



Reading First

Overview of 2005 Site Visits

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2005 Just Read, Florida! Coaches' Conference

Session Objectives

- **Purpose of RF site visits**
- **Process for site visits**
- **Collecting and reporting data**
- **2005 site visit data**
- **Preparation for future site visits**

Purpose of the RF Site Visits

The purpose is to gather information on three important areas of Florida's multi-faceted Reading First Evaluation Plan:

1. schools' progress in implementing important features of their districts' RF plan,
2. district and school support for professional development and
3. teacher use of new knowledge and skills in teaching reading.

First Steps

- An appropriate observation instrument was selected.
- Randomly selected schools in 23 districts were notified in January about the dates and general process of the site visits.
- Site visit reviewers with expertise in reading were selected from across Florida.
- Reviewer training was developed to ensure quality collection of data.

First Steps cont.

- In February, the review team attended a reviewer training with follow-up.
- District RF Directors worked to ensure that school schedules would accommodate the site visit schedule and process.

Site Visit Observation Instrument

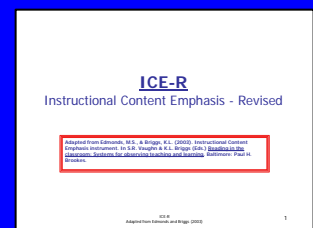
Instructional Content Emphasis

An observation instrument used to systematically categorize and code the content of reading and language arts instruction

ICE-R

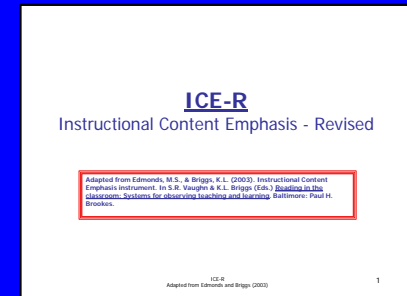
The ICE- R instrument was developed to collect data on:

- statewide reading initiatives,
- students' opportunities to learn,
- dimensions of reading content observed in classroom instruction, and
- the extent to which instruction addresses the five components of reading.



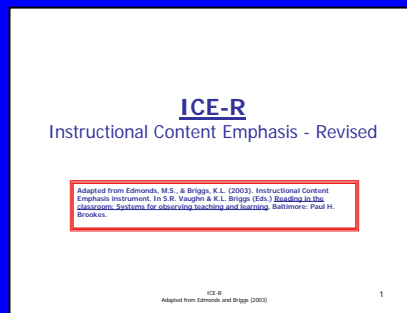
Coding Categories

- **Four Dimensions for Descriptive Data**
 - Dimension A: Main Instructional Category
 - Dimension B: Instructional Subcategory
 - Dimension C: Student Grouping
 - Dimension D: Materials



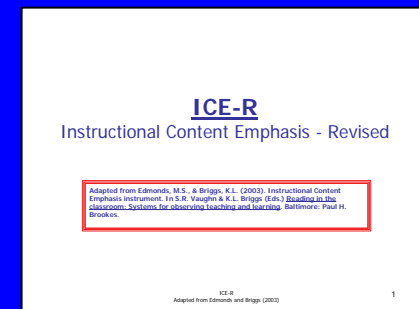
Dimension A Categories

1. Concepts of Print
2. Phonological Awareness
3. Alphabetic Knowledge
4. Phonics
5. Spelling
6. Oral Language
7. Fluency
8. Text Reading
9. Comprehension
10. Writing/language arts



Coding Categories (cont.)

- **Additional Coding Categories**
 - Instructional focus
 - Student Engagement
 - Instructional Quality



Site Visit Process



- Site visit team met with principal to identify the randomly selected classrooms to be visited.
- Team members observed for 45 minutes in four classrooms, one per K-3 grade level.
- Another team member did informal walk-throughs in other K-3 classrooms.

