



Prince George's County Public Schools

EVALUATION REPORT

Implementation Report of the Literacy Coaching Model

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EXECUTIVE SUMMARY

The goal of this study was to examine how the Literacy Coaching model was implemented in the six pilot schools in SY2015-16. In doing so, we investigated the stakeholders' awareness and planning for implementation, the type and amount of support Literacy Coaches provided in their respective schools, teachers' reported levels of participation in PDs and implementation of the literacy-related activities, and teachers' and Literacy Coaches' perceptions of the effectiveness of the Literacy Coaching model. The following research questions guided this study: 1) What was the level of participation (or implementation) in the literacy-related activities implemented throughout the year?; 2) How did participating teachers perceive the effectiveness of the literacy-related activities and the support they received from their Literacy Coach?; and 3) What supports and challenges existed in the implementation of the Literacy Coach role in pilot schools?

To address the research questions, data were gathered from documents provided by the Department of Curriculum and Instruction (C&I), surveys collected by Research and Evaluation in June 2016 from teachers and Literacy Coaches, group discussions with Literacy Coaches, and school observations.

A. Stakeholder Awareness of the Literacy Plan

The evidence gathered in this report indicates that the purposes and goals of the Literacy Plan and the role of the Literacy Coach in implementing the plan were not clearly communicated to all stakeholders at the beginning of implementation. On average, only three-quarter of teachers reported attendance of system-wide Literacy conference and less than a third felt they were clearly informed about the plan.

B. Overall Program Implementation

Literacy Coaches provided PD sessions about literacy-related topics such the administration of the Literacy Task, supported departments and teachers one-on-one, organized Learning Walks to observe classrooms and provided feedback about literary-related instruction, and worked with administration to support school-wide goals for literacy. The biggest proportion of Literacy Coaches' time was devoted to the administration of the Literacy Task (38%) and associated content-specific PDs to the implementing departments (21%). Activities that involved Literacy Coaches working with teachers one-on-one such as lesson

planning guidance, co-teaching, unlocking the writing prompt, and scoring of essays accounted for less than a quarter of the time spent by all Coaches. Overall, Literacy Coaches used 13% of their time participating in training and collaborative planning with the other Literacy Coaches.

Overall, the six Literacy Coaches provided 26 school-wide and 101 content-specific PD sessions to departments in SY16 and over 175 teachers in total attended each type of PD. Coaches reported that 402 teachers (70% of classroom teachers) administered the Literacy Task and a total of 211 teachers (37% of classroom teachers) had their classrooms observed as part of the Learning Walks. Literacy Coaches report providing one-on-one support to a total of 100 teachers, for an average of 17 teachers per school. However, not all Literacy Coaches equally implemented the Literacy Coaching model. There was at least one Literacy Coach who reported not providing any school-wide PDs or organizing Learning Walks.

In terms of the implementation of the Literacy Task, results from the Teacher Survey show that social studies, science, and math teachers implemented the Literacy Task at a higher rate. Among those teachers who reported using the Literacy Task in their classrooms, over 91% fully implemented the main components of active reading, close reading, and essay writing. However, fewer number of teachers report scoring students' essays (86%) and an even smaller percentage (70%) report sharing the scores of the essays with their students. In addition, less than half (47%) of teachers had their classroom observed by other teachers as part of the Learning Walks and only 31% of teachers observed their peers for Learning Walks.

In terms of the activities of school Literacy Teams, Literacy Coaches and other team members report that the school teams were mostly active in reviewing the school's Literacy Plan, student writing scores as well as reviewing data from Learning Walks. It is also noteworthy that there was a school where there was no review of writing scores or Learning Walk data by its Literacy team.

C. Perceived Effectiveness of Literacy-related Activities and the Literacy Coach

A majority (68%) of teachers who administered the Literacy Task report that the prompt for reading and writing was relevant to their learning goals for the year and 73% to 80% feel that the purposes and goals of the Literacy Task were effectively communicated to them by the school administration or the Literacy Coach assigned to them. Teachers felt strongly that the implementation of the Literacy Task should be aligned with the curriculum, tailored to subject and reading ability of students, and should not conflict with other important instructional activities such as state testing and SLOs. In terms of the Learning Walks, three-fourths of

teachers had a good understanding of the need for Learning Walks but only two-thirds of teachers report that the purpose of the Learning Walk was clearly explained to them. However, an overwhelming majority of teachers (85%) whose classroom was observed are satisfied with the feedback they received from their peers and also report using the feedback they received to improve their teaching practices (81%).

In terms of teachers' perception on improving their teaching practice, three-fourths of teachers report that they have become more purposeful in their activities for unlocking reading text. About half of the teachers also report improvements in their students in engaging with text and class discussion techniques. It is important to note that only 39% of teachers report that their departmental collaborative culture has improved because of the coaching they received and teachers often expressed a desire to be involved in the planning for the implementation of the literacy-related activities. Although three-fourths of teachers believe that the Literacy Task provided them with good teaching practices, they feel that the implementation of the task took up valuable instruction time. Some teachers felt that the role and purpose of the Literacy Coach was unclear and that the potential benefits of the Literacy Coach were not explained well to school staff.

D. Challenges and Support Needs of the Literacy Coach role

Overall, Literacy Coaches report that they see the value of being based in C&I as it ensures they have the training, resources, support, and time needed to focus on literacy work. Two-thirds of Literacy Coaches report that they are very satisfied with the support they received from C&I. However, they report needing more direction on how many PD sessions they should offer to their schools, clear guidance regarding the amount of time they should spend with teachers, and guidance on the order of coaching activities. Two-thirds of Literacy Coaches report that they are very satisfied with the amount of time to collaborate with other Literacy Coaches, while half of the Coaches report that they are very satisfied with the support they received from the school administration.

Almost all of the Literacy Coaches report that lack of buy-in from teachers and lack of school staff understanding of the Literacy Coach role were barriers. A possible explanation for these barriers is the lack of strong messaging around the need and relevance of the Literacy Plan. Lack of departmental collaborative culture was another commonly cited challenge by the Literacy Coaches. Thus, Literacy Coaches believe that there is a strong need to clearly communicate the importance of the Literacy Coaching model in order to gain staff buy-in and

build a culture of collaboration to implement the various strategies outlined in the Literacy Toolkit.

Literacy Coaches report that they want to ensure that all the literacy-related activities are purposeful and worthwhile for the teachers. In particular, the Literacy Task should be more relevant as to not feel like it is disruptive or a waste of time. All Literacy Coaches report dissatisfaction or call for improvement of the relevancy of the Literacy Task topics while half of them seek improvement of the scoring rubric for the Literacy Task. Literacy Coaches also advocated for additional resources for schools to implement the Literacy Task. There was also a consensus amongst Literacy Coaches that they would have liked to provide more PDs and additional support around literacy to their school's staff.

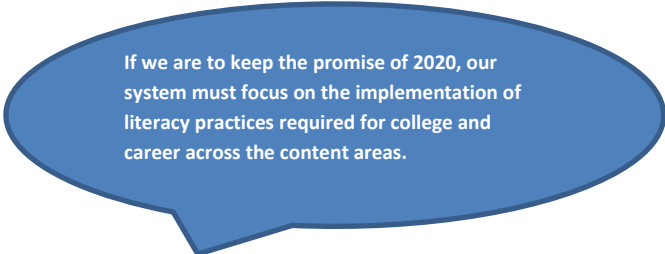
Conclusions and Recommendations

As expected, in SY16 the administration of the Literacy Task and related PD activities were the primary focus of Literacy Coaches as evidenced by the percentage of Coaches' time devoted to these activities and the proportion of teachers in the pilot schools who administered the Literacy Task. Based on the findings presented in this report, we make the following recommendations to improve the functioning of the program.

- Clarify and simplify the Literacy Plan.
- Empower the Literacy Coach.
- Set annual goals and monitor progress.
- Provide additional resources.
- Enhance school and departmental collaborative culture.
- Literacy Coaches should lead data-driven instruction.

I. INTRODUCTION

In the Strategic Plan for Prince George’s County Public School District (PGCPS) for 2016-2020, *Emphasize Rigorous Literacy Instruction* is highlighted as an essential strategy for reaching the systemic goal of graduating all students who are college and/or career ready. The focus of rigorous literacy instruction is to include “reading and writing across all content areas (Disciplinary Literacy).” PGCPS has developed a *Literacy Toolkit*, which includes the district’s strategies to implement the Emphasize Rigorous Literacy instructional plan (i.e., the Literacy Plan) to accomplish this stated goal.



If we are to keep the promise of 2020, our system must focus on the implementation of literacy practices required for college and career across the content areas.

An important element of the Literacy Toolkit is the implementation of a specific “Literacy Task” to be administered across the content disciplines. The task selected is one in which the students will: (1) Read a selection from content-specific informational text that includes an argument and (2) Write an analysis in which they explain how the author of the text builds the argument to persuade an audience through the use of evidence, reasoning, stylistic and persuasive elements. The Literacy Task includes specific components that are taught to students in different stages. These components are: (a) unlocking the prompt/task for writing, (b) close reading the source text, and (c) writing the analysis of the argument presented. The focus of the Literacy Task is to teach content knowledge and reading strategies in tandem. All Literacy Tasks are expected to be relevant to the curricula of the content area. In addition, teachers are expected to have access to grade-specific tasks that align to their unit goals for the quarter in which they implement the Literacy Task.

STRATEGY: EMPHASIZE RIGOROUS LITERACY INSTRUCTION

- Train all teachers and teacher leaders-Literacy Coaches, Teacher Coordinators of Content Areas, Reading Specialists, PDLTs, ILTs, middle school mentor teachers, etc. on explicit strategies for literacy across the curriculum and components of close reading/ independent reading/ academic vocabulary/evidence-based writing/ writing process for literacy shifts needed to implement MCCRS
- Provide systemic training days and in school training opportunities for turnkey modeling and training.

In school year 2015-2016 (SY16), the district provided six middle and high schools with a Literacy Coach each to assist with the implementation of components of the *Literacy Toolkit*. Thus, the work of the Literacy Coaches is aligned with the district’s Literacy Plan. Six experienced teachers were hired to serve as Literacy Coaches to provide literacy coaching services to teachers in the six pilot schools (Buck Lodge Middle, Drew-Freeman, Nicholas Orem

Middle Schools, and Bladensburg Northwestern, and Suitland High Schools). According to the school year 2016-2017 (SY17) district budget, seven more Literacy Coaches will be hired to support additional schools in SY17. The job description for Literacy Coaches describes the primary responsibilities of the Literacy Coach as organizing, facilitating, and supporting literacy initiatives at the school level. See Appendix 1 for the Literacy Coach job description. In its first year of implementation, the focus of literacy coaching was to teach a specific instructional strategy of reading throughout the school year. Literacy Coaches were also expected to model lessons, provide professional development relating to literacy strategies, collaborate with school leadership on the development of and support of school-wide literacy goals, and provide feedback on instruction through non-evaluative peer observations through the use of Learning Walks. The Learning Walk is designed to be an instructional tool to allow staff and teachers to observe each other and reflect on and discuss best practices around instruction.

A. Program Description

During the first year of implementation of the Literacy Plan in the pilot schools, the Literacy Coaches served as the primary agents of implementation and provided participating teachers instructional support by:

- administering the **Literacy Task across content areas**;
- organizing **Learning Walks**;
- modeling **demonstration lessons**;
- providing **school-wide and departmental professional development (PDs)** related to school-wide literacy goals; and
- facilitating departmental **planning and collaborative meetings about Literacy**.

