media
4. Develop appreciation (personal, community, world) for multiple forms of media
5. Become independent in ability to find and select appropriate sources for a variety of viewing purposes
6. Engage in the viewing of multiple media formats in order to gain insight into how to create own products
7. Become discriminating consumers of multiple forms of media

With these goals in mind, the viewing dimension was included in the evaluation process. Evaluation design, however, failed to create a practical way to assess these developing skills. The lack of available research in the field limited the committee’s ability to determine what and how to collect data to inform progress. Curriculum map audits revealed little usable information as well.



## The Work of the Organization

*“In times of change, learners inherit the Earth, while ‘the learned’ find themselves beautifully equipped to deal with a world that no longer exists.”*

*Eric Hoffer*

One area critical to the overall program evaluation focused on measuring the degree to which organizational supports and practices were in place to facilitate student achievement. Specially, questions involving the articulation of curriculum and its alignment to instructional and assessment practices were investigated. The data were collected primarily through surveys of staff, both those directly responsible for the teaching of English Language Arts and those who indirectly supported this work by teaching reading skills through the content areas (*see Appendix 2 for survey*).

## The Work of the Organization

The Purpose: Determine the extent in which the organizational conditions align to validated principles and indicators of high performing systems.

Sources of Data	Overall Strengths	Overall Limitations	Implications & Questions
<p><b><u>Curriculum:</u></b> Are there systems in place for developing, implementing and renewing curriculum?</p> <p><b><u>Instruction-</u></b> Is instruction aligned with curricular goals? Is it data driven? Does it actively engage students? Are there additional supports, such as remediation and/or enrichment services, in place beyond initial instruction for students at all levels?</p> <p><b><u>Assessment:</u></b> Are assessments based on a process of gathering evidence about students' knowledge of, ability to use, and disposition toward English/language arts? Are practices in place which support making inferences from that evidence in order to plan future instruction?</p>	<ul style="list-style-type: none"> <li>• Curriculum maps have been developed to articulate a continuum of learning K-12</li> <li>• Assessments – we utilize various kind of assessments</li> <li>• Curriculum - overall strong response for instructional design. Strong perception from Non-ELA teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Testing bias and appropriate assessment tasks. Focus on students' understanding, not decontextualized, identify type of assessment</li> <li>• Curriculum- responses might vary depending on building level, ELA teachers vs other disciplines</li> <li>• Principles underlying selection of materials should be made available.</li> </ul> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Diverse learning styles, cultural differences</li> <li>• Scrutiny of community</li> <li>• Curriculum renewal</li> <li>• Instructional Design</li> <li>• More data needed, fluid class discussions, peer editing and portfolio development</li> <li>• Need for real life communication using technology</li> <li>• Teachers of literacy vs. teachers of literature</li> </ul>	<ul style="list-style-type: none"> <li>• % of responses on survey questions varied</li> <li>• Wording of questions too complex, various interpretations</li> </ul>

## Discussion: Work of the Organization

The source of data to evaluate the work of the organization stemmed mostly from the analysis of teacher surveys (see Appendix 2). Using this instrument, teachers were asked specific questions regarding their perceptions of the availability of a clearly articulated curriculum, the use of differentiated instructional practices and the district wide use of a balanced assessment system. Surveys were administered to all teachers directly responsible for the delivery of ELA instruction. Results of the survey analysis were somewhat inconclusive due to the varied response rate among staff, although some patterns emerged when data were compiled. Specifically teachers reported that they did feel that the curriculum outlined specific content and skills important to each grade level although they questioned the relevance of some of the resources and reading materials currently being used with respect to their ability to address diverse learning needs and cultural differences. There was also an awareness of the link between the use of technology and the field of English Language Arts, and it was suggested that more explicit alignments could be developed to ensure that students were developing the most relevant skills using modern technologies.

In the area of assessment, staff questioned the use or lack of consistent assessments as well as the need to provide additional, alternative means to evaluate student achievement. In general, staff felt that there was an overemphasis on high stakes testing at the expense of assessments that evaluated true understanding of concepts. In particular, the field of ELA is conducive to the development of portfolios, and data analysis indicated that teachers questioned if this assessment strategy could be utilized at a greater rate in addition to better analysis of class discussions and peer editing.

