

# SURREY SCHOOL DISTRICT LITERACY INITIATIVES

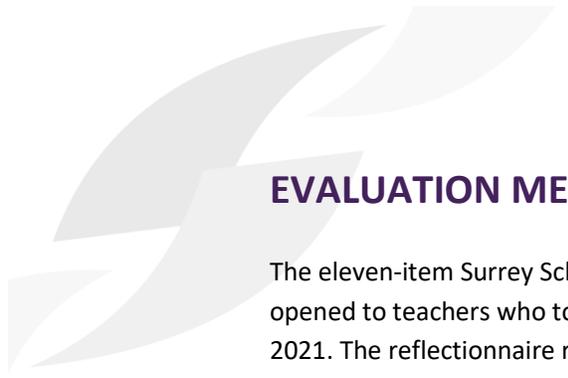
## 2021 EVALUATION MINI-REPORT

### OVERVIEW OF LITERACY INITIATIVES

District staff partner and work with teachers to explore evidence-based literacy instruction and assessment practices. This year, evaluations were conducted on 13 district-led initiatives that supported literacy instruction and learning of approximately 1,600 Surrey students. Sixty-four teachers who participated in the literacy initiatives were surveyed about the initiative’s impacts. In the table below, we provide an overview of the 13 literacy initiatives evaluated.

**Table 1.** Surrey School District Literacy Initiatives

LITERACY INITIATIVE	DESCRIPTION
1. A Balanced Approach to Literacy for Early Career Teachers Series	Early Career teachers explore considerations of Gradual Release of Responsibility model in facets of their literacy instruction.
2. Changing Results for Young Readers Inquiry Series: Surrey Blended Focus	Teachers delve deeper into their literacy practices in the area of reading, teaching, and learning, through a supported inquiry process.
3. Credentialing Workshop for Literacy 10 Assessment	Teachers are oriented to the cross-curricular provincial Graduation Assessment and have the opportunity to become familiar with scoring rubrics and scoring guides.
4. Exploring New Book Club Titles for Grades 6 through 9	Teachers explore and consider new novels, each with opportunities to tackle complex ideas and better reflect identities and lived realities of their learners, to potentially refresh Book Club selections offered to their learners.
5. Exploring Book Clubs in Intermediate: Picture Books Focus Series	Teachers explore Book Club instructional frameworks and thinking routines to support deeper interactions with text, critical understandings and the cultivation of dialogue.
6. Exploring Book Clubs in Intermediate: Novels Focus Series	
7. Guiding Students in Authentic Research	Teachers explore how to create interdisciplinary essential questions, guide students through the research process as well as present their findings effectively and authentically, avoiding plagiarism.
8. Leveraging the Power of Conferencing Series: Reader’s Cohort	Teachers explore ways to sustainably embed responsive conferencing routines into existing and reimagined literacy instructional and assessment practices.
9. Leveraging the Power of Conferencing Series: Writer’s Cohort	
10. Literacy Essentials Series in Grades 6–9	Teachers explore cross-curricular inquiry opportunities to foster authentic opportunities for learners to develop essential literacy skills.
11. Literacy K-12 Professional Book Club Series	Teachers explore opportunities and share their thinking about the impact of Read Alouds for their Face-to-Face and Surrey Blended class communities.
12. Picture Books Inquiry Series	Teachers continue their inquiry work that began the previous year, into a variety of powerful uses for picture books in intermediate classrooms.
13. Powerful Read Alouds Inquiry Series: K–3 Focus	Teachers deepen their existing understandings and explore new possibilities of how Read Alouds can powerfully support their young readers and writers.

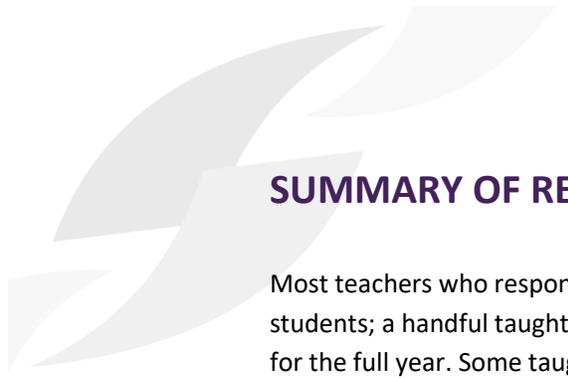


## EVALUATION METHODOLOGY

The eleven-item Surrey Schools Literacy Initiative Reflectionnaire (see **Appendix 1**) was opened to teachers who took part in one of the 13 literacy initiatives on April 20th, 2021. The reflectionnaire remained open until May 31st, 2021. The reflectionnaire includes three closed-ended rating-scale questions and six open-ended questions. The rating scale questions ask teachers to rate their level of agreement with various impacts the literacy initiatives had on teaching practices and student learning. The open-ended questions ask teachers to reflect on how they contextualised and applied their professional learning through a series of six sentence starters about initial *observations*, *wonders*, *actions*, and *outcomes*. These are supplemented with introductory questions asking teachers to provide details about their teaching assignments this year and to select which initiatives they participated in.