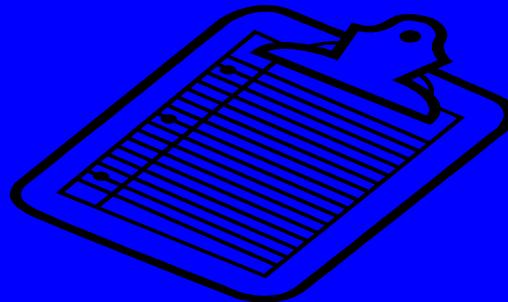
Site Visit Process



- Interviews were conducted with the principal and reading coach.
- A teacher focus group was conducted with school-selected K-3 teachers.
- At close of the site visit, a short debriefing was held with the principal.
- A written report is sent to the principal and district RF director.

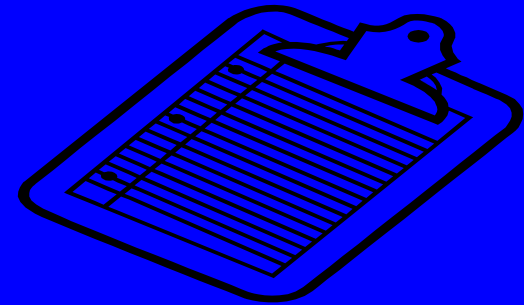
Site Visit Reports

- Summarize observational data
- Provide a snapshot that, when used with other data, can provide valuable information for grant implementation
- Do not provide school ratings
- Contribute to the overall RF evaluation for Florida



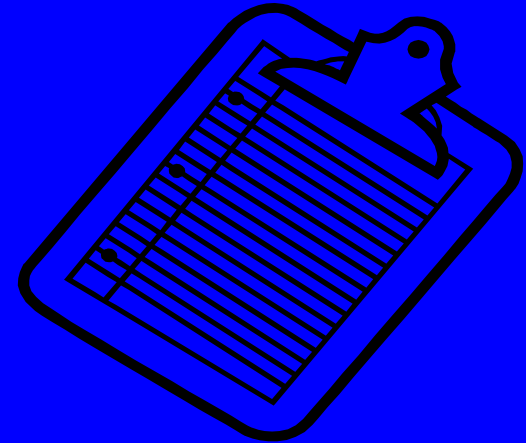
Site Visit Report Format

- Introduction
- School Focus
- Support for Reading
- Professional Development
- Reading First Coach
- The Reading Block
- Benefits and Challenges
- Recommendations



Report Format cont.

- Informal observations
- Content emphasis
- Instructional quality
- Student engagement



2005 Site Visits

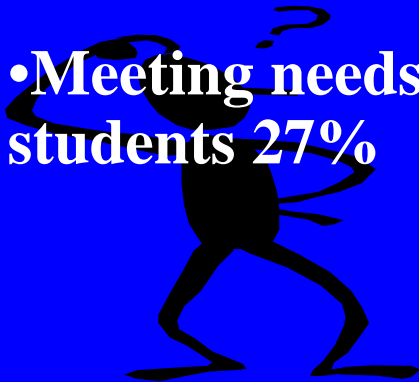


- 156 classrooms in K-3 were visited.
- Average number of students per classroom was 17.
- Average length of observation was 46 minutes.
- Average length of the reading block in observed classrooms was 97 minutes.

Challenges and Benefits as Identified by Principals in New RF Schools

Challenges

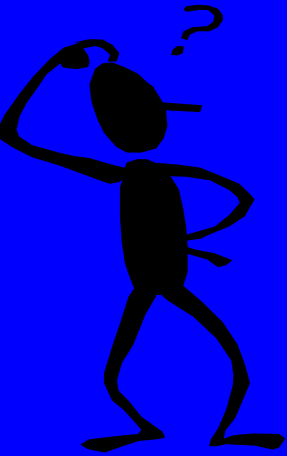
- Assessments 38% (53%)
- Reading block 38% (29%)
- Interventions 38% (24%)
- Resources 38% (26%)
- Meeting needs of all students 27%



Benefits

- RF Coach 100% (100%)
- DIBELS data 75% (53%)
- Student improvement 50%
- Professional development 50% (53%)
- Reading focus 38% (38%)

Challenges and Benefits as Identified by Teachers in New RF Schools



Challenges

- **Managing the 90 minute block**
57% (67%)
- **Assessments** 86%
(63%)
- **Reading centers**
57%
- **Classroom management** 57%
- **Interventions**
29%