Prior to the program's commencement, the Literacy Coaches received specialized training for their new role. It was not clear how schools were selected to receive Literacy Coaching services. For perspective, Table 1 presents the socio-demographic characteristics of the student population of the pilot schools during the implementation year of SY16 and overall reading performance levels on PARCC in SY15. The pilot schools, on average, have more Hispanic students, a higher English Language Learner (ELL) population and fewer African-American students in their demographic composition compared to other PGcps middle and high school schools. Students who attended the pilot schools in SY2016 also performed slightly lower on PARCC in SY2015 compared to other PGcps schools.

Table 1: Characteristics of Pilot Schools

Student Characteristics (SY2016)	Literacy Coach Pilot Schools		All Other Schools	
	Middle Schools	High Schools	Middle Schools	High Schools
Percent Male	52.5	49.7	51.9	54
Percent African American/Black	42.2	53.1	67.8	74.7
Percent Hispanic	60.7	45.0	27.0	25.8
Percent English language learners	27.4	18.3	10.2	13.6
Percent Special Ed.	11.2	11.4	12.1	9.7
Reading Performance on PARCC (SY2015)	Middle Schools	High Schools	Middle Schools	High Schools
Percent met ELA benchmark (Levels 4 and 5)	17.6	20.9	25.8	25.2
ELA Scale Score	720	719	729	729
Reading Scale Score	37.8	38.0	41.3	37.2
Writing Scale Score	27.1	27.0	29.2	29.4

B. Scope and Purpose of the Evaluation

The purpose of this evaluation is to document and describe the process by which the Literacy Coaches supported the implementation of the Literacy Plan at the different school sites. The research questions answered in this report will provide relevant program staff with information needed to assess the effectiveness of the Literacy Coaching model in supporting the district’s literacy goals. Additionally, the study will examine how stakeholders perceive the support they receive from their school’s Literacy Coach.

In evaluating the successful implementation of the Literacy Coaching model in PGCPs, the evaluators find it helpful to think of phases of implementation that cumulatively determine the eventual success of the program. These phases with expected outcomes are included in Table 2. As the pilot program is in its first year of implementation, results from this evaluation will help improve future implementation plans. The first phase involves the training of the Literacy Coaches to start-up the coach role as agent for the implementation of the Literacy Plan. In addition to the initial training, the Literacy Coaches were regularly provided

professional development by the Department of Curriculum and Instruction (C&I), maintained a physical office in the C&I Office and attended meetings on Fridays with other Literacy Coaches and program leaders, which allowed them to build a strong professional learning community amongst themselves. The study, therefore, focuses on the challenges and training needs of coaches that affected the coaches' preparation for the implementation of the Literacy Plan.

Table 2: SY16 Phases of Implementation for the Literacy Coaching Program

Phases	Major Activity	Expected Outcome
Start-up	<ul style="list-style-type: none"> • Literacy Coaches are hired and trained • School Administration is trained and prepared 	<ul style="list-style-type: none"> • Coaches feel prepared to implement the program • Schools feel prepared
Raising program awareness of stakeholders	<ul style="list-style-type: none"> • District-wide PD • School-wide PD led by Literacy Coach 	<ul style="list-style-type: none"> • All instructional staff attend Oct 2 conference • All teachers participate on the school-wide PD • Every teacher should be informed about the Literacy Plan
School-level implementation of the Literacy Plan	<ul style="list-style-type: none"> • School Literacy Team is established • Department is trained on literacy strategies implementation • Department completed literacy task • Department scored tasks • Department met to discuss results and implications of the data collected • Learning walk completed • Data from Learning Walk and Essay Scores are shared and discussed at Literacy Team Meeting to determine focus areas 	<ul style="list-style-type: none"> • A school Literacy Team is established or Literacy Plan is on the agenda of an existing school leadership team • Each department that is on the implementation calendar is given a PD • The Literacy Task is implemented by teachers • Teachers score student essays in collaborative department settings • Learning walks are conducted • Data from Learning Walks are discussed with Dept./Literacy team • Data on student scores from literacy task writing are discussed in Dept./Literacy team • Literacy Coach supports and collaborates with classroom teachers
Refinement of the Literacy Plan	<ul style="list-style-type: none"> • Implement the Plan with modifications in Year 2 	

The second phase is related to the awareness of stakeholders. For the Literacy Coaching model to work successfully, it is important that all stakeholders are knowledgeable of the purpose and goals of the model. In the context of this evaluation, Literacy Coaching will be successful to the extent that all stakeholders achieve broad ownership and understanding of the Literacy Plan. Before the implementation of the Literacy Coaching model, there were few opportunities to formally introduce the Literacy Plan. An important system-wide opportunity was the conference organized by the Division of Teaching and Learning on October 2, 2015. The conference was planned to provide a road map of the PGCPs Rigorous Literacy Plan as well as provide content-specific literacy-related PDs. The study investigates stakeholders' awareness and knowledge of the Literacy Plan and the Literacy Coaching model.

The following phase is that of school-level implementation of the Literacy Coaching model's actual tasks and activities as designed. The report addresses the actual program activities and how they were implemented. For SY16, the school-level focus was on the implementation of the Literacy Task, which each department, starting with Social Studies in October of 2015, was to implement sequentially. See Appendix 2 for the implementation timeline. According to the implementation plan, the Literacy Coach provides the implementing department with PDs before the administration of the Literacy Task and supports the administration of the Literacy Task by all of the teachers in that department. The implementation plan also expected teachers to collaboratively score student essays, participate in Learning Walks, and discuss data from Learning Walks and essay scores. A major part of this report is focused on implementation of literacy-related activities, their perceived effectiveness and challenges of implementing them.

The final phase of program implementation is Refinement, where the intervention is improved and standardized as the coaching model is extended beyond the first year of implementation in the pilot schools as well as expanded into other schools. The results of the analysis conducted here, including teachers' perceived effectiveness of the coaching model and the challenges of implementation from all stakeholders, would play an important role in refining the coaching model.

C. Research Questions

The study will address the following research questions:

1. What was the level of participation (or implementation) in the literacy-related activities implemented throughout the year?

2. How did participating teachers perceive the effectiveness of the literacy-related activities and the support they received from their Literacy Coach?
3. What supports and challenges existed in the implementation of the Literacy Coach role in pilot schools?

D. Organization of Report

This report is organized into five major sections. Following this introductory section, the second section describes the methods and procedures used in data collection and the analysis plan developed to answer the aforementioned evaluation questions. Section III contains the evaluation findings, which provides the answers to the research questions. A discussion of the findings is contained in Section IV, which includes the conclusions that can be drawn from the findings. Finally, in Section V, we present our recommendations for improving the implementation of the Literacy Coaching model.

II. METHODS AND PROCEDURES

A. Study Participants

Study participants refer to individuals from whom the data used in the evaluation were obtained. The study participants included the Literacy Coaches, teachers in the pilot schools, pilot schools' administrators, and C&I instructional leaders involved in developing and monitoring the program.

B. Data Collection

This study utilized primary data gathered from key program staff to address the questions of interest. The questions along with data sources and analytic procedures are included in Table 3. Interviews with the directors at Curriculum and Instruction who were tasked with planning and executing the Literacy Plan and Literacy Coaching model in the pilot schools, as well as documents describing the Literacy Plan, were used to inform the answers to the evaluation questions. Data from a focus group with the Literacy Coaches and selected observations of Coaches' activities in the schools were also conducted.

Table 3: Implementation Study Questions, Data Sources, & Analysis Techniques

Evaluation Questions	Data Sources	Analytic Procedure
1. What was the level of participation (or implementation) in the literacy-related activities implemented throughout the year?	Literacy Coach Survey, Teacher Survey Literacy Coach Documents School Observations	Descriptive analysis
2. How did participant participating teachers perceive the effectiveness of the literacy-related activities and the support they received from their Literacy Coach?	Teacher Survey	Descriptive analysis, Qualitative description
3. What supports and challenges existed in the implementation of the LC Literacy Coach role in pilot schools?	Literacy Coach Survey, Teacher Survey Literacy Coach Documents School Observations	Descriptive analysis, Qualitative description

In addition to the interviews and document review, data were also gathered through surveys of stakeholders¹ (Literacy Coaches, Principal/Assistant Principal, and teachers) to determine their perceptions of the Literacy Coach position, the literacy-related activities, and how the coaching, seminars, and workshops affected teaching practice. The surveys were developed by the evaluators and administered online. The surveys to teachers, administrators and Literacy Coaches were administered online in June 2016. The response rate for the survey was 36%, and all of the participating schools were represented in those responses. Table 4 displays the positions of those who responded to the survey sent to teachers and administrators. All the Literacy Coaches completed the online survey sent to them.

Table 4: Positions of Respondents for Teacher and Administrator Survey

Position	Frequency	Percent
Classroom Teacher	183	82.1
Department Chair	17	7.6
Principal/Assistant Principal	3	1.3
Other, please specify...	14	6.3
Unknown	6	2.7
Total	223	100.0

C. Analysis Plan

Analyses conducted for this evaluation are descriptive in nature. We examined the extent to which the planned implementation of the Literacy Coaching model reflects how the program was actually implemented in schools and experienced by stakeholders, with the understanding that any differences discovered between the plans and the execution can provide useful information for program staff so that improvements can be made.

¹ The survey was sent to all administrators from the six schools but the number of administrators who completed the survey was very small and so they are not included in the analysis.

III. FINDINGS

The findings of this evaluation are presented in this section. Each evaluation question is addressed individually.

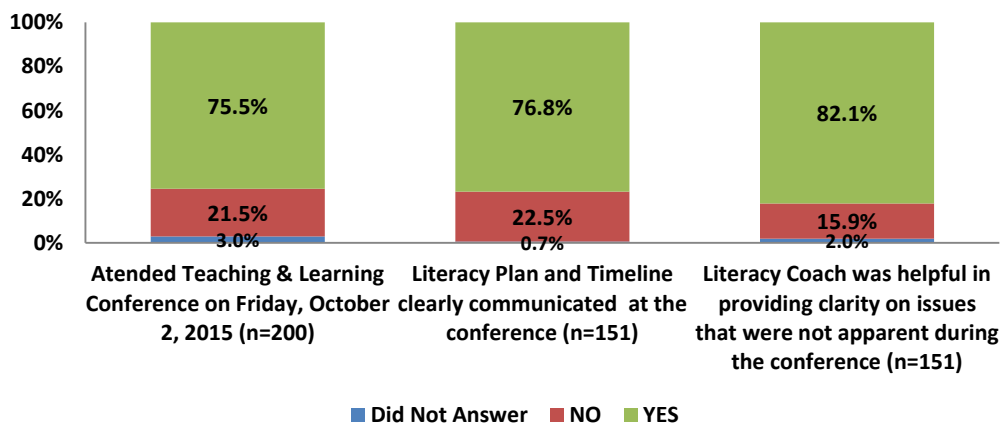
A. Participation of Targeted Group

Research Question 1: What was the level of participation (or implementation) in the literacy-related activities implemented throughout the year?

Professional Development and Awareness of Literacy Plan

As aforementioned, for the Literacy Coaching model to work successfully, it is important that all stakeholders are knowledgeable of the purpose and goals of the model. A broad ownership and understanding of the Literacy Plan by all participating teachers and school administrators is an important factor for the successful implementation of the planned tasks and activities of the Literacy Plan in schools. A system-wide opportunity was the conference organized by the Division of Teaching and Learning on October 2, 2015 to provide a road map of the PGCPs Rigorous Literacy Plan. Figure 1 presents the proportion of teachers who attended this important systemic conference. Three-fourths of teachers report that they attended this conference; 77% of teachers who attended the conference report that the Literacy Plan and its implementation timeline were clearly communicated to them at the conference. The first important task for the Literacy Coaches at the beginning of the school year then was to make sure teachers understood the Literacy Plan. However, only 82% of teachers report that the Literacy Coach was helpful in providing clarity on issues that were not apparent during the conference.