Quantitative data from close-ended reflectionnaire items were described and represented in figures that provide counts and percentages of responses. Qualitative data was analyzed using thematic analysis techniques<sup>1</sup>. This began with a line-by-line analysis of responses to open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared with findings of the quantitative analysis.

<sup>1</sup>Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. URL: <https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>



## SUMMARY OF RESULTS

Most teachers who responded to the reflectionnaire taught primary or intermediate students; a handful taught secondary students. Most teachers had face to face classes for the full year. Some taught Blended, and a few taught in both or were non-enrolling. Many teachers took part in multiple initiatives throughout the academic year. Some of the most-attended initiatives by survey respondents include Intermediate Picture Book Inquiry with Celine, Powerful Read Alouds Inquiry with Ginny, and Changing Results for Young Readers (Blended) with Anne.

### **Critical Thinking and Comprehension Skills**

One teacher, who taught intermediate students face to face for the full year, and took part in one of the book club initiatives, noticed their students “were sharing more surface level ideas and not able to go deep with their thinking.” The teacher wondered if their students were “thinking deeply while reading,” and chose to take action by providing and using “a range of thoughtfully chosen texts to help facilitate more authentic, deep discussion.” As a result, the teacher found that “participation and quality of ideas increased.”

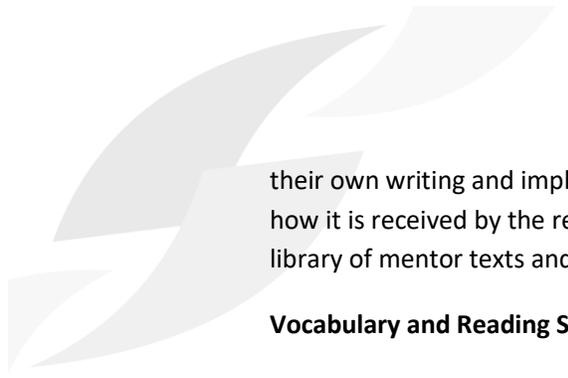
By taking part in the literacy initiatives this year, the teacher learned “the value of picture books and encouraging students to think while reading” and plans to continue “looking for texts that students can connect to, and dig deep into.”

### **Writing Skills**

Many teachers who focused on improving their students’ writing skills observed that their students struggled with motivation, confidence, or engagement with their writing. One teacher in particular said their students “did not see themselves as writers,” while others said students “were reluctant to write about things they actually cared about” or commonly asked how much they have to write. Teachers wondered if frequent writing conferences, writers’ workshops, or offering “different types of writing experiences” would motivate their students and help them find joy in writing.

Teachers took action to engage students in writing by creating opportunities for students to take ownership of their work, or by providing more direct support in the form of small group and one-on-one writing conferences. One intermediate teacher who taught face-to-face for the full year took action by “giving [students] lots of choices on the topics they could write on,” and found that their students “actually started looking forward to writing workshops,” were able to “set their own goals,” and “were in charge of their writing.” This teacher said they learned “about the importance of empowering children take charge of their learning,” and planned to continue with their own learning process.

Another teacher, who taught in Blended for the full year, took action by “implementing small group writing conferences.” They noticed their students “enjoyed learning about



their own writing and implementing strategies to improve their writing in relation to how it is received by the reader/audience.” The teacher planned to “further curate a library of mentor texts and continue writing conferences with my students.”

### **Vocabulary and Reading Skills**

Many primary teachers focused on individual or small groups of readers. One primary school teacher who taught in Blended for the full year initially observed that their students had low confidence, were unmotivated to read, and “had difficulties decoding and would sound out letters one at a time while reading.” They wondered if “a focus on common CVC word families and re-reading familiar passages would help the students be able to recognize and decode more words as well as increase reading confidence,” and took action by “reading books with lots of rhyme during class,” and assigning “weekly poems that focused on CVC word families.”