Benefits

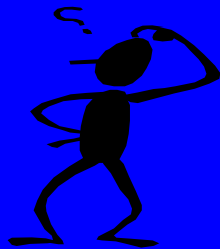
- **Reading First coach**
100% (94%)
- **Classroom resources**
57% (73%)
- **Professional development**
43% (52%)
- **Student improvement**
57% (42%)
- **Reading centers** 57%



Challenges and Benefits as Identified by Coaches in New RF Schools

Challenges

- Assessments 88% (56%)
- Scheduling the reading block 88%
- Teacher resistance 38% (38%)
- Interventions 25%
- DIBELS training 25%



Benefits

- Assessments 88% (50%)
- Teacher support 75% (41%)
- Professional development 62% (53%)
- Resources 50% (29%)
- Student improvement 50%



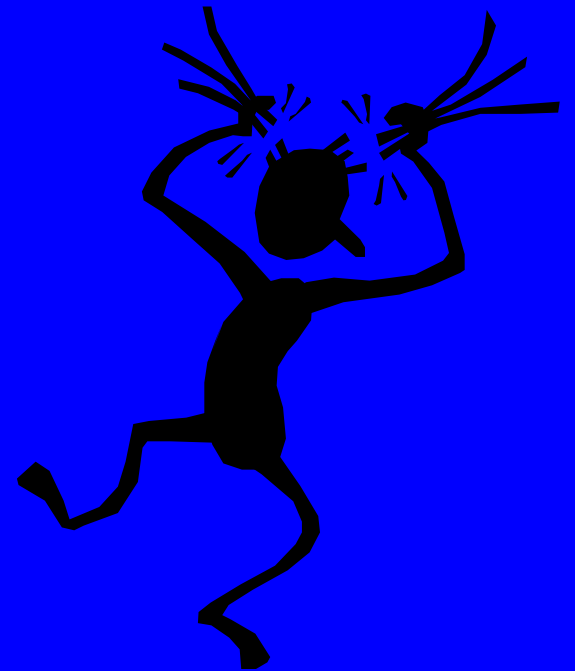
RF Challenges Identified by Principals, Teachers and Coaches at New RF Schools

- **Assessments**
- **90 Minute Block**
- **Interventions**



RF Benefits Identified by Principals and Teachers at New RF Schools

- RF Coach
- *Student improvement*
- *Professional development*



Challenges and Benefits as Identified by Principals in Second Year RF Schools



Challenges

Assessments 53% (53%)

Reading block 41% (29%)

Variance in teacher knowledge 56%

Meeting needs of all students 38% (27%)

Demographics of school 28%

Benefits

- RF Coach 100% (100%)

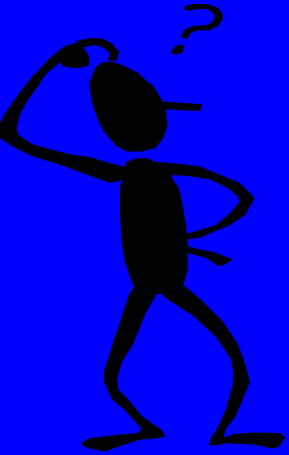
- DIBELS data 66% (53%)

- Student improvement 100%

- Teacher knowledge 69%

- Resources 50% (56%)

Challenges and Benefits as Identified by Teachers in Second Year RF Schools



Challenges

- Student demographics 79%
- Reading centers 63%
- 90 Reading block 57% (67%)
- Assessments 37% (63%)
- Lack of time to meet with all groups 60%

Benefits

- Reading First coach 100% (94%)
- Student improvement 70% (42%)
- Classroom resources 63% (73%)
- Professional development 50% (52%)
- Improved student attitudes 50%



Challenges and Benefits as Identified by Coaches in Second Year RF Schools

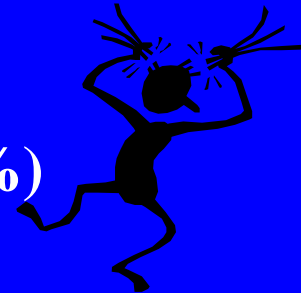
Challenges

- Assessments 52% (56%)
- Coaching & modeling 52%
- Lack of time for PD 39% (50%)
- Differentiated instruction 35%
- Other duties 32%