Figure 1: Participation in PD before Implementation



Professional Development and Coaching

We first asked Literacy Coaches to report on the literacy-related activities they implemented in their schools and the amount of time and level of teacher participation in each activity. We also present the level of participation as reported from the participating teachers who responded to the survey.

As detailed in the job description presented in Appendix 1, Literacy Coaches were expected to complete a myriad of activities related to the implementation of the Literacy Plan in the pilot schools. We first asked Literacy Coaches to report on the proportion of their overall time spent implementing each category of literacy-related activity in SY16. This distribution is displayed in Table 5. Literacy Coaches reported that 38% of their time was spent on administering the Literacy Task, 9% on school-wide PDs, 21% on providing content-specific PD sessions, 18% supporting teachers one-on-one, and 13% on all other duties and responsibilities. It is important to note that there is a lot of variability in the reported amount of time spent on the various activities by Literacy Coaches. For example, the administration of the Literacy Task took as little as 15% or as high as 55% of a coach's overall time.

Table 5: Literacy Coaches' Distribution of Total Time Spent, SY2016

	Average per Coach	Minimum	Maximum
Administering the Literacy Task (e.g., Planning with content focus of the month, implementing the task, Learning Walk, scoring)	38.3%	15.0%	55.0%
Content-specific PD sessions (e.g., to specific departments)	20.8%	10.0%	40.0%
Supporting teachers one-on-one (e.g., lesson planning, co-teaching unlocking the prompt, scoring)	18.3%	10.0%	35.0%
Other duties and responsibilities (e.g., attending training, collaborative planning with other coaches)	13.3%	10.0%	20.0%
Providing School Wide PD	9.2%	0.0%	20.0%

The Literacy Coaches, in total, provided 26 whole-school literacy-related PD sessions and 101 content-specific PD sessions. The maximum numbers of reported sessions provided by a Literacy Coach were 8 and 35 for whole-school literacy-related PD sessions and content-specific PD sessions, respectively. Overall teacher participation in the sessions was 175 teachers for whole-school literacy-related PD sessions and 182 for content-specific PD sessions. See Table 6.

Table 6: Number of PDs provided by Coaches

	N	Minimum	Maximum	Average per Coach	Total PDs
How many Whole-school PD sessions did you provide?	6	0	8	4.3	26
How many teachers participated in Whole-school PD sessions?	5	0	65	35	175
How many Content-specific PD sessions (e.g., to specific departments) did you provide?	6	6	35	16.8	101
How many teachers participated in Content-specific PD sessions (e.g., to specific departments)?	4	0	101	46	182

Literacy Tasks and Learning Walks

As discussed above, administering the Literacy Task as well as supporting teachers one-on-one with literacy task-related activities together accounted for the majority of Literacy Coaches' total time (38% and 18%, respectively). As the Implementation timeline illustrates, significant amount of the school year was devoted to the implementation of the Literacy Task in different content areas, followed by Learning Walks. We examined the amount of support Literacy Coaches reported providing teachers in their respective schools and the results are reported in Table 7.

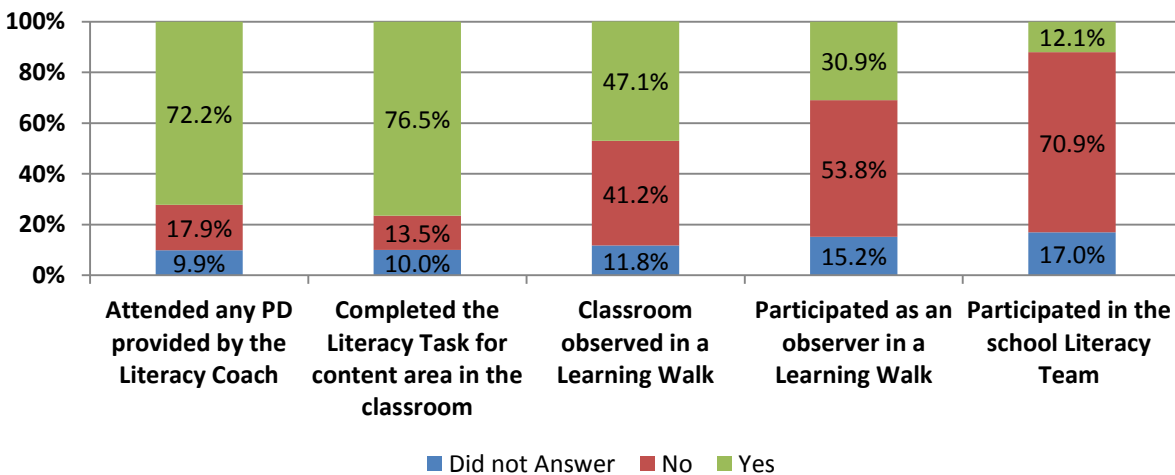
According to data gathered from the Literacy Coaches, Literacy Coaches report that 402 teachers administered the Literacy Task, as high as 100 teachers in some schools. A total of 211 teachers had their classrooms observed as part of the Learning Walks and 141 (67% of observed) were provided with feedback from the observations. A Literacy Coach, however, reported not having had a Learning Walk in her school of assignment. As expected, an overwhelming majority of teachers (338 or 84% of those who administered the Literacy Task) provided their Literacy Coach with a portion of their student essay scores for review by the Literacy Coach. Literacy Coaches report that they provided one-on-one support to a total of only 100 teachers, for an average of 17 teachers per school. As a context, there were 572 instructional staff in the six pilot schools and 402 teachers (70.3% of classroom teachers) who administered the Literacy Task and a total of 211 teachers (37% of classroom teachers) had their classrooms observed as part of the Learning Walks.

Table 7: Teacher Participation in Literacy-related Activities, as Reported by Literacy Coaches.

	N	Minimum	Maximum	Average per Coach	Overall Total
Number of teachers who implemented the Literacy Task	6	31	100	67	402
Number of teachers who submitted a portion of their student essay scores for review	6	31	100	56	338
Number of teachers whose classroom was observed in Learning Walks	5	0	80	42	211
Number of teachers who were provided with feedback about the Learning Walk	5	0	80	28	141
Number of teachers who received One-on-one support from Literacy Coach	6	4	35	17	100

We also asked the teachers who responded to the survey to report on their level of participation. The overall participation levels and the breakdown by content area and grade level are provided in Figure 2, Tables 8 and 9 respectively. Overall, responses from the survey data collected directly from a sample of teachers demonstrate that 77% of teachers report that they administered the Literacy Task in their classrooms in their content area and 47% had their classroom observed by other teachers as part of the Learning Walks. Data in Figure 2 shows that more teachers report their classrooms were observed as part of a Learning Walk than teachers who participated in the Learning Walks as observers. It seemed like a smaller group of teachers made up the membership of the Learning Walk teams.

Figure 2: Participation in Literacy-related Activities, Reported by Teachers



In terms of the implementation of the Literacy Task by content areas, results from the teacher’s survey show that a big percentage of Social Studies teachers, 92%, report complete implementation of the Literacy Task in their classrooms. Science and Mathematics teachers also report the implementation of the Literacy Task at a high rate, 90% and 89% respectively. Around half of the teachers from CTE report implementation of the Literacy Task in their classrooms, while less than half of ESOL and Creative Arts teachers report implementing the task. In terms of the implementation of the Literacy Task by grade, results shows that between 80% to 91% teachers of each grade level implemented the Literacy Task in their respective classrooms. It seems that the variation in the level of implementation is more a concern among content areas than it is for grade level of teachers. However, there were some noticeable differences in the level of participation in PDs provided by the Literacy Coaches. High School teachers reported more participation in PDs provided by Literacy Coaches.

Table 8: Participation in Literacy-related Activities by Content Area of Teachers

	% Participated in PD provided by LC	% Completed the Literacy Task	% Classroom observed in Learning Walk	% participate in Learning Walk
Social Studies (n=24)	79.2	91.7	62.5	45.8
Sciences (n=38)	76.3	89.5	47.4	23.7
Math (n=36)	80.6	88.9	38.9	22.2
RELA (n=39)	71.8	74.4	51.3	38.5
CTE (n=11)	72.7	54.5	18.2	54.5
Creative Arts (n=13)	61.5	46.2	11.1	7.7
World Languages (n=11)	81.8	81.8	27.3	36.4
ESOL (n=13)	76.9	46.2	7.7	15.4
PE/Health (n=4)	75.0	75.0	75.0	25.0

Table 9: Participation in Literacy-related Activities by Grades taught

	% Participated in PD provided by LC	% Completed the Literacy Task	% Classroom observed in Learning Walk	% participate in Learning Walk
Sixth grade teachers (n=13)	69.2	83.3	14.3	54.5
Seventh grade (n=41)	73.2	89.7	27.3	15.8
Eight grade teachers (n=36)	69.4	91.4	28.9	14.7
Night grade teachers (n=97)	85.6	80.4	43.7	38.2
Tenth grade teaches (n=88)	83.0	87.2	46.2	42.2
Eleventh grade teachers (n=86)	84.9	84.5	47.8	42.9
Twelfth grade teachers (n=79)	87.3	84.4	46.4	44.7

As discussed in the introduction section, the implementation of the Literacy Task was planned as having different components that are implemented in steps. Namely, they are Unlocking the Prompt or Active Reading, Close Reading and Essay Writing. After the completion of the Literacy Task and when student have written their essays, the teacher is also expected to

score the essays. Student writing is scored using the rubric provided by the Department of Curriculum and Instruction, C&I, (see Appendix 5 for the rubric). Scoring occurred where teachers score their own students' papers or in collaborative scoring with other teachers. Sample essays were also collected for county and school data purposes and for collaborative discussion to inform instruction. The administration of the Literacy Task was planned to take two weeks of instruction time.

Of those who said they administered the Literacy Task, we wanted to know if all of the components of the Literacy Task were fully implemented. Results from the analysis are reported in Table 10. Overall, the implementation of the main components of the Literacy Task was high, above 91% of teachers administered components of active reading, close reading and essay writing. However, fewer teachers scored students' essays (86% of 152) and even smaller number (70%) shared the score of the essays with their students.

Table 10: Implementation of the Components of the Literacy Task (n=152)

	% teachers completed the activity
Active Reading: Unlocking the Prompt to your students	97.4%
Close Reading: Analyzing an Argument to your students	91.4%
Students wrote an essay	96%
Students received a classwork grade for completing the components of the Literacy task	90.5%
Submitted sample essays to the Department Chair/Literacy Coach for review by the Literacy Team	89.5%
Student essays were scored using the rubric provided	86.1%
Essays scores were shared with students as part of feedback	69.7%
Engaged in collaborative scoring of the Literacy Task	67.8%

Analysis of Learning Walk Data, Scoring, and Literacy Teams

An implicit assumption of the Literacy Coaching model is that the Literacy Coach is tasked with cultivating and growing the collaborative culture in the school and in the departments administering the Literacy Task. As such, the Learning Walk is designed to enhance peer observations, create a system of feedback and sharing of experiences, and collection of data to help improve instruction. Data collected from Learning Walk is also designed to be used as a monitoring tool for evidence of implementation of the Literacy Task at the school level. Figure 3 illustrates the work of the Learning Walk team (it is created from the data obtained

MEASURABLE OUTCOME #3: Reading Analysis/Comprehension of Complex Texts
FY16 Milestones:

- By September 30, 2015, secondary schools will initiate ongoing learning walks and peer observations of implementation of reading/writing Literacy toolkits; implement RELA curricula with fidelity.

from the observations and document review). See Appendix 5 for a sample of the Learning Walk Rubric.