The same teacher noticed that their students required “lots of repetition and guided practice,” and that it could take several days of “reading and working with a poem before students felt confident enough to read it by themselves.” However, they noticed that “by the end of the week, students would be confident enough to read the poems.”

Through this process, the teacher learned that “having frequent sessions with the students and having lots of guided practice allowed them to slowly feel more confident and more capable of practicing on their own,” and using a “short decodable passage” allowed their students to have success. The teacher planned “to continue to use this strategy with future students,” and “continue to work with these students using word families to increase students’ ability to decode and read independently.”

### **Oral Language, Listening, and Conversational Skills**

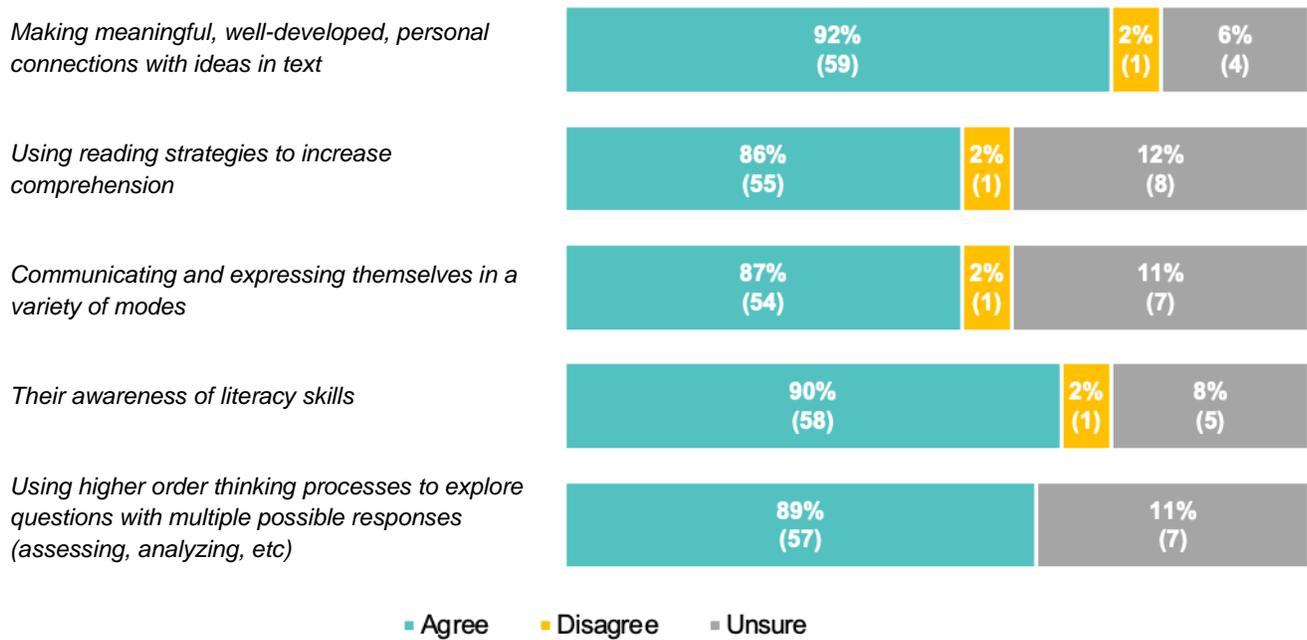
Teachers who focused on their students’ communication, listening and oral language skills took part in a variety of initiatives. One primary teacher who took part in the Powerful Read Alouds Inquiry initiative observed that their students “were very engaged in read alouds, however this generally would lead to calling out and talking over the story.” The teacher wanted to support their engagement and excitement to share ideas, so they took action by “allowing students to do their own read alouds to the class where they can stop and explain and give a connection.”

An intermediate teacher who took part in one of the intermediate book club initiatives observed that their students “needed guidance in sharing their ideas with the rest of the class.” The teacher wondered if their students “felt safe sharing with others or not, or if they were shy.” After the teacher made sure that “students knew that all perspectives are welcomed,” and “laid down some expectations around sharing, and modelled the behaviours,” they noticed that “slowly students started sharing their perspectives, even the ones that were shy, or had anxiety issues.”

# QUANTITATIVE RESULTS

Approximately nine in ten teachers agreed their students are better able to make meaningful, well-developed, personal connections with ideas in text and that students are more aware of their literacy skills. Between 86% and 89% of teachers involved in the district’s literacy initiatives indicated the initiatives led to students being better able to use reading strategies to increase comprehension and use higher order thinking processes to explore questions in text.