Benefits

- Assessments 71% (50%)
- Professional development 58% (53%)
- Resources 55% (29%)
- Student improvement 39%
- Differentiated instruction 35%



RF Challenges Identified by Principals & Teachers at Second Year RF Schools

- *Assessments*

- 90 minute block

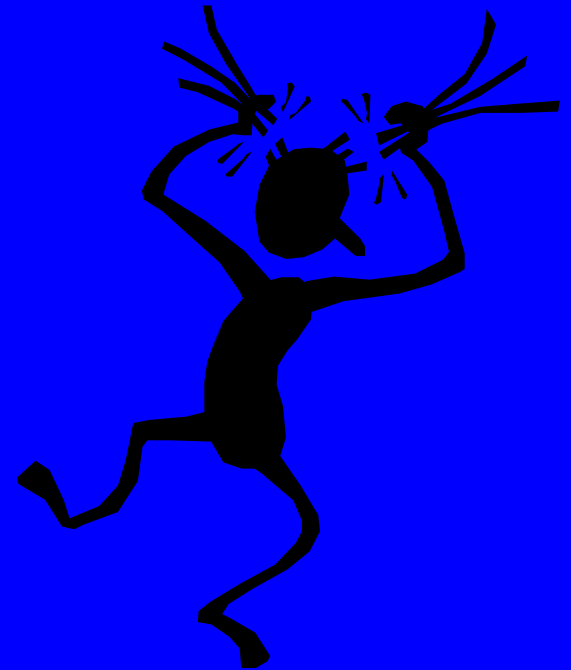


- Meeting the needs of all students

- Demographics of school

RF Benefits Identified by Principals and Teachers at Second Year RF Schools