Figure 3: The Work of the Learning Walk Team



In practice, the group that participated in the Learning Walk meets after the walk and discusses its observation and provides summary of its observation and comments to each teacher through the Literacy Coach. The observations from multiple Learning Walk sessions are also summarized by the Literacy Coach and shared with the specific department that is administering the Literacy Task or with the school Literacy Team. This summary report serves as essential implementation data to drive discussion and actions taken by the respective teams. The following paragraph is an extract from a report that was discussed in the Literacy Team in one of the middle schools and illustrates the use of the data from peer observations.

“...Evidence indicates that teachers were at various stages of implementation of the literacy task. However, all teachers were providing explicit instruction for the students about the literacy task and had employed or were employing specific teaching strategies such as active reading (text annotation), close reading, analyzing argumentative techniques, and/or unlocking the prompt. These findings were further supported by conversations with students, students completing worksheets/handouts while observers were present, or student artifacts and/or anchor charts posted around the classroom...”

The Literacy Plan explicitly states that all schools should set up a literacy team that regularly meets to work on the implementation of the Literacy Plan. The plan had identified September 2015 as the target set for school leaders in PGCPs to set up school Literacy Teams. A review of the rolling agendas provided to us by Literacy Coaches indicates that in most schools some form of Literacy Team was present early in the school year. Whereas some schools had teams specifically set up to deal with literacy, others had integrated Literacy as part of the rolling agenda and included the Literacy Coach as a key member of an already existing school team.

MEASURABLE OUTCOME #1: Writing
FY16 Milestones:

- Secondary school Literacy Teams will initiate and use systemic literacy toolkits for analytic writing based on source reading texts.
- Secondary schools will examine evidence-based reading/writing student responses based on implementation of systemic literacy toolkits.
- Teacher teams in collaborative planning will review samples of student written work to provide evidence to incorporate findings into re-teaching practices.
- Schools will participate in focused learning walks to monitor use of evidence-based reading/writing strategies in classroom practice.
- By October 30, 2015, secondary schools will examine classroom literacy task data from a systemic administration in Social Studies/Science; systemic literacy focus group will conduct first walk-behind scoring/analysis of literacy task data.

As mentioned earlier, the Literacy Team is central in cultivating a collaborative culture by implementing a system that encourages reflection and monitors the effectiveness of implementation of the Literacy Tasks. There are common practices which support effective interaction of Literacy Teams such as meeting frequently and regularly to analyze data and set common goals. Analysis of the data collected from members of Literacy Teams in the pilot schools (n=26) and Literacy Coaches (n=6) separately reveals that in SY16 school Literacy Teams were mostly active in reviewing the school’s Literacy Plan, student writing scores as well as reviewing data from Learning Walks. See Table 11.

Table 11: Frequency of Activities of Literacy Teams

	Never	3 or more times
Literacy Coaches (n=6)		
Reviewed data from Learning Walks	16.6%	66.6%
Reviewed student Writing scores	16.6%	50%
Reviewed school’s Literacy Plan	0%	50%
Reviewed teachers perception of the Literacy Task	0%	50%
Provided follow-up training activities	16.6%	33.3%
Reviewed any new strategies adopted by the school	50%	33.3%
Literacy Team Members (n=26)		
Reviewed school’s Literacy Plan	20.0%	56.0%
Reviewed student Writing scores	19.2%	46.2%
Reviewed data from Learning Walks	23.1%	42.3%
Reviewed teachers perception of the Literacy Task	23.1%	34.6%
Provided follow-up training activities	30.8%	34.6%
Reviewed any new strategies adopted by the school	38.5%	30.8%

B. Perceived Effectiveness of Literacy-Related Activities

Research Question 2: How did teachers perceive the effectiveness of the literacy-related activities?

First, we focus on teachers' perception of the effectiveness of the implementation of the Literacy Task and the Learning Walks. Then, we will discuss teachers' perceptions of how the literacy-related activities and coaching has impacted their instructional practices. Participating teachers were asked to assess the extent to which they changed their teaching practice as a result of the literacy-related activities and the literacy coaching they received. Finally, we will discuss teachers' overall evaluation of the benefits of the Literacy Coaching model.

Relevancy of the Literacy-Related Activities

As displayed in Table 12, a substantial majority of teachers (approximately 78%) report that the Literacy Task they administered in their classroom incorporated established practices for close reading and note-taking in their content area. A smaller majority (68%) of teachers agreed that the Literacy Task topic used as a prompt for reading and writing was relevant to the learning goals established for their students during the school year. Similarly, only 68% of teachers felt that the scoring rubric they were provided to grade and score the student essays was clear.

Table 12: Perception of Relevance of the Literacy Task

Survey Item	% Agree or Strongly Agree
The Literacy Task topic was relevant to the learning goals established for my students this school year.	68.2%
The Literacy Task incorporated established practices for close reading and note-taking in my content area	77.6%
The scoring rubric for Literacy Task was clear.	68.2%

However, teachers who administered the Literacy Task do not express comparable level of clarity about the purpose and goals of the Literacy Task. Teachers' perceptions of the communication around the Literacy Task are displayed in Table 13. Whereas over 91% of teachers who completed the Literacy Task implemented the essential elements of the Literacy Task in their classrooms, only 73% to 80% of teachers report that the purposes and goals of the Literacy Task were effectively communicated to them by either the Literacy Coach or the school

administration. Similarly, only 71% of teachers report collaboration with other teachers or as a department in implementing the Literacy Task.

Table 13: Perception of the Communication and Collaboration around Literacy Task

Survey Item	% Agree or Strongly Agree
The Literacy Coach effectively communicated the purpose and goals for the Literacy Task to me	79.7%
My school administration effectively communicated the purpose and goals of the Literacy Task to all teachers	73.0%
Collaboration with other teachers regarding the Literacy Task occurred often.	70.7%
As a department, we collaborated a lot in implementing the Literacy Task	70.7%

Finally, we asked teachers for their general opinions of the Literacy Task and if they view it as a worthwhile endeavor. We wanted to know if teachers felt there was an alternative model of delivering the Literacy Task to them and their classrooms. About 79% of teachers agree that the Literacy Task provided them with good teaching practices, but it could have been accomplished through professional development without cutting into their daily instructional time and 76% believe that the implementation of the Literacy Task was an additional task that took up valuable instruction time from their curriculum. Interestingly, close to half of teachers (49%) felt that the majority of their students did not take the Literacy Task seriously. Still, 68% of teachers believe that using the Literacy Task as a teaching tool was helpful to their students to become better readers and writers and 55% of teachers thought the process of implementing the Literacy Task was a rewarding experience.

Table 14: General Opinion of Literacy Task

Survey Item	% Agree or Strongly Agree
The Literacy Task provided me with good teaching practices, but it could have been accomplished through professional development without taking my daily instructional time	78.8%
The Literacy Task was an additional task that took up valuable instruction time from my curriculum	76.4%
Using the Literacy Task as a teaching tool was helpful to my students to become better readers and writers	67.6%
Implementing the Literacy Task was a rewarding experience	54.8%
The majority of my students failed to take the Literacy Task seriously	48.6%

Although the Literacy Task was the main focus of the Literacy Coaching model, Learning Walks to observe literacy instruction were also a major activity that took place at the schools. We asked teachers to evaluate their perceived effectiveness of the process of implementing the Learning Walks in SY16. Their perceptions are displayed in Table 15. While 75% of respondents agreed that they understood the need for having Learning Walks in their school, only two-thirds of teachers report that the purpose of the Learning Walks was clearly explained to them. Of those teachers who had their classrooms observed, 85% were happy to have their classrooms observed by their peers and 81% of those who received feedback from a Learning Walk team report that they have used the feedback to improve their teaching practice.

Table 15: Perception of the Learning Walk

Survey Item	% Agree or Strongly Agree
The purpose of the Learning Walks was explained clearly to me.	66.1%
I understand the need to have Learning Walks.	75.2%
The information provided to teachers from the Learning Walks was relevant and useful.	59.3%
I was happy to have my classroom observed during the Learning Walk.	84.8%
The feedback I received from the Learning Walk has been used to improve my practice.	81.4%

Perceptions of Changes in Instructional Practice

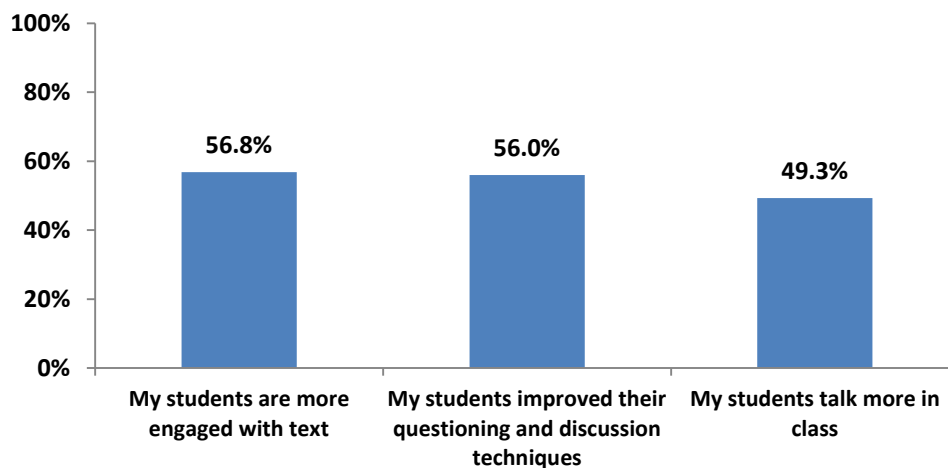
The survey asked teachers to report on how their instructional practices have changed because of the literacy-related activities. Overall, close to three-fourths of teachers agreed that they have become more purposeful in their activities for unlocking reading text. Table 16 displays the percentage of teachers who report that they have increased their use of a specific instructional strategy since completing the Literacy Task. Sixty-one percent of teachers report that they are using ‘Scaffolding’ more frequently as an instructional strategy to meet the needs of struggling readers. Approximately 52% report that they are providing background information to help students understand the topic more frequently and also more frequently providing direct instruction that guides the students through the process of responding to a prompt. Providing students with strategies for close reading is used more frequently by half of the participating teachers. Only 39% of teachers, however, report that their departmental collaborative culture around literacy has positively changed.

Table 16: Reported Changes in Instructional Practices

	Less Frequently	Unchanged	More Frequently
Scaffolding to meet the needs of struggling readers	0.7%	38.0%	61.3%
Providing background information to help students understand the topic.	4.2%	43.4%	52.4%
Providing direct instruction that guides the students through the process of responding to the prompt	3.5%	44.8%	51.7%
Providing students with strategies for close reading	6.3%	42.7%	51.0%
Unlocking the prompt activity with your classes	8.4%	44.8%	46.9%
Adjusting selection of text to meet the needs of newcomers and early ELLs	5.6%	50.3%	44.1%
Having students complete writing assignments in your classes based on short paragraphs an	6.9%	49.7%	43.4%
Explicitly teaching students how to identify persuasive elements within the text	9.9%	48.6%	41.5%
Meeting with your department team to collaborate on literacy-related strategies	11.3%	50.0%	38.7%

Teachers also report positive changes in their students as it relates to engagement. In fact, nearly two-thirds of teachers reported that they have changed the way that they help students as a result of the literacy-related activities. Figure 4 displays teachers’ perception of improvements in student capacity. About 57% percent of teachers report that their students are more engaged with text and 56% report that their students have improved their questioning and discussion techniques. Approximately half of teachers also report that their students talk more in class.