**Figure 1.** The Percentage and Number of Teachers Who Agreed Surrey School Literacy Initiatives Have Impacted or Supported Students' Literacy Development



## QUALITATIVE RESULTS

Teachers began with the sentence starter “Initially I observed...” Approximately half of the mentions (53%) were related to students’ need to improve literacy skills, and nearly three in ten mentions were related to observations of student disengagement and a need to adjust assessment and teaching practices. For example, many teachers noted that students “lacked confidence in their writing”, “needed help understanding texts,” or struggled with “going deep with their thinking” and “making meaning.” Some teachers also observed that they needed to learn more about how to support students with specific skills, or about using strategies such as read-alouds.

Table 2 provides the themes and sub-themes generated from the responses of teachers regarding what they initially observed in the literacy initiative.

**Table 2.** “Initially I observed...” Themes and Sub-Themes

THEME	COUNT	%	SUB-THEME	COUNT	%
<b>1. Students Need Additional Literacy Skills</b>	80	53.3%	a. Students Need to Improve Critical Thinking and Comprehension Skills	27	18.0%
			b. Students Need to Improve Writing Skills	6	4.0%
			c. Students Need to Improve Reading Skills	28	18.7%
			d. Students Need to Improve Oral Language and Conversational Skills	19	12.7%
<b>2. Student Disengagement and Need for Alternative Activities and Teaching Strategies</b>	55	36.7%	a. Students Have Limited Confidence	12	8.0%
			b. Students Have Limited Engagement and Motivation	23	15.3%
			c. Need to Adjust Assessment, Teaching, and Literacy Activities	20	13.3%
<b>3. Student Benefits from Activities and Teaching Approaches</b>	15	10.0%	a. Students Were Motivated and Engaged	5	3.3%
			b. Effective Activities and Improved Student Performance	4	2.7%
			c. Students Have Some Already Developed Literacy Skills	7	4.7%
<b>THEME TOTAL</b>	<b>150</b>	<b>100%</b>	<b>SUB-THEME TOTAL</b>	<b>150</b>	<b>100%</b>

For the sentence starter “then I wondered...”, most mentions (57%) were related to addressing students’ limited engagement and the need to adjust teaching and assessment practices. Teachers wondered how to access all readers while teaching online, whether students have enough time on their assessments, or how to make time to meet with students individually. In addition, nearly four in ten mentions (37%) involved wondering about strategies that targeted specific literacy skills, how to implement them, or what their outcomes would be. For example, wondering if students would benefit from “more focus on phonemic awareness” or “using picture books and versatile strategies.”

Table 3 provides the themes and sub-themes generated from the responses of teachers regarding what they wondered after making their initial observation.

**Table 3.** “Then I wondered...” Themes and Sub-Themes

THEME	COUNT	%	SUB-THEME	COUNT	%
<b>1. About Outcomes of and Ways to Implement Strategies that Target Specific Literacy Skills</b>	56	37.3%	a. About Activities and Strategies for Building Critical Thinking and Comprehension Skills	16	10.7%
			b. About Activities and Strategies for Building Writing Skills	7	4.7%
			c. About Activities and Strategies for Building Vocabulary and Reading Skills	25	16.7%
			d. About Activities and Strategies for Building Oral Language and Conversational Skills	8	5.3%
<b>2. How to Address Student Disengagement and Need for Alternative Activities and Teaching Strategies</b>	85	56.7%	a. How to Address Students' Limited Confidence	5	3.3%
			b. How to Address Students' Limited Engagement, Motivation, and Ownership of Learning	28	18.7%
			c. Ways to Adjust and Develop Assessment, Feedback, Scheduling and Teaching Practices	33	22.0%
			d. About Selecting and Integrating Effective Texts	19	12.7%
<b>3. About Students' Existing Literacy Skills, Abilities and Challenges</b>	9	6.0%	a. About Students' Existing Literacy Skills, Abilities and Challenges	9	6.0%
<b>THEME TOTAL</b>	<b>150</b>	<b>100%</b>	<b>SUB-THEME TOTAL</b>	<b>150</b>	<b>100%</b>

Teachers then answered the prompt “I then took action by...”. The highest percentage of mentions were related to implementing specific strategies and activities focused on students’ critical thinking and comprehension skills (11%), and on students’ reading and vocabulary skills (13%). Almost 9% of mentions were also related to selecting appropriate and effective texts for working on students’ critical thinking and comprehension skills.