- RF Coach
- *Student improvement*
- *Professional development*
- Resources

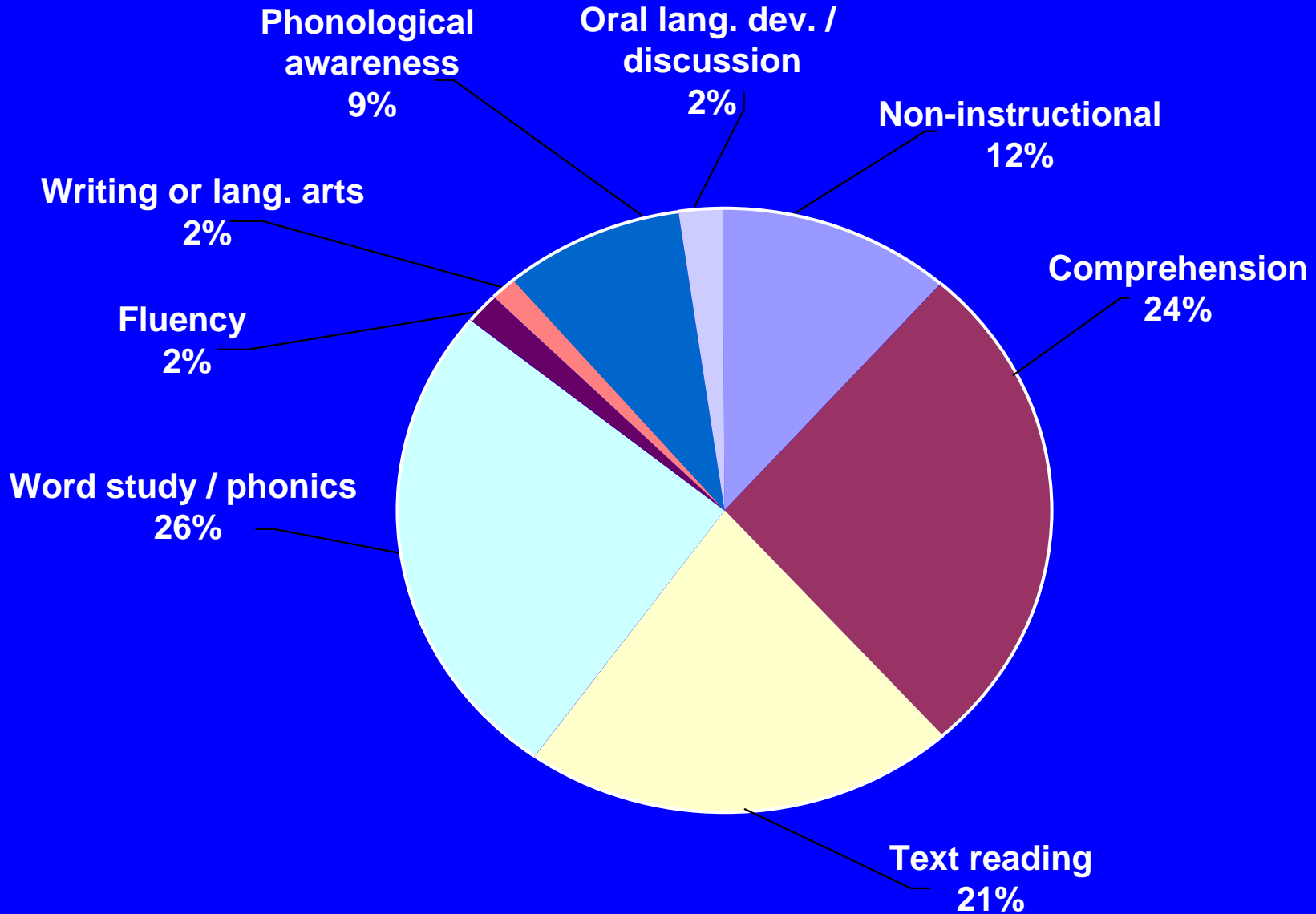


2005 Site Visit Data: Informal Observations

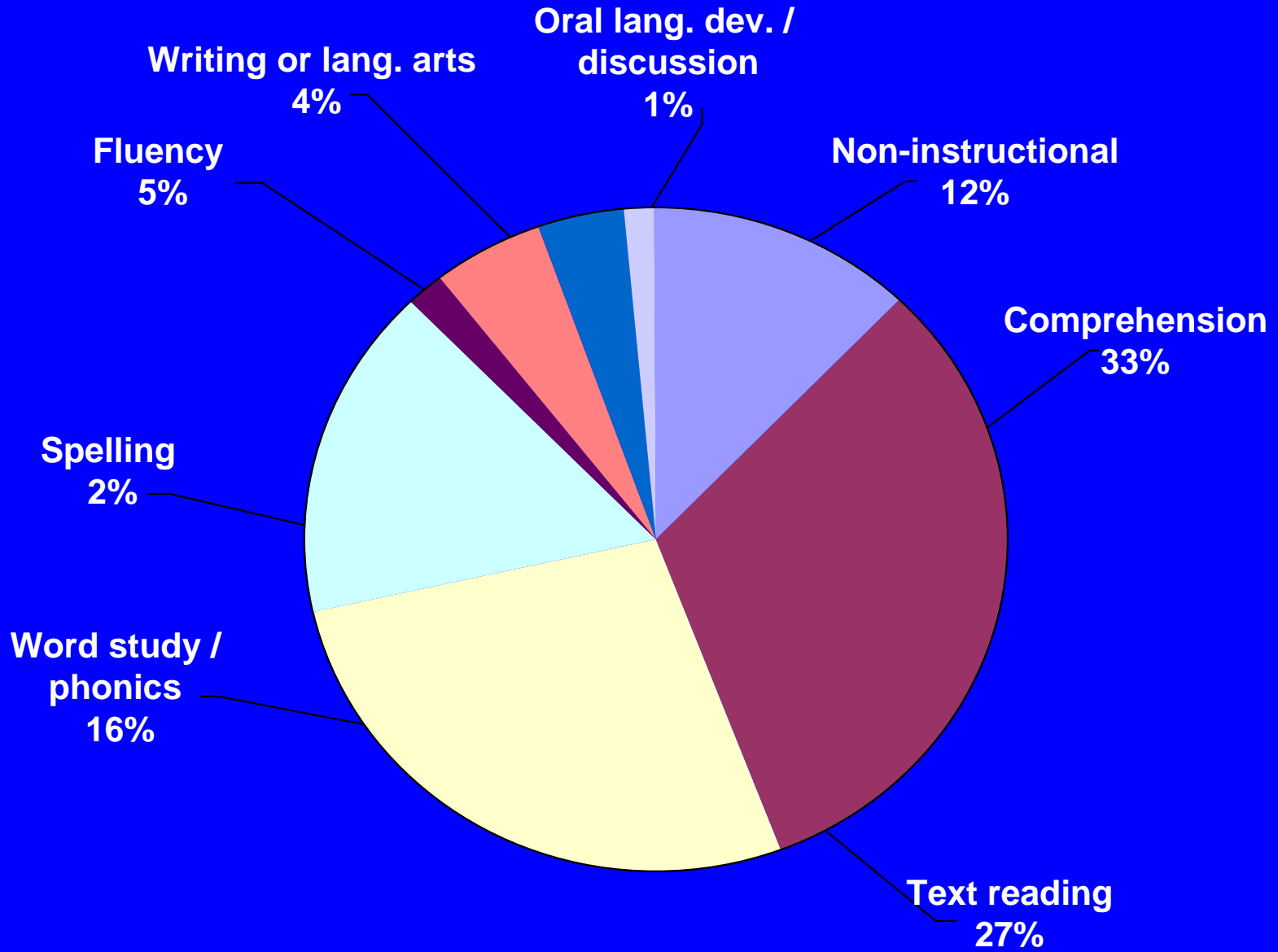
- Teachers leading small reading groups
- Literacy centers
- Paraprofessionals working with students
- Opportunities for students to read
- Word walls
- Computer based reading programs
- Core Reading Programs in use
- Classroom libraries