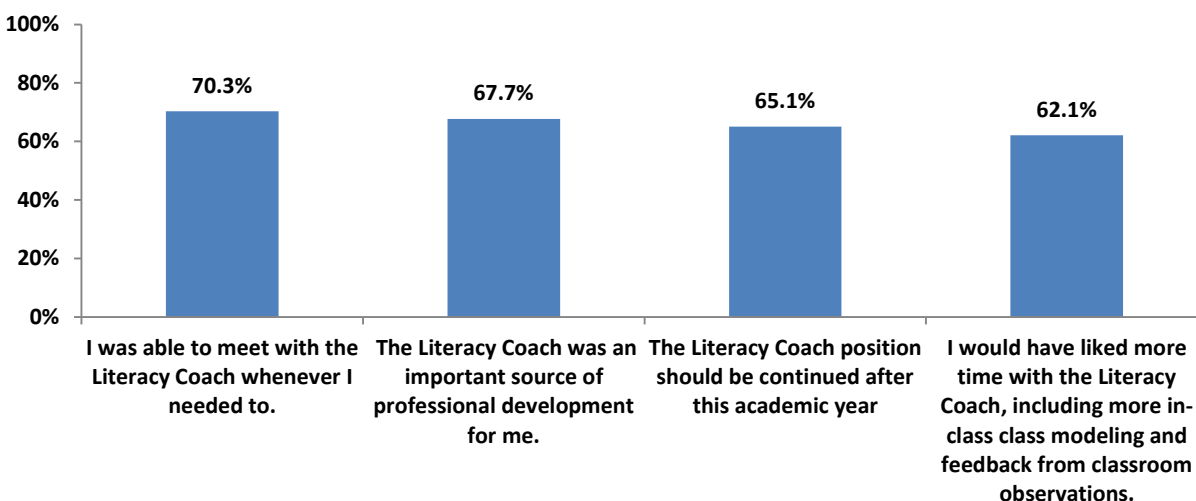
Figure 4: Improvement in Student Capacity



Perceptions of Literacy Coaching Model

We also asked teachers to report their perceptions of literacy coaching benefits and shortcomings. These perceptions are displayed in Figure 5. Seventy percent of teachers reported that they were able to meet with their Literacy Coach whenever they needed. About 68% of teachers viewed their coach as an important source of professional development and 65% of teachers agreed that the Literacy Coach position should be continued after this year. Finally, 62% of teachers would have liked more time with the Literacy Coach, particularly in-class modeling and feedback from classroom observations.

Figure 5: Overall Perceptions of Coaching Benefits



The survey also gave teachers the opportunity to provide additional comments about the Literacy Coach position. We coded their open-ended comments into a few major themes presented below.

Literacy Coach a great resource. Many teachers expressed that their Literacy Coach was a valuable asset to the school. These teachers felt that their Literacy Coach were a great resource and really took the time to assist teachers in the implementation of the literacy-related activities. One teacher noted: “Literacy was an unquestionable focus in our building this school year. This topic was on most of the faculty meeting agendas, the collaborative meetings and the content meetings. Without a Literacy Coach, I think the results would have been different.” Although some teachers felt like they already used many of the strategies that were introduced by the Literacy Coach, they acknowledged that this new literacy focus helped reinforce their skills. For example, a teacher said the following: “The deep thinking that accompanied doing the task helped the department develop a new mnemonic device to help students organize writing.

Also having the PDs and the task to-do helped those of us who generally use the methods to keep the strategies in the forefront and to consciously use them.”

Relevancy and timing of Literacy Task. Teachers felt strongly that the implementation of the Literacy Task should be aligned with the curriculum, tailored to subject and reading ability of students, and should not conflict with other important instructional activities (e.g., state testing and SLOs). Many teachers expressed that integrating the Literacy Task with the curriculum and pacing guide for each subject was essential. This would enhance instruction by making the Literacy Task more relevant and less disruptive to teaching. One teacher said the following: “The task we were asked to complete did not match the content we were teaching at the time of implementation.” In addition, some teachers suggested doing the Literacy Task in English first, as that would provide a foundation for the students as they worked on the task in other subjects.

Teachers also contended that the Literacy Task should also be tailored to the content area. For example, a science teacher felt that since “science has to do with observations, hypotheses, and data collection to prove or disprove a hypothesis,” the writing task should focus on writing about analysis as opposed to analyzing text based on logos, pathos, and ethos. In addition, teachers felt that the Literacy Task should be differentiated based on the reading ability of the students. As an example, many ESOL teachers felt that the Literacy Task should be in target language as many ESOL students struggle with the literacy skills in their first language. “The problem is that the literacy task is not in the target language (Spanish), which can disrupt my curriculum considerably. How do I promote literacy while satisfying the 90% daily target for reading, speaking, and writing in Spanish?”

More Collaboration and Input on Literacy Toolkit. Teachers often expressed a desire to be involved in the planning for the implementation of the literacy-related activities, particularly the Literacy Task. Teachers felt that Coaches should work with teachers within each department to help develop the components of the Literacy Task. A teacher noted: “If the coach worked with departments and individual teachers to develop their own literacy task that was more relevant to the curriculum and more appropriate for their students.” Connecting interdisciplinary readings across departments was also suggested to increase collaboration and alignment across subjects. Finally, some teachers thought it would be beneficial for the Literacy Coach to recruit experienced and knowledgeable teachers to help with supporting teachers on the literacy-related activities. This was a particularly common sentiment for English teachers.

More time with Literacy Coach. Many teachers expressed that they would have liked for the Literacy Coach to be more available to them through more professional development, one-on-

one coaching, and classroom observations. Teachers shared the following sentiment: “The coach needs to be free to coach teachers all year long rather than just during the time allotted for a given department's literacy task. Literacy is a year-round activity every day for every class, and teachers won't realize that unless we treat it that way.” Teachers suggested having more staff professional development on general literacy strategies and modeling of instructional strategies.

More clarity on the Literacy Coach role. Some teachers felt that the role and purpose of the Literacy Coach was unclear. In addition, teachers expressed that the potential benefits of the Literacy Coach were not explained well to school staff. As one teacher mentioned: “The Literacy Coach position was never really introduced to our school staff. As far as I know, the Literacy Coach did not foster great relationships with the RELA department, which could have given her a good inroad into each of the academic teams. I am still unclear on what her role was, so I have no idea if she fulfilled it. I don't know that I ever met her directly during the course of the year, and certainly not for any one-on-one coaching.” Related, some teachers questioned the need for the position and the impact of the literacy-related activities on student achievement in reading and writing. As one teacher asked, “How has Literacy impacted our reading and writing data this year?”

C. Challenges and Support Needs of the Literacy Coach Role

Research Question 3: What supports and challenges existed in the implementation of the Literacy Coach role in the pilot schools?

To address Research Question 3, the survey asked Literacy Coaches to report on their satisfaction with the resources and support available to them as well as any challenges they encountered while completing their coaching duties. As mentioned, the Literacy Coaches were regularly provided professional development by the C&I. Overall, two-thirds of Literacy Coaches reported that they are very satisfied with the support they received from C&I. Table 17 displays Literacy Coaches' perceptions of the various types of support they received from C&I. Almost all of the Coaches felt that they had the freedom to adjust the support based on the teaching capacity and reading ability of the students. Half of the Coaches report that they did not get clear direction on how many PD sessions they should offer to their schools. Finally, only about a third of the Coaches report that they received a clear guidance regarding the amount of time they should spend with teachers and the order of coaching activities, as well as the amount of PD provided to them to implement the Literacy Plan.

Table 17: Guidance Provided to Literacy Coaches by C&I

	Not true at all	Slightly true	Somewhat true	Very true
Clear direction for the frequency of PDs Literacy Coaches should provide	50.0%	33.0%	16.6%	0.0%
Clear expectations for the amount of time Literacy Coaches should spend with teachers	16.6%	50.0%	16.6%	16.6%
A clear direction of the order of coaching activities that must occur during the academic year	16.6%	50.0%	16.6%	16.6%
Adequate on-going PD to implement the Literacy Plan	16.6%	50.0%	16.6%	16.6%
Freedom to adjust support based on the teaching capacity of the teachers	0.0%	0.0%	50.0%	50.0%
The option of adjusting your support based on the variability in the reading levels of students in a classroom	0.0%	16.6%	50.0%	33.0%

Beyond guidance provided by C&I, Literacy Coaches also reported on additional resources and supports they received. Literacy Coaches’ responses about their resources and supports are depicted in Table 18. Two-thirds of Literacy Coaches report that they are very satisfied with the amount of time to collaborate with other Literacy Coaches, half of the Coaches’ report that they are very satisfied with the support from the school administrators. Almost all of the Coaches report that the buy-in from classroom teachers needs improvement. All Coaches report dissatisfaction or call for improvement of the relevance of the Literacy Task topics/prompts while half of them seek improvement of the scoring rubric for the Literacy Task.

Table 18: Literacy Coaches’ Satisfaction with Other Resources and Supports

Resource/Support	Very Satisfied	Needs Improvement	Very Unsatisfied
School-level administrator support	50.0%	33.3%	16.6%
Time to collaborate with other Literacy Coaches	66.6%	33.3%	0.0%
Buy-in from Classroom Teachers	16.6%	83.3%	0.0%
Relevance of the Literacy Task topics/prompts	0.0%	83.3%	16.6%
Clarity of the scoring rubric for Literacy Task	50.0%	50.0%	0.0%

In our discussion with the Literacy Coaches it was apparent that the success of the Literacy Coaching model was dependent on staff understanding of the Literacy Plan and the collaborative culture of a school. Coaches were cognizant that a change in the collaborative culture is necessary for the success of the plan but they were also aware that their influence in changing it was limited. Collaborative relationships require comprehensive planning and well-defined communication, teacher buy-in and constant support from administration. With this in mind, we also asked the Literacy Coaches to report on the barriers and challenges related to

communication, collaboration, and support. Table 19 depicts the barriers and challenges related to awareness and understanding of the Literacy Coach role and the Literacy Plan. Lack of school staff understanding of the Literacy Coach role was considered a moderate or serious problem by half of the Literacy Coaches. This is consistent with teachers expressing that there was a lack of clarity of the Literacy Coach role (as discussed above). In addition, lack of strong messaging around the importance of the need and relevance of the Literacy Plan and lack of understanding of the Literacy Plan by school staff were considered at least a moderate problem by half or more of the Literacy Coaches.

Table 19: School-level Barriers to effectiveness as a Literacy Coach

	Not at all a problem	Minor problem	Moderate problem	Serious problem
Lack of understanding of your role by teachers	33.3%	16.6%	50%	0%
Lack of understanding of your role by school managers	50%	0%	33.3%	16.6%
Lack of strong messaging around the importance of the need and relevance of the Literacy Plan	50%	0%	0%	50%
Lack of understanding of the Literacy Plan by school staff	0%	16.6%	66.6%	16.6%

Table 20 reports the additional challenges Literacy Coaches mention related to collaboration, buy-in, and support. Lack of departmental collaborative culture is the most commonly cited major challenge (as indicated by the percentage reporting that an issue is challenging to them “a great deal” or “quite a lot”), mentioned by 5 out of 6 Literacy Coaches. Two-thirds of Coaches also cited lack of school-wide collaborative culture and overwhelmed teacher leaders as major challenges, while about half mentioned uninterested teachers and resistant teachers as a challenge to performing their duties. On the other hand, none of the Literacy Coaches felt that time for preparation was an issue for them and almost one in six of the Literacy Coaches felt that uninterested students, lack of resources, difficulty with scheduling the Literacy Task, and their own understanding of the role was a big challenge.