Table 4 provides the themes and sub-themes generated from the responses of teachers regarding what action they took after making their observations.

**Table 4.** “I then took action by...” Themes and Sub-Themes

THEME	COUNT	%	SUB-THEME	COUNT	%
1. Working on Students' Critical Thinking and Comprehension Skills	71	32.3%	a. Implementing Strategies, Teaching, and Creating Opportunities for Students to Practice Literacy and Critical Thinking Skills	25	11.4%
			b. Using Strategies that Encourage Confidence, Enjoyment, Ownership, and Personal Connection to Text	14	6.4%
			c. Preparing, Planning and Adjusting Assessments, Schedules, Teaching, and Literacy Activities	10	4.5%
			d. Selecting and Incorporating Appropriate, Effective, and Diverse Texts	19	8.6%
			e. Providing One-to-One, Small Group, and Direct Support	3	1.4%
2. Working on Students' Writing Skills	30	13.6%	a. Implementing Activities and Teaching Focused on Literacy Strategies and Writing Skills	9	4.1%
			b. Using Strategies that Encourage Confidence, Motivation, Ownership and Working Independently	5	2.3%
			c. Adjusting Assessment, Teaching, and Literacy Practices	3	1.4%
			d. Selecting and Incorporating Appropriate, Effective, and Diverse Texts	7	3.2%
			e. Providing One-to-One, Small Group, and Direct Support	6	2.7%
3. Working on Students' Vocabulary and Reading Skills	66	30.0%	a. Teaching, Reviewing, and Practicing Specific Literacy, Reading and Vocabulary Skills with Students	29	13.2%
			b. Using Strategies that Encourage Enjoyment, Interests, and Engagement with Ideas and Peers	7	3.2%
			c. Adjusting, Improving, Testing, and Developing Schedules, Activities, and Teaching Practices	12	5.5%
			d. Selecting and Incorporating Appropriate, Effective, and Diverse Texts	8	3.6%
			e. Providing One-to-One, Small Group, and Direct Support	10	4.5%
4. Working on Students' Oral Language, Listening, and Conversational Skills	36	16.3%	a. Teaching Specific Oral Language, Sharing, and Literacy Skills and Strategies	8	3.6%
			b. Using Strategies and Activities that Encourage Confidence, Enjoyment, Connection to Ideas, and Engagement in Discussion and Texts	13	5.9%
			c. Preparing Material, Adjusting and Trying Different Teaching Practices	8	3.6%
			d. Selecting and Incorporating Appropriate, Effective, and Diverse Texts	7	3.2%
6. Developing or Improving Teaching Approaches	17	7.7%	a. Implementing Specific Strategies and Activities for Teaching and Engaging Students	4	1.8%
			b. Learning About and Making Improvements to Assessments and Teaching Practices, and Professional Development	5	2.3%
			c. Selecting and Incorporating Appropriate, Effective, and Diverse Texts	8	3.6%
<b>THEME TOTAL</b>	<b>220</b>	<b>100%</b>	<b>SUB-THEME TOTAL</b>	<b>220</b>	<b>100%</b>

As a result of these actions, teachers noticed that students were improving the quality of their ideas and understanding (34% of mentions) and their abilities to apply specific skills and strategies (38%). Teachers noticed students could “organically make connections” or that students began “engaging on a deeper level after trying out strategies and conferencing.” However, 28% of mentions also noted further challenges or conditions with implementing and adjusting teaching practices, and with students’ confidence and literacy skills.

Table 5 provides the themes and sub-themes generated from the responses of teachers regarding what they noticed after they took action.

**Table 5.** “I noticed that...” Themes and Sub-Themes

THEME	COUNT	%	SUB-THEME	COUNT	%
1. Students Improved the Quality of Their Ideas, Meaningful Connections, and Understanding of Text	49	33.6%	a. Students Improved Critical Thinking and Comprehension Skills	18	12.3%
			b. Students Were Making Real-World, Meaningful Connections	14	9.6%
			c. Students Were Engaged	17	11.6%
2. Students Were Improving and Applying Skills and Strategies	55	37.7%	a. Students Increased their Confidence and Ability to Discuss and Share Thoughts	25	17.1%
			b. Students Enjoyed Using New Strategies	15	10.3%
			c. Students Were Learning, Improving, and Applying Reading and Writing Skills and Strategies	15	10.3%
3. There Was Room to Adjust Approaches and Implementation of Strategies and Address Students’ Challenges	42	28.8%	a. Students had Difficulties with Confidence and Specific Literacy Skills	24	16.4%
			b. There Were Conditions for Successfully Approaching, Implementing and Adjusting Teaching Strategies	18	12.3%
<b>THEME TOTAL</b>	<b>146</b>	<b>100%</b>	<b>SUB-THEME TOTAL</b>	<b>146</b>	<b>100%</b>

