

« Letter to the Editors, continued

of learning, assessment for learning, and assessment as learning. Provincial assessments that gather information from every student provide an essential foundation of data that educators, policymakers, and researchers rely on to plan for student progress. The evidence of success is clearly painted by the multitude of school, board, and government initiatives that have been developed (thanks in part to the analysis of EQAO results) and that have led to better outcomes for tens of thousands of students across the province. Because of Education for All, the many CODE projects that school boards undertook over the past three years have had a significant impact on improving the results for students with special education needs. Over the last three years, results in reading, writing, and mathematics for students with special education needs have improved, with the greatest improvement being 21% in writing.

Every year, EQAO surveys school principals and teachers at the time of the assessments, and their responses confirm the value and importance they place on the student achievement data generated by the full-census assessments. More than 3,400 elementary school principals and more than 7,000 teachers responded to the 2008 survey.

- Of elementary school principals, 94% used the previous year's EQAO achievement results and questionnaire data to communicate with teachers about student achievement and to guide school improvement initiatives relating to reading, writing, and mathematics.
- Of elementary school principals, 91% used EQAO's data to identify program strengths and areas for improvement in reading, writing, and mathematics. Seventy-eight percent used the data to pinpoint where resources were needed.
- Of Grade 3 and 6 teachers, 79% and 73% respectively used student and school EQAO achievement results and questionnaire data to identify areas of reading, writing, and mathematics program strength and areas for improvement.

EQAO reports not only provide a snapshot of student achievement at the end of key stages in their education, but also give contextual descriptions of the school community so that the results can be interpreted in the appropriate context.

The power of good information cannot be underestimated, and this good information must be gathered from a variety of sources over time. The key to continual improvement is to determine what we want our students to achieve and then to ensure that they are learning. To quote Gabriel Filippi, the Canadian mountaineer who successfully reached the summit of Mount Everest, our goal should be to help every child reach his or her summit. Educational leaders outside the classroom—whether they are school principals, directors of education, or ministers of education—work to create the conditions that produce large-scale success and allow the best and most effective learning to take place. For more than a decade, that work has been assisted by the detailed and curriculum-based information provided by EQAO's full-census assessments.

Marie Parsons
Chief Assessment Officer, EQAO

CODE Funds Support Professional Learning Communities in ALCDSB

Maryanne Bullock, Superintendent of School Effectiveness
Algonquin and Lakeshore Catholic District School Board



The Algonquin and Lakeshore Catholic District School Board continues to celebrate the successes made possible through the CODE funding. In 2007–2008, the ALCDSB student services and curriculum departments worked collaboratively to plan how to best use the CODE dollars to promote and leverage the principles outlined in Education for All. We focused on moving teachers and administrators from knowledge awareness about student learning to knowl-

edge mobilization, where best practices about student learning are shared between schools and across learning networks within the board. The decision to support school-based professional learning communities (PLCs) not only recognized the importance of job-embedded professional development but also allowed the teacher participant to concentrate on instructional strategies and student achievement evidence in focused and collaborative ways.

CODE dollars were used to release teachers to work in professional learning communities (PLCs). Administrators, teachers, and special education resource teachers engaged in processes of inquiry focused on their teaching and assessment practices and analyzing student learning, allowing teachers and administrators to focus on student learning as the goal. In "Professional Learning Communities, A Model for Ontario Schools" (October 2007), the Literacy and Numeracy Secretariat states: "In order to focus on learning rather than teaching, student attainment of knowledge and skills must be consistently considered and reviewed. A reflective cycle must be initiated—that is, a cycle in which every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress" (DuFour, 2004, p. 10)." Our CODE project allowed ALCDSB to move one step closer to realizing professional learning communities as an integral part of our teaching and learning culture.