## Enrichment Opportunities for Gifted and Talented Students

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While a specific evaluation of the enrichment opportunities provided for students in the area of English Language Arts was not a formal part of this evaluation, results from the Extended Studies Services (ESS) program evaluation, which was being carried out concurrent to this one, indicated that there is a need to investigate this topic further. Interviews with students along with survey results revealed that students with particular talents in the areas of Humanities would like additional opportunities to pursue their craft. At the time of this writing, opportunities exist within the general classroom through differentiation, cluster grouping in grades 7 and 8, and through formal ESS class, which, although not specifically targeting the fields of reading, writing, listening and speaking, provide students with multiple opportunities to engage in research as well as independent study. At the secondary level (grades 6-12), extracurricular opportunities include writing for the school newspapers, yearbook and annual student generated art and literary magazine. During the high school years, students can elect to take Advanced Placement English Literature and/or Advanced Placement English Language Composition.

## Discussion

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Analyses of the data, both quantitative and qualitative reveal many strengths of the Brighton K-12 English Language Arts program. Curriculum maps have been articulated for all aspects of English Language Arts, including grammar and research, and guide instructional practices. In general, most students are learning how to read at a developmentally appropriate rate. Brighton students routinely score higher on state and national exams than their counterparts in similar school districts. While most students are developing their abilities to read and comprehend a variety of text, there are some indications that this is not true for all students. Additional attention needs to be given to those K-12 students who have not progressed at an expected rate, in order to ensure future success. In addition to developing their abilities to read, students are also developing an appreciation for independent reading and although they reported having less time to read for pleasure as they progressed through the system, they did express a desire for and understanding about the importance of reading.

Students are also developing their abilities to express themselves through writing and routinely write for a variety of purposes and audiences. A consistent approach to the teaching of writing throughout the district, as well as the consistent use of Six + 1 Trait language in grades K-8 has provided students with a common language to write and to discuss their writing with others. Although there is a consistent approach to the teaching and language of writing, evidence indicates a need to establish common methods for assessing writing among and across grade levels.

Although there is an articulated curriculum through grade 5 in listening and speaking, these two dimensions proved to be difficult to assess student development and achievement. Interviews with students indicated that they were aware of the discrete skills comprising these two dimensions and their comments included descriptions of proficiency. Without consistent, formal measures of the development of these skills however, it is difficult to determine the overall achievement level of Brighton students. Similar conclusions were made for the viewing dimension. Not only is there no articulated measure in place to assess students' ability, explicit concepts and skills are embedded into the articulated curriculum in such a way as to make it difficult to evaluate this dimension.

## Recommendations

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1. Goal: Curriculum is up to date, aligned K-12, and reflects current research and best practice
  - a. Review and update curriculum maps to ensure alignment of curriculum to identified indicators
  - b. Define a continuum of learning
  - c. Develop explicit curriculum for listening, speaking and viewing
  - d. Increase opportunities for choice
  - e. Define a consistent spelling curriculum for K-5

2. Goal: Instructional practices are utilized by all staff to support the development of reading, writing, listening, speaking
  - a. Communicate an expectation of literacy instruction in all content areas for all students
    1. Provide professional development opportunities for all staff for this area
  - b. Develop additional opportunities to meet the needs of all readers to ensure continual growth and development
3. Goal: Assessment practices are aligned with district expectations of balanced assessment
  - a. Ensure an alignment of curriculum and assessments
  - b. Develop a consistent measure of student development in reading, writing, listening and speaking K-12.
    1. Could include additional uses of rubrics, standardized assessments, benchmarking behaviors, etc.
  - c. Increase opportunities for student self assessment and ownership through (e)Portfolios

## Limitations

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Throughout the program evaluation process, several surveys were used to increase the evaluation teams' understanding about certain areas of the K-12 ELA program and the developing skills and understanding of the students. In some instances, standardized survey administration protocols were followed. These include utilizing valid, reliable instruments and ensuring maximum response rate by providing the survey to all impacted individuals. These standards were adhered to for the teacher survey which inquired about perceptions of curriculum development, instructional and assessment practices. Data analysis revealed a disparity in item response. That is, some teachers chose to answer only some of the questions. Item confusion or poorly written items were thought to be the potential cause for the lack of teacher response.