In response to the sentence starter “I learned...”, the highest percentage of mentions (37%) were about student capacities and limitations. Teachers learned about the tools, conditions, time, and environments that students need to learn effectively (14% of mentions). Teachers also learned to recognize students’ need for additional guidance and provide it (15% of mentions). A minority of teachers also found that students are more capable and engaged than they expected (8.9% of mentions).

Table 6 provides the themes and sub-themes generated from the responses of teachers regarding what they learned after having taken action.

**Table 6. “I learned...” Themes and Sub-Themes**

THEME	COUNT	%	SUB-THEME	COUNT	%
1. Effective Use of Strategies for Teaching Literacy	41	33.3%	a. Effective Use of Group Activities, Discussion, Read-Alouds, Mentor Texts, and Books	14	13.8%
			b. Effective Use of Conferencing, Direct Teaching, Modelling, and Learning Goals	11	8.9%
			c. General Ideas and Strategies for Teaching Literacy	7	5.7%
			d. Challenges and Capabilities in Implementing Literacy Strategies	9	7.32%
2. About Student Capacities and Limitations	46	37.4%	a. Students are More Capable Than Expected and are Excited to Improve Literacy Skills	11	8.9%
			b. About Time, Tools, and Supportive Environment Students Need to Learn and Apply Literacy Skills	17	13.8%
			c. To Provide and Recognize Student Need for Additional Support and Guidance	18	14.6%
3. The Value, Importance or Benefits of Specific Literacy Strategies and Teaching Practices	36	29.3%	a. Value or Benefits of Read-Alouds, Re-Reading, Direct Teaching, and Modelling	16	13.0%
			b. Value of Personal Connection and Supporting Students' Ownership of Learning	7	5.7%
			c. Value or Benefits of Reading and Studying Diverse Texts	13	10.6%
<b>THEME TOTAL</b>	<b>123</b>	<b>100%</b>	<b>SUB-THEME TOTAL</b>	<b>123</b>	<b>100%</b>

The last sentence starter was “I plan to...” Almost two-thirds of mentions (64%) were related to continuing to use specific strategies, practices, and activities that teachers had learned or been implementing. Within this theme, most mentions were related to using strategies and activities focused on discussion, conversation and thinking (17%), and on reading, writing, and comprehension (16%). Teachers said they would “continue using the inquiry process,” “continue using picture books,” and “continue to encourage peer collaboration and reflection.”

Table 7 provides the themes and sub-themes generated from the responses of teachers regarding what they plan to do based on what learned.

**Table 7. “I plan to...” Themes and Sub-Themes**

THEME	COUNT	%	SUB-THEME	COUNT	%
1. Continue Using Specific Strategies, Practices, and Activities with Students	79	62.7%	a. Continue Using Strategies and Activities for Teaching and Practicing Discussion, Conversation, Inquiry and Thinking Skills	21	10.3%
			b. Continue to Teach and Incorporate Specific Reading, Writing, and Comprehension Strategies and Skills	19	10.3%
			c. Continue Using Strategies That Build and Encourage Student Interest, Engagement, and Ownership of Learning	13	16.7%
			d. Continue Use of Picture Books	13	15.1%
			e. Continue to Support Students Individually with Conferences, Direct Instruction and Teaching Tailored to Their Needs and Class Goals	13	10.3%
2. Continue Learning and Improving Literacy Teaching Practices	47	37.3%	a. Try Out, Explore, or Experiment with Using Strategies and Implementing Them in Classrooms Without COVID Restrictions	10	7.1%
			b. Improve and Implementation of Strategies, Assessment, or Classroom Practices	11	7.9%
			c. Continue With Teacher Resource Books, Professional Development, or Own Learning Process	15	11.9%
			d. Curate, Collect, and Look For Effective Picture Books, Mentor Texts, and Best Friend Books	9	10.3%
<b>THEME TOTAL</b>	<b>126</b>	<b>100%</b>	<b>SUB-THEME TOTAL</b>	<b>126</b>	<b>100%</b>



## APPENDIX

### Surrey Schools Literacy Initiative Reflectionnaire

To support planning and programming, and to answer the question, How Are We Doing?, we would like to ask you a few questions about your experiences receiving support from Helping Teachers. We are asking teachers like you to complete this reflectionnaire for the purpose of exploring the following areas of interest:

- Impacts and outcomes on student achievement as a result of the support from Helping Teachers; and,
- Impacts on your teaching practices as a result of the support from Helping Teachers.