Table 20: Challenges and Barriers Reported by Literacy Coaches

Challenge	% A Great Deal or Quite a Lot
Lack of Departmental collaborative culture	83.3
Overwhelmed teacher leaders	66.7
Lack of School-wide collaborative culture	66.7
Uninterested teachers	50
Insufficient time for follow-up with teachers	50
Resistant/Not trusting teachers	50
Uninterested administrators/ hands-off	33.3

administrators	
Less than expected teacher capacity	33.3
Lack of supervisory authority	33.3
Uninterested students	16.7
Lack of instructional resources and materials	16.7
Difficulty scheduling the completion of the Literacy Task	16.7
Clarity of Role (understanding of Job description vs. clarity of your role at your specific school)	16.7
Lack of time for planning and preparation	0

Finally, Literacy Coaches were also given the opportunity to include additional comments about resources and supports they needed to better support their schools as well as how they felt the Literacy Coach role should be structured. In general, Literacy Coaches reported that they see the value of being based in C&I as it ensures they have the training, resources, and support needed and that it protects their time in order to solely focus on the literacy work. Literacy Coaches also believe this current structure is helpful because “teachers do not associate coaches with school admin.” However, they argue that the “the Literacy Coach should be more aligned on the administrative level, to ensure that there is time allotted for literacy, that it is perceived as important from the administrator level down, and for us to be a part of the planning of structures necessary to implement this work.” In an ideal situation, they would desire for the Literacy Coach position to be “part of school's leadership, but not administrative.”

In addition to discussing ways that the Literacy Coach position should be structured, Literacy Coaches provided suggestions for ways they could be better supported, thus improving their work as Coaches. Some of the suggestions for improving resources and supports are presented below.

Providing clarity of Literacy Coach role. How the message of the importance of Literacy Plan and the need for the Literacy Coach is delivered to schools is extremely important. As discussed above, many teachers felt that the role of the Literacy Coach was unclear. Literacy Coaches also agree that there is a strong need to clearly communicate the importance of the Literacy Coaching model in order to gain staff buy-in and build a culture that will collaborate to implement the various strategies outlined in the Literacy Plan.

Improve structure for collaboration. Speaking of culture, Literacy Coaches often discussed ways to improve the collaborative culture of the school which would in turn better facilitate the

implementation of the literacy-related activities. They suggested several ways to improve collaboration related to the literacy activities. First, they felt that it would be useful to hold regularly scheduled meetings with the instructional leaders of the building to update and strategize about the Literacy Task. In addition, they expressed that it is essential to have more time to collaborate with the teachers as well as to follow-up with departments after they do the Literacy Task. Literacy Coaches also felt that there could be a better use of pre-existing structures (e.g., working more closely with Department Chairs) in order to support teachers in the process for implementing the literacy strategies/task. Finally, Literacy Coaches suggested educating administrators on the role of the Literacy Coach, as well as on the connections between literacy work, culture and school performance. Administrators can in turn advocate to the school staff, which would help to increase teacher buy-in and improve how the school collaborates to focus on literacy. Also, support from administration in monitoring and visiting classes of departments that work with Coaches would have helped ease this problem.

Consistent and relevant training and support. There was a consensus amongst Literacy Coaches that they would have liked to provide more PDs and additional support around literacy to their school's staff. In addition, Literacy Coaches wanted to ensure that all the literacy-related activities are purposeful and worthwhile for the teachers. They suggested that they should be able to focus on the strategies that would allow for them to target support where help is needed and more support on a school-wide level. Both are consistent with teachers reporting that they wanted more time with their Literacy Coach and that the Literacy Task should be more relevant as to not feel like it was disruptive or a waste of time.

Additional resources in the school. Literacy Coaches also expressed that it was important to provide school with additional resources (such as copy paper, colored pencils, and consistent access to technology for all teachers) to account for the additional instructional activities that will be undertaken to implement the Literacy Task. In addition, Literacy Coaches contended that consideration needs to be given to how best to support schools (especially schools with a larger student population) with scoring through either systemic scoring days or provide suggestions on how to accomplish the scoring. Finally, Coaches argued that is important to ensure that technology is more accessible. The Literacy Task was typically completed using paper-and-pencil; however, students will be expected to type essays for important assessments such as PARCC and the SAT. Thus, Literacy Coaches felt that students should practice doing their literacy work on the computer to prepare for these assessments.

IV. SUMMARY AND CONCLUSIONS

The goal of this study was to examine how the Literacy Coaching model was implemented in the six pilot schools in SY16. In doing so, we investigated the stakeholders' awareness and planning for implementation, the type and amount of support Literacy Coaches provided in their respective schools, teachers' reported levels of participation in PDs and implementation of the literacy-related activities, and teachers' and Coaches' perceptions of the effectiveness of the Literacy Coaching model. A summary of the findings presented in the previous sections along with conclusions are presented here.

A. Stakeholder Awareness of the Literacy Plan

The evidence gathered in this report indicates that the purposes and goals of the Literacy Plan and the role of the Literacy Coach in implementing the plan were not clearly communicated to all stakeholders at the beginning of program implementation. On average, only three-quarters of teachers reported attending the system-wide Literacy conference and less than a third felt they were clearly informed about the plan.

B. Overall Program Implementation

Literacy Coaches provided PD sessions about literacy-related topics such as the administration of the Literacy Task, supported departments and teachers one-on-one, organized Learning Walks to observe classrooms and provided feedback about literacy-related instruction, and worked with administration to support school-wide goals for literacy. The largest proportion of Literacy Coaches' time was devoted to the administration of the Literacy Task (38%) and associated content-specific PDs to the implementing departments (21%). Activities that involved Literacy Coaches working with teachers one-on-one such as lesson planning guidance, co-teaching, unlocking the writing prompt, and scoring of essays accounted for less than a quarter of the time spent by all Coaches. Overall, Literacy Coaches used thirteen percent of their time participating in training and collaborative planning with the other Literacy Coaches.

Overall, the six Literacy Coaches provided 26 school-wide and 101 content-specific PD sessions to their schools in SY16 and over 175 teachers in total attended each type of PD. Coaches reported that 402 teachers (70% of classroom teachers) administered the Literacy Task and a total of 211 teachers (37% of classroom teachers) had their classrooms observed as part of the Learning Walks. Literacy Coaches report providing one-on-one support to a total of 100 teachers, for an average of 17 teachers per school. However, not all Literacy Coaches equally

implemented the Literacy Coaching model; at least one Literacy Coach reported not providing any school-wide PDs or organizing Learning Walks.

Results from the Teacher Survey show that social studies, science, and math teachers implemented the Literacy Task at a higher rate. Among those teachers who reported using the Literacy Task in their classrooms, over 91% fully implemented the main components of active reading, close reading, and essay writing. However, fewer number of teachers report scoring students' essays (86%) and an even smaller percentage (70%) report sharing the score of the essays with their students. In addition, Literacy Coaches and other Literacy Team members report that school teams were mostly active in reviewing the school's Literacy Plan, student writing scores as well as reviewing data from Learning Walks. It is also noteworthy that there was a school where there was no review of writing scores or Learning Walk data by its Literacy Team.

C. Perceived Effectiveness of Literacy-related Activities and the Literacy Coach

A major component of implementing the Literacy Task was that the topics and activities will be relevant to the curriculum and grade level of the content areas. The majority (68%) of teachers felt that the prompt for reading and writing was relevant to their learning goals for the year. Of those teachers who implemented the Literacy Task in their classrooms, 73% to 80% feel that the purposes and goals of the Literacy Task were effectively communicated to them by the school administration or the Literacy Coach assigned to them.

Teachers, however, also felt strongly that the implementation of the Literacy Task should be better aligned with the curriculum, tailored to subject and reading ability of students, and should not conflict with other important instructional activities such as state testing and SLOs. In terms of the Learning Walks, three-fourths of teachers had a good understanding of the need for Learning Walks but only two-thirds of teachers report that the purpose of the Learning Walk was clearly explained to them. However, an overwhelming majority of teachers (85%) whose classroom was observed are satisfied with the feedback they received from their peers and also report using the feedback they received to improve their teaching practices (81%).

The success of the Literacy Coaching model is dependent on teachers' perception that it helps improve their teaching practice. In sum, three-fourths of teachers report that they have become more purposeful in their activities for unlocking reading text. Three-fourths of teachers believe that although the Literacy Task provided them with good teaching practices, they feel that the implementation of the task took up valuable instruction time. About half of the

teachers also report improvements in their students' engagement with text and class discussion techniques.

It is important to note that only 39% of teachers report that their departmental collaborative culture has improved because of the coaching they received and teachers often expressed a desire to be involved in the planning for the implementation of the literacy-related activities. For example, teachers felt that Literacy Coaches should work with teachers within each department to help develop the components of the Literacy Task.

Some teachers felt that the role and purpose of the Literacy Coach was unclear and that the potential benefits of the Literacy Coach were not explained well to school staff. On the other hand, many teachers expressed that their Literacy Coach was a valuable asset to the school and that their Coach was a great resource. In fact, many teachers expressed that they would have liked for the Literacy Coach to be more available to them through more professional development, one-on-one coaching, and classroom observations.

D. Challenges and Support Needs of the Literacy Coach role

Overall, Literacy Coaches report that they see the value of being based in C&I as it ensures they have the training, resources, support, and time needed in order to focus on literacy work. Two-thirds of Literacy Coaches report that they are very satisfied with the support they received from C&I. However, they report needing more direction on how many PD sessions they should offer to their schools, clear guidance regarding the amount of time they should spend with teachers, and guidance on the order of coaching activities. Two-thirds of Literacy Coaches report that they are very satisfied with the amount of time to collaborate with other Literacy Coaches, while half of the Coaches report that they are very satisfied with the support they received from the school administration.

Almost all of the Literacy Coaches report that lack of buy-in from teachers and lack of school staff understanding of the Literacy Coach role were barriers. A possible explanation for these barriers is the lack of strong messaging around the need and relevance of the Literacy Plan. Lack of departmental collaborative culture was another commonly cited challenge by the Literacy Coaches. Thus, Literacy Coaches believe that there is a strong need to clearly communicate the importance of the Literacy Coaching model in order to gain staff buy-in and build a culture that will collaborate to implement the various strategies outlined in the Literacy Plan.

Literacy Coaches report that they want to ensure that all the literacy-related activities are purposeful and worthwhile for the teachers. In particular, the Literacy Task should be more relevant as to not feel like it is disruptive or a waste of time. All Literacy Coaches report dissatisfaction or call for improvement of the relevance of the Literacy Task topics while half of them seek improvement of the scoring rubric for the Literacy Task. Literacy Coaches also advocated for additional resources for schools to implement the Literacy Task. Finally, there was a consensus amongst Literacy Coaches that they would have liked to provide more PDs and additional support around literacy to their school's staff.

V. RECOMMENDATIONS

Based on the findings presented in this report, we make the following recommendations to improve the implementation of the Literacy Coaching model.