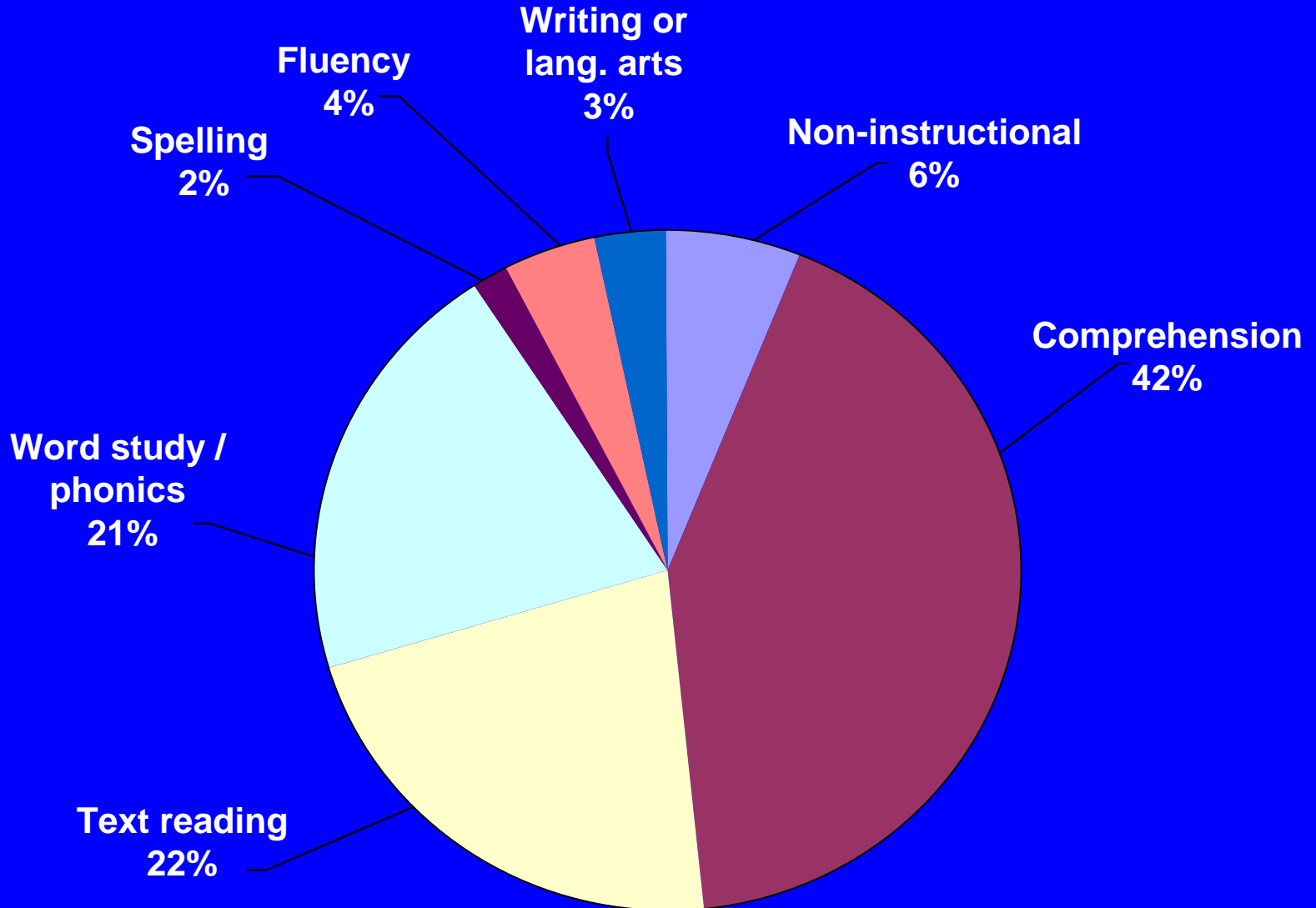
Kindergarten



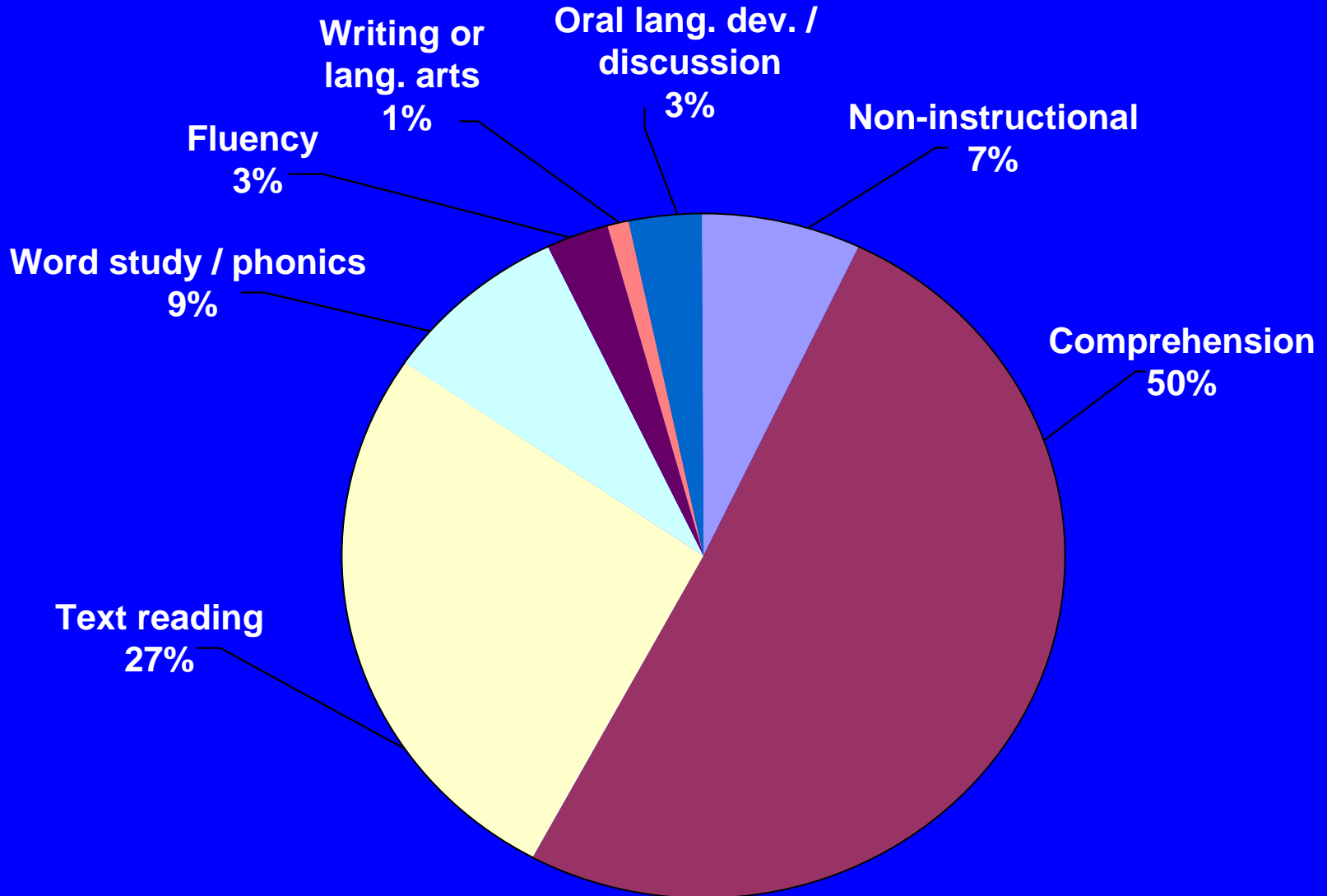
1st grade



2nd grade



3rd grade



Preparation for 2006 Site Visits

Concentrate on implementing high quality instruction:

- Using Core Reading Program
- Differentiating instruction
- Using data to drive instruction
- Using data to drive professional development



Preparation cont.