If you are not familiar with the subject matter of any of the questions, please skip the question and move on to the next. Your responses will be summarized along with those of others for the purposes of the report, such that personal anonymity is maintained. Because everyone will remain anonymous, results of the survey may be shared as part of internal reports for planning purposes, with the ministry to evidence student learning, and in some cases, some results may help us to advocate for the initiative by sharing through education networks (e.g., EdCan). Thank you for your participation.

## Background Information

1. When completing this reflectionnaire, please indicate the Initiative you are referring to:

<i>Name of Initiative and Helping Teacher</i>	
Guiding Students in Authentic Research with Jas & Shenny	<input type="checkbox"/>
Leveraging the Power of Writing Conferences with Jas & Celine	<input type="checkbox"/>
Leveraging the Power of Reading Conferences with Jas & Celine	<input type="checkbox"/>
Literacy 10 Assessment Credentialing with Shenny	<input type="checkbox"/>
Literacy Essentials Grades 6 - 9 with Shenny, Jas & Celine	<input type="checkbox"/>
Powerful Read Alouds Inquiry with Ginny	<input type="checkbox"/>
Hands Down Conversation Inquiry with Ginny & Courtney	<input type="checkbox"/>
Changing Results for Young Readers (Blended) with Anne	<input type="checkbox"/>
A Balanced Approach to Literacy for Early Career Teachers with Celine	<input type="checkbox"/>
Intermediate Book Clubs (Novels) with Celine	<input type="checkbox"/>
Intermediate Book Clubs (Picture Books) with Celine	<input type="checkbox"/>
Intermediate Picture Book Inquiry (Year 2) with Celine	<input type="checkbox"/>
Literacy Professional Book Club	<input type="checkbox"/>
Exploring New Novel Titles in Grades 6 to 9 with Shenny, Jas and Celine	<input type="checkbox"/>

2. What did your teaching assignment look like this year?

	<i>Primary</i>	<i>Intermediate</i>	<i>Secondary</i>
Face to Face (Full Year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surrey Blended (Full Year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partial Year in each of Surrey Blended & Face to Face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Enrolling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Teaching Practices**

3. Overall, this literacy initiative has been effective in supporting me to ...

	<i>Disagree</i>	<i>Disagree a Little</i>	<i>Neutral</i>	<i>Agree a Little</i>	<i>Agree</i>	<i>Don't Know/ No Opinion</i>	<i>Does Not Apply</i>
Embed school district's Priority Practices into the curriculum (Curriculum Design; Quality Assessment; Instructional Strategies; and Social and Emotional Learning)	<input type="checkbox"/>	<input type="checkbox"/>					
Implement best practices in teaching literacy competencies	<input type="checkbox"/>	<input type="checkbox"/>					
Plan around the curricular competencies within the BC redesigned curriculum	<input type="checkbox"/>	<input type="checkbox"/>					
Increase use of literacy strategies to support students' literacy development	<input type="checkbox"/>	<input type="checkbox"/>					
Identify where students are in their literacy development in order to meet their needs	<input type="checkbox"/>	<input type="checkbox"/>					
Ensure appropriate or relevant learning resources are being used to meet the needs of students	<input type="checkbox"/>	<input type="checkbox"/>					