Clarify and simplify the Literacy Plan. The Literacy Plan is a comprehensive model designed to provide a school-wide approach for improving the reading and writing achievement of students. However, the plan is not clear to all teachers and more importantly it was not made clear to the teachers how the PDs, Literacy Task, Learning Walks, and one-to-one coaching are connected and lead to the desired literacy outcomes of the plan. C&I, thus, needs to clarify and simplify the elements of the plan, including goals, activities, and expected outcomes beyond the first year of implementation. We suggest that a logic model and flow chart that graphically portrays the essential design elements of the plan is prepared and shared with stakeholders.

Empower the Literacy Coach. As the key element of the Literacy Plan is a professional development program led by a Literacy Coach, Literacy Coaches should be trained and empowered to be adult educators that help build a school's capacity for continuous improvement. Thus, school administration should make it clear that a focus on literacy will be supported by the school culture and resources and should empower the Literacy Coaches in their pursuit to build trust and teacher buy-in.

Set annual goals and monitor progress. Future implementation of the Literacy Coaching model should include specific annual goals and related activities in order to monitor implementation. Goals should be set at the school-level, be grade and content-specific and take into account the various needs and skill levels of students. Specific and achievable goals should be set based on previous research on literacy coaching as well as on student performance data and teacher needs. For example, goals should be specified for the types and amount of professional development provided by the Literacy Coach over multiple years. Also publish a master calendar for implementation to be used by each department. The calendar should align the literacy activities with the curriculum and pacing guide for each subject.

Provide additional resources. Literacy Coaches reported that it was important to provide schools with additional resources such as copy paper, colored pencils, and consistent access to technology for all teachers to account for the additional instructional activities that will be undertaken to implement the Literacy Task other additional literacy-related activities.

Enhance school and departmental collaborative culture. The Literacy Coaches and teachers both expressed a need to improve the collaborative culture at the school and departmental

level in order to better facilitate the implementation of the activities outlined in the Literacy Plan. A possible strategy for improving the collaborative culture is ensure that the literacy-related work is fully integrated into the Data Wise process that is already taking place in the schools, as this process is already focused on building a collaborative culture in the schools.

Literacy Coaches should lead data-driven instruction. For the implementation of the Literacy Plan to be continuously successful, teachers should use data to inform teaching decisions on a regular basis. Literacy Coaches can play a central role in helping teachers assess students to monitor the effectiveness of their teaching and the implementation of the Literacy Plan. Thus, schools should use student data such as test results (e.g., PARCC), and other college readiness indicators to judge progress toward goals and have teachers review progress and link it with level of implementation of the Literacy Plan in school.

References

- PGCPS. 2015. Emphasize Rigorous Literacy Instruction Strategy Plan Overview. Board Work Session - Panasonic Foundation, September 10, 2015.
- PGCPS. 2015. Emphasize Rigorous Literacy Instruction Strategy Team Implementation: A Report and Action Plan. September 10, 2015.
- PGCPS. 2015. Rigorous Literacy Instruction, Achieving the Promise of PGCPS: Literacy Toolkit.

Appendices

Appendix 1: Literacy Coach Job Description

POSITION:

Literacy Coach

POSITION SUMMARY:

The Literacy Coach supports critical thinking, reading, writing, listening, and speaking across all content areas. The coach organizes, facilitates, and supports a school's literacy initiatives. The coach coordinates the literacy acceleration and intervention programs for students. The coach works directly with adults to support the implementation of the Emphasize Rigorous Literacy instructional plan and the Maryland College and Career-Ready Standards plan for the district. The Literacy Coach will also provide feedback to teachers to assist them in improving teaching and learning. The Literacy Coach is an exemplary teacher who has demonstrated improvements in student achievement. The coach is knowledgeable about disciplinary literacy and instructional strategies across all content areas. In addition, this person communicates the components of the Literacy Plan to the community, and he/she works with teachers to build their capacity to employ effective literacy strategies into their daily classroom practices to meet the demands of Maryland College and Career-Ready Standards.

DUTIES AND RESPONSIBILITIES

Model literacy practices/lessons in classes, coach teachers on their implementation, and provide opportunities to engage in pre- and post-reflective discourse/analysis;

Provide feedback to teachers on instruction through non-evaluative peer observations and reflections to support teaching and learning;

Research and provide information and guidance regarding a range of effective and innovative literacy practices through various venues such as individual discussions (formal/informal), study groups, and professional learning communities;

Collaborate to build teacher capacity in areas of: 1) increasing the depth of understanding of literacy practices and their relationship to contents and student achievement; 2) use of research-based instructional strategies; and 3) planning for and implementing the principles of the Universal Design for Learning (UDL);

Effective use of student literacy data to inform instruction;

Examining student work to inform instruction;

Effective literacy instruction;

Participate in the school leadership team in planning a school wide literacy instructional and assessment program that provides consistency, continuity, and varied approaches to PGCPs curriculum implementation appropriate for the strengths and needs of students;

Collaborate with school leadership to identify, define, promote, support, and evaluate school wide literacy goals;

Participate in vertical articulation within grade levels and between schools;

Meet regularly with central office staff members to collaborate on school specific literacy goals;

Attend professional development meetings collaboratively planned by the Department of Curriculum and Instruction and the Office of Talent Development to share with leadership to determine appropriate implementation;

Collaborate with school personnel to provide professional development that supports rigorous instruction and differentiation to improve student achievement;

Dialogue with mentors and consulting teachers assigned to teachers when appropriate; and

Perform other duties as assigned.

QUALIFICATIONS

Expert knowledge and skills in the areas of critical thinking, reading, writing, speaking, and listening;

Excellence in teaching; thorough knowledge of Maryland College and Career-Ready Standards, assessment, and instruction;

Ability to work well with teachers, parents, and administrators;

Ability to coach, model, and build the knowledge and skills of teachers through professional development in the area of literacy;

Excellent skills in analysis and use of data to support instructional decisions and acceleration of students. Strong technology skills and the ability to support schools with technology integration into the curricula, particularly in the areas of digital literacy;

Excellent organizational and management skills; and

Excellent oral and written communication, facilitation, interpersonal, and collaboration skills.

EDUCATION and/or EXPERIENCE REQUIREMENTS:

Bachelor's degree (Master's Degree or Master's equivalent preferred) from an accredited institution; with experience providing professional development training to teachers; a minimum of five years of effective or highly effective teaching experience with three years in PGCPS preferred.

CERTIFICATION REQUIREMENTS:

Standard Professional Certification required; Advanced Professional Certificate preferred; Coaching experience preferred.

SUPERVISORY RESPONSIBILITIES:

No direct supervisory responsibilities.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand, talk, hear, walk, sit, and use fingers, tools or controls. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, the ability to adjust focus, and depth perception. While performing the duties of this job, the employee may occasionally push or lift up to 25 lbs.

WORKING ENVIRONMENT:

Normal

ADDITIONAL INFORMATION:

None.

Appendix 2: Planned Timeline for the Implementation of the Literacy Coach Model

Month	Content
AUGUST	Support Literacy Learning at SLI Provide Literacy PD to All Content Leaders
SEPTEMBER	Schools Identify Literacy Teams and Organize for Collaborative Work; Data Review
OCTOBER	Systemic PD on Literacy Plan 1 st Collection of Student Writing (Social Studies)
NOVEMBER	2 nd Collection of Student Writing (Science)
DECEMBER	3 rd Collection of Student Writing (Mathematics)
JANUARY	4 th Collection of Student Writing (RELA)
FEBRUARY	5 th Collection of Student Writing (CTE: HS Only; Creative Arts – MS Only)
MARCH	6 th Collection of Student Writing (World Languages and Creative Arts- HS Only)
APRIL	Testing
MAY	Testing
JUNE	Reflection

Appendix 3: Teacher Survey

1. Please select your school.

- Bladensburg High School
- Buck Lodge Middle School
- Drew-Freeman Middle School
- Nicholas Orem Middle School
- Northwestern High School
- Suitland High School

2. Which of the following describes your primary role in your school?

- Classroom Teacher
- Department Chair
- Principal/Assistant Principal
- Other, please specify... _____

2a. What grade(s) do you teach?

Check all that apply.

- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

2b. What subject(s) do you teach?

3. Did you attend the professional development around the Emphasized Rigorous Literacy Instructional Plan at the Teaching & Learning Conference that took place on Friday, October 2, 2015?

- Yes
- No

3a. Was the Literacy Plan and timeline clearly communicated to you at the conference?

- Yes
- No

3b. Was the Literacy Coach helpful in providing clarity on issues that were not apparent during the conference?

- Yes
- No

4. Have you attended any PD provided by the Literacy Coach in your school this year?

- Yes
- No

4a. How many PDs by your Literacy Coach did you attend?

4b. Please list the topic(s) of the PDs you attended.

5. Did you complete the Literacy Task for your content area in your classroom?

- Yes
- No

5a. Before you started working on the Literacy Task, did your Literacy Coach provide you with clear information on what was expected of the task?

- Yes
- No

5b. Have you done the following Literacy Task-related activities?

	Yes	No
a. ... demonstrated Active Reading: Unlocking the Prompt to your students	<input type="radio"/>	<input type="radio"/>
b.demonstrated Close Reading: Analyzing an Argument to your students	<input type="radio"/>	<input type="radio"/>
c. ...had your students write an essay	<input type="radio"/>	<input type="radio"/>
d. ... gave students a classwork grade for completing the components of the Literacy task (such as unlocking the prompt, close reading, completing the graphic organizer and writing the essay)	<input type="radio"/>	<input type="radio"/>
e. ... scored the student essays using the rubric provided	<input type="radio"/>	<input type="radio"/>
f. ... shared scores with students as part of feedback	<input type="radio"/>	<input type="radio"/>
g. ... submitted sample essays to the Department Chair/Literacy Coach for review by the Literacy Team	<input type="radio"/>	<input type="radio"/>

5c. Which components of the Literacy Task (e.g., unlocking the prompt, close reading) were most useful. Why?

5d. Which components of the Literacy Task (e.g., unlocking the prompt, close reading) were least useful. Why?

6. As you think of the process of implementing the Literacy Task, to what extent do you agree with the following statements?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The Literacy Task topic was relevant to the learning goals established for my students this school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The Literacy Task incorporated established	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

practices for close reading and notetaking in my content area

- c. The Literacy Coach effectively communicated the purpose and goals for the Literacy Task to me
- d. Using the Literacy Task as a teaching tool was helpful to my students to become better readers and writers
- e. Collaboration with other teachers regarding the Literacy Task occurred often.
- f. As a department, we collaborated a lot in implementing the Literacy Task
- g. My school administration effectively communicated the purpose and goals of the Literacy Task to all teachers

Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

- h. I was engaged in collaborative scoring of the Literacy Task
- i. The Literacy Task was an additional task that took up valuable instruction time from my curriculum
- j. Implementing the Literacy Task was a rewarding experience
- k. The majority of my students failed to take the Literacy Task seriously
- l. The Literacy Task provided me with good teaching practices, but it could have been accomplished through professional development without taking my daily instructional time
- m. I was already using the strategies introduced by the Literacy Task, so the Literacy Task was not useful.
- n. The scoring rubric for Literacy Task was clear.

7. Since completing the Literacy Task for your content area, have you changed the frequency with which you incorporate the following strategies?