Examine what teachers are doing differently for students who are “in the red.”

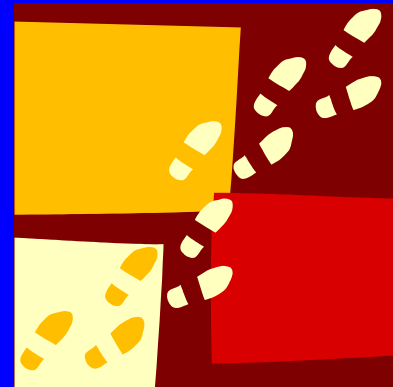
- intensity of instruction
- resources
- differentiating instruction
- organizing instruction



Preparation cont.

Conduct informal classroom walkthroughs regularly.

- Principal, AP, RF Coach
- District personnel
- Regional RF Coordinator



(See Core Reading Program for walkthrough checklists)

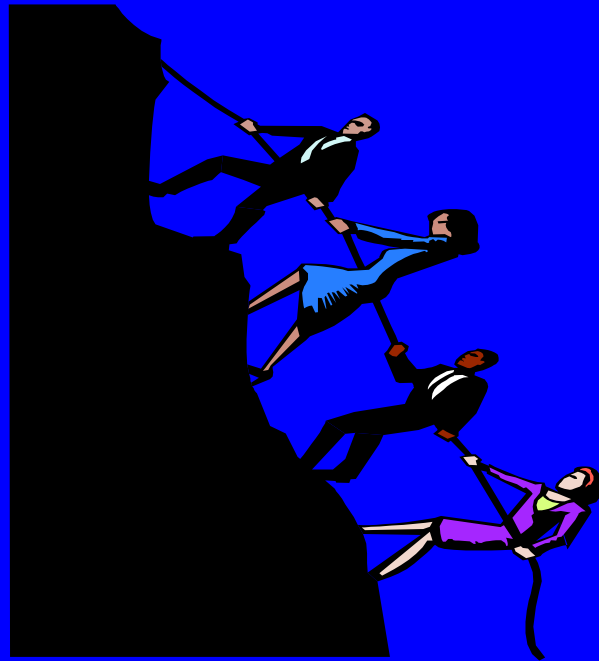
Preparation cont.

The reading coach and principal should:

- identify early implementers who can model for other teachers.
- identify resisters who would benefit from observing other teachers.
- participate in grade level team meetings to help teachers focus on student reading needs.



Success = Pressure + Support



Success