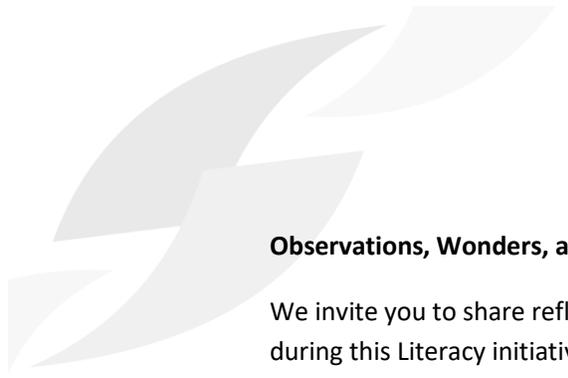
## Student Outcomes

4. Overall, this literacy initiative has supported students in ...

	<i>Disagree</i>	<i>Disagree a Little</i>	<i>Neutral</i>	<i>Agree a Little</i>	<i>Agree</i>	<i>Don't Know/ No Opinion</i>	<i>Does Not Apply</i>
Developing recall skills (reproducing, defining, listing, identifying)	<input type="checkbox"/>	<input type="checkbox"/>					
Using information in a context different from the one in which it was learned (predicting, visualizing, organizing, explaining, describing, classifying, comparing, contrasting, summarizing)	<input type="checkbox"/>	<input type="checkbox"/>					
Using higher order thinking processes to explore questions or provocations with multiple possible responses (assessing, drawing conclusions, analyzing, evaluating, making connections, justifying, questioning)	<input type="checkbox"/>	<input type="checkbox"/>					
Sustaining strategic thinking over extended periods of time (applying concepts in novel situations, critiquing, designing, creating, synthesizing)	<input type="checkbox"/>	<input type="checkbox"/>					

5. Overall, students have made improvements in ...

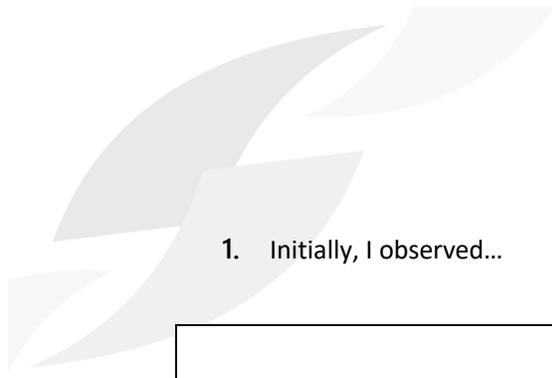
	<i>Disagree</i>	<i>Disagree a Little</i>	<i>Neutral</i>	<i>Agree a Little</i>	<i>Agree</i>	<i>Don't Know/ No Opinion</i>	<i>Does Not Apply</i>
Their awareness of literacy skills	<input type="checkbox"/>	<input type="checkbox"/>					
Their understanding of literacy skills	<input type="checkbox"/>	<input type="checkbox"/>					
Critically analyzing and making meaning from diverse texts	<input type="checkbox"/>	<input type="checkbox"/>					
Communicating and expressing themselves in a variety of modes	<input type="checkbox"/>	<input type="checkbox"/>					
Using reading strategies to increase comprehension	<input type="checkbox"/>	<input type="checkbox"/>					
Making meaningful, well developed, personal connections with ideas in text	<input type="checkbox"/>	<input type="checkbox"/>					
Effectively using oral language to explore and express ideas	<input type="checkbox"/>	<input type="checkbox"/>					
Effectively developing and defending a position with supporting evidence	<input type="checkbox"/>	<input type="checkbox"/>					
Clearly synthesizing ideas within and between text forms	<input type="checkbox"/>	<input type="checkbox"/>					



## Observations, Wonders, and Actions

We invite you to share reflections on how you contextualized your professional learning during this Literacy initiative. Thoughts on your initial observations, wonders and actions will help us understand where you started. Commentary on what you noticed as a result of your actions will help us understand impact for students at the conclusion of our collaboration in this initiative. The example below pairs with the reflection prompts that follow.

- Initially, I observed that my readers needed more experiences putting Shared and Small Group reading instruction into action during independent reading.
- I wondered if embedding short weekly conferencing conversations would provide a meaningful opportunity to strengthen the bridge between instruction and more confident independent reading.
- I took action by adding 1:1 conferencing conversations to my weekly literacy routines. I started with 6 readers (emergent through proficient). I tried Serravallo's Teach / Coach / Link structure.
- I noticed that it took us a few weeks to get comfortable with the new routine. We are now 6 weeks into the routine and my readers show it is helping. In conferencing conversations I observe more intentional strategic thinking and less glossing over challenging text. I hear reflections that show readers are giving strategies a go when they feel stuck during Independent Reading. They are more clear on their goals. I also feel more ready to share a variety of 'next steps' strategies during a conference.
- Through this process I learned that further breaking down Shared and Guided Reading lessons for individual readers benefits them by helping them put strategies into practice with more independence.
- Upon the completion of this initiative I am embedding the routine for the rest of my class. I plan to add 6 or 8 more readers next, but will shorten the time before introducing the routine to the remainder of my class.



1. Initially, I observed...

2. So then I wondered...

3. I then took action by...

4. I noticed that...

5. Through this process I learned...

6. Upon completion of this initiative, I plan to...