## Appendix 1. Student Survey

### K-12 Reading and Writing Survey

The district is in the process of studying the reading and writing interests of students in grades 5, 8 and 12 for our ELA program and we need your assistance. Please use the survey below to tell us about your thoughts on reading and writing.

**Directions: Think about the statement below and bubble the letter that best describes what you do.**

**A = Strongly Agree**  
**B = Agree**  
**C = Undecided**  
**D = Disagree**  
**E = Strongly Disagree**

#### Reading

**I like to read for enjoyment.**

**I understand there are different purposes for reading depending on the type of text I'm reading.**

**While reading, I know when I don't understand a word and try to figure it out.**

**I can identify the main idea when I read.**

**I can identify details when I read.**

**I make connections between what I read and my own knowledge/experiences.**

**When I have free time, I am more likely to pick up a book than turn on the television.**

**I like to read even when what I'm reading is too difficult to understand.**

**I only read when I have to.**

**I would rather have my teacher tell me what I need to know than read it.**

**Check the genres/types of reading material you like to read. Check all that apply.**

#### Content

**History**

**Science**

**Fiction**

**Romance**

**War**

**Stories**

**Supernatural**

**Stories**

**Detective**

**Stories**

**Travel**

**Adventure**

**Poetry**

**Sports**

**Car Stories**

**Plays**

- |            |                          |                   |                          |
|------------|--------------------------|-------------------|--------------------------|
| Art        | <input type="checkbox"/> | Astrology         | <input type="checkbox"/> |
| Biography  | <input type="checkbox"/> | Folktales         | <input type="checkbox"/> |
| Humor      | <input type="checkbox"/> | Mysteries         | <input type="checkbox"/> |
| Nonfiction | <input type="checkbox"/> | Gaming            | <input type="checkbox"/> |
| Westerns   | <input type="checkbox"/> | Books in a Series | <input type="checkbox"/> |

**Format**

- |           |                          |         |                          |
|-----------|--------------------------|---------|--------------------------|
| Magazines | <input type="checkbox"/> | Novels  | <input type="checkbox"/> |
| Plays     | <input type="checkbox"/> | Manuals | <input type="checkbox"/> |

**Minutes Per Day Reading**

**0 – 30 minutes**

**31 minutes – 1 hour**

**1 hour – 1.5 hours**

**1.5 hours – 2 hours**

**More than 2 hours**

How many minutes per day do you read outside of school?

- |   |                              |
|---|------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>For homework</b>          |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>For assigned reading.</b> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>For enjoyment.</b>        |

What else would you like to say about you as a reader or what else would you like to say about reading

**Writing**

- |   |  |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I like writing.</b>   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I think writing is hard.</b>  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I like to write about ideas that I know about.</b>                              |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I like to write about a free topic.</b>   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I like to write about stories I have read.</b>                                  |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I like to write for a variety of purposes (letters, stories, reports, etc.)</b> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I come up with ideas to write about easily.</b>                                 |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I like to make a list of ideas before I write.</b>                              |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I write out a draft quickly from start to finish, then I make changes.</b>      |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>My final draft might be very different from my first draft.</b>                 |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <b>I like to know what others think about my writing.</b>                          |



How many minutes per day do you write outside of school?

- 0 – 30 minutes**
- 31 minutes – 1 hour**
- 1 hour – 1.5 hours**
- 1.5 hours – 2 hours**
- More than 2 hours**

What else would you like to say about you as a writer or what else would you like to say about writing.