- | | Less frequently | More frequently | Unchanged |
|---|-----------------------|-----------------------|-----------------------|
| a. unlocking the prompt activity with your classes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. providing students with strategies for close reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. explicitly teaching students how to identify persuasive elements within the text | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- d. providing background information to help students understand the topic.
- e. scaffolding to meet the needs of struggling readers
- f. adjusting selection of text to meet the needs of newcomers and early ELLs
- g. providing direct instruction that guides the students through the process of responding to the prompt.
- h. meeting with your department team to collaborate on literacy-related strategies
- i. having students complete writing assignments in your classes based on short paragraphs and analysis using Claim/Evidence/Reasoning strategies

8. Were you invited to participate as an observer in a Learning Walk?

- Yes
- No

8b. Please tell us more about your participation as an observer in Learning Walks this school year.

How many Learning Walks did you participate in?

What grade(s) subject(s) did you observe?

Did you review and analyze the Learning Walk data and provide feedback?

- Yes
- No

9. Was your classroom observed in a Learning Walk?

- Yes
- No

9a. Did you receive Learning Walk feedback from the team that made the observation?

- Yes
- No

9b. To what extent do you agree with the following statements about the Learning Walks?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The purpose of the Learning Walks was explained clearly to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the need to have Learning Walks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information provided to teachers from the Learning Walks was relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was happy to have my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

observed during the Learning Walk.

The feedback I received from the Learning Walk has been used to improve my practice.

10. As you think about your experience with the Literacy Coach assigned to support you this year, to what extent do you agree with the following statements?

	N/A	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The Literacy Coach gave me a better understanding of the Literacy Toolkit and how to use it in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The Literacy Coach was an important source of professional development for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I was able to meet with the Literacy Coach whenever I needed to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I would have liked more time with the Literacy Coach, including more in-class modeling and feedback from classroom observations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. As a result of the coaching I received, I have changed the way I help students read text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I have become more purposeful in my activities for unlocking reading text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	N/A	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
g. I have a better grasp of the PGCPs Literacy Plan and how the plan improves the literacy skills of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I prefer teaching the way I have always taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. As a result of the coaching I received, my students are more engaged with text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. As a result of the coaching I received, my students improved their questioning and discussion techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. As a result of the coaching I received, my students talk more in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. As a result of the coaching we received, the collaborative culture in our school has	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

improved

m. The Literacy Coach position should be continued after this academic year

11. In your view, what would have made the work of the Literacy Coach more relevant and helpful to your work?

12. Are you a member of the school Literacy Team?

This may include a team specifically formed to address literacy or an existing team (e.g., the Leadership team) that now includes literacy-related items on the agenda)

- Yes
- No

13. We would like you to tell us about activities completed as part of the Literacy Plan implementation of the program. How often have you worked with your school's Literacy Team to...

	Never	Once	2 times	3 or more times
a. ...review data from Learning Walks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...review student writing scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...review school's Literacy Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...review teachers perception of the Literacy Task related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...provide follow-up training activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...review any new strategies adopted by my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Are there any additional comments that you would like to share regarding the Literacy Coach position?

Appendix 4: Literacy Coach Survey

1. As you think of the start of the school year, how prepared do you think...

	Not at all prepared	Slightly Prepared	Moderately Prepared	Very Prepared	Extremely Prepared
a. ...your school was to implement the Literacy Plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...the Department of Curriculum and Instruction was to implement the Literacy Plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...you were to implement the Literacy Plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which of the following is true about the instruction and guidance provided to you by C&I in implementation of Literacy Coaching this academic year? C&I provided...

	Not true at all	Slightly True	Somewhat True	Very True
a. a clear direction for the frequency of PDs Literacy Coaches should provide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. clear expectations for the amount of time Literacy Coaches should spend with teachers/departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. a clear direction of the order of coaching activities that must occur during the academic year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. adequate on-going professional development to implement the Literacy Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. freedom to adjust your support based on the teaching capacity of the teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. the option of adjusting your support based on the variability in the reading levels of students in a classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. We want to learn more about how you are spending your time. Think back on the school year.

What percentage of your overall time this year was spent on the following activities?

Your percentages should add to 100.

Providing school-wide PD	<input type="text"/>
Content-specific PD sessions (e.g., to specific departments)	<input type="text"/>
Administering the Literacy Task (e.g., Planning with content focus of the month, implementing the task, Learning walk, Scoring)	<input type="text"/>
Supporting teachers one-on-one (e.g., lesson planning, co-teaching unlocking the prompt, scoring)	<input type="text"/>
Other duties and responsibilities (e.g., attending training, collaborative planning with other coaches)	<input type="text"/>

4. Tell us more about the PD you provided to your school this year.

	How many did you provide?	How many teachers participated across all sessions?
Whole-school PD sessions	<input type="text"/>	<input type="text"/>
Content-specific PD sessions (e.g., to specific departments)	<input type="text"/>	<input type="text"/>

5. Tell us more about teacher participation in the following activities.

- a. How many teachers did you provide with one-on-one support?
- b. How many teachers participated in the Literacy Task?
- c. How many teachers had a Learning Walk observation in their classroom?
- d. How many teacher were provided with feedback about the Learning Walk?
- e. How many teachers provided you with a portion of their student essay scores for review?
- f. How many teacher were provided with feedback about the essay scores?

6. We would like you to tell us about activities completed as part of the Literacy Task implementation of the program. How often have you worked with your school teams to:

- | | Never | Once | 2 times | 3 or more times |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. ...review data from Learning Walks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. ...review student writing scores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. ...review school's Literacy Plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. ...review teachers perception of the Literacy Task related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. ...provide follow-up training activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. ...review any new strategies adopted by schools | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. How satisfied are you with the resources and supports available for completing your Literacy Coach tasks?

- | | Very Satisfied | Needs Improvement | Very Unsatisfied |
|--|-----------------------|-----------------------|-----------------------|
| a. Support and resources from the Department of Curriculum and Instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. School-level administrator support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Time to collaborate with other Literacy Coaches | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Buy-in from Classroom Teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Relevance of the Literacy Task topics/prompts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Clarity of the scoring rubric for Literacy Task | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. What additional resources and supports do you need to fulfill your Literacy Coach duties?

9. To what extent were the following barriers to your effectiveness as a Literacy Coach?

	Not at all a problem	Minor problem	Moderate problem	Serious problem
a. Lack of support from school administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Lack of understanding of your role by teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Lack of understanding of your role by school administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lack of support from Department of Curriculum and Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Lack of communication/collaboration culture among school instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Lack of strong messaging around the importance of the need and relevance of the Literacy Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Lack of understanding of the Literacy Plan by school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent are the following a challenge to you as a Literacy Coach?

	Not at all	A little	Quite a lot	A great deal
a. Uninterested teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Overwhelmed teacher leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Uninterested students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Uninterested administrators/ hands-off administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Lack of instructional resources and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Insufficient time for follow-up with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Lack of time for planning and preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Less than expected teacher capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Lack of supervisory authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Lack of Departmental collaborative culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Lack of School-wide collaborative culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Difficulty scheduling the completion of the Literacy Task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Resistant/Not trusting teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Clarity of Role (understanding of Job description vs clarity of role at your specific school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What other challenges and barriers have you experienced as a Literacy Coach?

12. In an ideal situation, how should the Literacy Coach position be structured?

13. What were the two major problems you encountered in fulfilling your Literacy Coach responsibilities? What do you see as solutions to these two problems?

14. Are there any additional comments that you would like to share regarding the Literacy Coach position?

Appendix 5: Literacy Task Sample Materials

RIGOROUS LITERACY RUBRIC FOR ANALYTIC WRITING:

Construct Measure d	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Content	<p>Response contains a clear thesis and insightfully answers all parts of the prompt/task. Response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis. Explanation is clear and convincing using effective reasoning and details. Response includes accurate analysis of language choices and/or persuasive elements.</p>	<p>Response contains a clear thesis and adequately answers all parts of the question/prompt/task .</p> <p>Response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis. Explanation is effective using reasoning and details. Response includes a mostly accurate analysis of language choices and/or persuasive elements.</p>	<p>Response contains a thesis but only partially answers the question/prompt/task .</p> <p>Response provides a generally accurate analysis of what the text says explicitly or inferentially and cited textual evidence. Explanation is somewhat developed using some reasoning and details. Response includes a general analysis of language choices and/or persuasive elements.</p>	<p>Response contains a thesis but only minimally answers the question/prompt/task .</p> <p>Response provides a minimally accurate analysis of what the text says and cited textual evidence. Explanation is minimal using limited reasoning and details. Response includes a minimal analysis of language choices and/or persuasive elements.</p>	<p>Response is incorrect. Response provides an inaccurate analysis or no analysis of the text, Response is off-topic and/or contains irrelevant content.</p>

Form	<p>Response demonstrates purposeful coherence and clarity. Response includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. Response contains clear sentences structure with few or no errors.</p>	<p>Response demonstrates a great deal of coherence and clarity. Response includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer's progression of ideas. Response contains clear sentences structure no distracting errors.</p>	<p>Response demonstrates some coherence and clarity. Response includes an introduction, conclusion, and logically grouped ideas, making the writer's progression of ideas usually discernible but not obvious. Response contains lapse in sentences structure that interfere with the clarity of thoughts.</p>	<p>Response demonstrates limited coherence and clarity. Response progression of ideas is somewhat unclear. Response contains major errors in sentences structure.</p>	<p>Response demonstrates a lack of coherence and clarity. Response contains little to no evidence of sentences structure.</p>
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Targeted Learning Walk – Observation Sheet

HOW TO USE THE TOOL: *The following Observational Tool has been modified from the Toolkit site to allow teams to observe stages of the literacy task in practice. Teams may decide to observe teachers and students completing specific components of the task such as unlocking the prompt, close reading, discussion/ analysis of argument etc. on targeted/ focused learning walks.*

PLEASE NOTE: *All components would not be evident in a single learning walk since this is a teaching task involving a progression of skills and strategies completed over time.*

Teacher:	Course:	Date:	Observer:
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Strategies used (check all that apply):

- Unlocking the prompt/task/question
- Utilizing disciplinary vocabulary
- Close Reading (Chunking & Analyzing text)
- Active Reading (Annotating text)
- Analyzing Rhetoric (argument techniques)
- Accountable Talk (grounding statements in evidence)
- Writing from a source
- _____

Student behaviors that may be observed in phases of the literacy task.	<u>Evident</u>	<u>Not Evident</u>	<u>N/A</u>	<u>Example</u>
Students read a range of informational texts that match the text complexity demands of college and career readiness.				
Students engage in close reading activities that require them to read and reread, developing stamina for task completion.				
Students respond to questions requiring inferential thinking and analysis of ideas. (Higher Order)				
Students challenge the quality of evidence and reasoning.				
Students evaluate and discuss analysis of texts with peers, using evidence as part of discussions.				
Students write text-based analysis of arguments using informational text and/or non-print text.				
Students use active reading strategies to unlocking strategies prompt/task/question and rubrics as an instructional tool.				
Students are engaged in learning				
Students are leading the questioning, answering, and/or learning task				

Supporting Evidence (check all that apply)

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Lesson Plan
<input type="checkbox"/> Graphic Organizer
<input type="checkbox"/> Task/Prompt | <input type="checkbox"/> Text/Non-print Text/
Multimedia
<input type="checkbox"/> Written responses
<input type="checkbox"/> Text Annotation | <input type="checkbox"/> Charted Responses
<input type="checkbox"/> Group Discussion
<input type="checkbox"/> Posted Student Work
<input type="checkbox"/> Essay/ Extended Written Responses | <input type="checkbox"/> _____
<input type="checkbox"/> _____ |
|--|---|---|--|

I Notice...	I wonder...