# Appendix 2: Teacher Survey

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# ELA K-12 Indicators of Instructional and Organizational Effectiveness

## Identifying Information

### Experience Level

- A Less than 1 year
- B 1 – 3 years
- C 4 – 10 years
- D 11 – 20 years
- E More than 20 years

### The Majority of Your Time is Spent Teaching

- A K – 2
- B 3 – 5
- C 6 – 8
- D 9 – 12

### Role in Your School

- A Teacher
- B Co-Teacher (Sp. Ed.)
- C Sp.Ed. (Self-Contained)

**Directions:** As you review the following set of indicators of instructional and organizational effectiveness you need to consider to what extent each of these indicators is reflected in the work of your school. On the following 5-point scale determine the level of implementation of these indicators of quality and mark your response in the bubble adjacent to each statement of the indicators.

**A = Exemplary level**

**B = Fully functioning and operational**

**C = Evidence of progress, but not fully operational**

**D = Low level of development and/or implementation**

**E = No evidence of the indicators of quality**

### **Curriculum: Indicators of Instructional Effectiveness.**

- A  B  C  D  E The vision for curriculum in English language arts is developed with attention to the student populations served and with awareness of research, theory, and practice in the English language arts as well as state and national standards in the discipline.
- A  B  C  D  E The vision for curriculum in English language arts is expressed in goals and objectives that provide succinct guidance, without over specifying content or establishing rigid sequences that do not account for individual differences.
- A  B  C  D  E The English language arts curriculum provides opportunities for student inquiry into relationships between English language arts and other disciplines.

- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ The curriculum ensures respect for diverse learning styles, cultural differences, and varying stages of student growth and development through a variety of instructional methods and other resources that include a wide range of print and non-print materials.
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Principles underlying selection of materials for the English language arts curriculum are articulated in a document that is made available to parents and the community.
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Both the content of the English language arts curriculum and the methods used in its implementation are open to scrutiny, but protected from capricious attack by a coherent policy for dealing with parental and community complaints.
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Curriculum renewal takes into account not only the professional's best knowledge of research, theory, and practice but also broad developments that affect curriculum (e.g., new patterns of school organization; emerging local, national, and global issues).

### **Instructional Design**

- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ English language arts instruction makes appropriate use of teacher presentation while stressing student involvement in inquiry, interaction, inductive learning, and the framing of questions and hypotheses..
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Student engagement in English language arts is encouraged through emphasis on whole class and small group discussion on interactive learning activities (e.g., peer editing, collaboration on presentations and projects.)
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Higher order thinking in English language arts is encouraged through in-depth exploration of literacy works, significant issues and topics, and student experiences.
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Data for instructional decision-making and feedback to students in English language arts programs often focus on student behaviors observed in complex situations (e.g., fluid class discussions, peer editing sessions, students' choices in portfolio-building).
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Grading and formative evaluation of student work in the English language arts include not only grades and written critiques, but also responses in dialogue journals, advice given in individual conferences, recommendations from peers in large and small group settings, and other ongoing aids to improvement of performance.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Technology-based instructional resources are emphasized in the teaching of drafting, revision, and editing of writing and in helping students to engage in real-life communication via e-mail, chat groups, and other electronically transmitted messages.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Support software such as spelling checks or programs dealing with specifically identified errors do not substitute for intensive student and teacher analysis and discussion of writing.

### Assessment

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Assessment embraces the full range of English language arts – reading, writing, speaking, listening, viewing, and visually representing.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Assessment is designed in relation to content and processes articulated in the English language arts curriculum; assessment supports rather than dictates curriculum.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Assessment focuses on the students' understanding and command of significant knowledge and abilities rather than on decontextualized information or isolated language skills.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Multiple forms of assessments are used (e.g., performance assessment of student writing, portfolio assessment); in particular, assessment programs do not rely strongly on “objective” tests without genuine student performance in the English language arts.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ To avoid testing bias, both the selection of assessment tools and interpretation of results take into account linguistic and cultural diversity in the student population.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ High-stakes decisions (e.g., promotion, placement, graduation) are based on various kinds of assessments taken over a period of time, and not on a single test or test battery.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Principles of assessment are consulted and used to design appropriate assessment tasks.