The ALCDSB CODE project allowed for system-level collaboration on a number of initiatives, including those supported by the Literacy and Numeracy Secretariat (OFIP, Turnaround, and School Effectiveness Framework), and a focus on differentiated instruction through student success. The parameters of the PLCs were clearly outlined and included three broad areas of focus: early intervention; differentiated instruction; and assessment as, for, and of learning. Reporting templates were collected as data and included the PLC agenda, instructional strategies discussed, types of data used to inform the PLC dialogue, lessons learned, and artifacts to share with other schools.

Many primary-division PLCs focused on making connections (text to text, text to self, text to world), analyzing students' written responses to text-to-self connections, and developing strategies for improving levels of connections. This first step will be further developed in 2008–2009 as our schools focus on using the model of Teaching-Learning Critical Pathway to focus professional learning communities on student achievement.

Our project highlighted the role of principal as instructional leader and enabled administrators to further develop their skills in facilitating purposeful PLCs with goals connected to school improvement planning and, for some, connected to their school effectiveness framework.

Through CODE, ALCDSB schools were supported in planning effective PLCs. Monitoring continued PLC work through the Teaching-Learning Critical Pathway (TLCP) in 2008–2009 will allow our board to continue developing a comprehensive, differentiated approach, not only in consideration of effective instructional practices to enhance teaching and learning, but as a shift at the system level in how professional learning is planned for and experienced by teachers and administrators in ALCDSB.

Sustainability of best practices in Catholic education can result from a focus on our collective and collaborative efforts to enhance student learning. When teachers and administrators are given opportunities to dialogue in focused ways about student learning, the culture of schools shifts based on the understanding that we, as educators, are responsible for all of the students in our schools. Professional learning communities have been powerful, are linked to high-yield strategies, and have had an impact on the learning culture for both adults and students in ALCDSB.

Our students are our future. Success for all is promoted by a system-level recognition that professional learning communities model lifelong learning, which impacts the role of the teacher in the classroom, the principal as instructional leader, and our students—learning with each other and for each other. ●

✉ Comments about this article? Email bullock@alcdsb.on.ca

Using the Web-Based Teaching Tool and An Observation Survey of Early Literacy Achievement to Deliver a Tiered Approach to Early Intervention

Kim Rankin, Code Project Facilitator and Author
Doug Crichton, Superintendent of Education /Special Education
Durham District School Board

The Durham District School Board (DDSB) recognizes early intervention as a key element in improving student achievement. The CODE project has been one initiative that has provided specific support in this area. By using the Learning Disabilities Association of Ontario's Web Based Teaching Tool (WBTT) and Marie Clay's An Observation Survey of Early Literacy Achievement, Senior Kindergarten and Grade One teachers throughout the board have been provided with a consistent means of collecting diagnostic and formative assessment data regarding early literacy achievement. Professional learning opportunities have focused on assisting teachers in translating assessment data into useful information for planning instruction and for delivering a "tiered approach to intervention" (Education for All Expert Panel Report, p. 60).

The project has existed in 38 schools within the district, and these schools have remained constant since 2005. Schools were selected to participate based on their allocation as a "high-achieving" or "low-achieving" school, although the "priority school" status has changed for some of these schools since the beginning of the project, with some high-achieving schools being recently designated as OFIP 2 or OFIP 3. Nineteen high-achieving and nineteen low-achieving schools were selected to participate. A teacher leader with experience both as a Literacy Coach and in the area of special education was designated as project facilitator and helped manage the project. This individual worked closely with both the Special Education Department and the Programs Department, acting as project researcher and liaison.

The following article highlights the lessons learned during the project in relation to the key elements of Professional Learning, Instructional Leadership, Assessment, School and System Organization, and Communication. It includes encouraging data regarding improved student achievement and teacher capacity. Plans for sustaining the project initiatives in order to continue to build on the project's worthwhile outcomes will also be highlighted.

Professional Learning

The Education for All Expert Panel Report emphasizes a number of key belief statements and recommendations related to professional learning. The panel states that:

- "Classroom teachers are the key educators for a student's literacy and numeracy development."

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- As such, classroom teachers “need the support of the larger community to create a learning environment that supports students with special needs.”
- “Professional development opportunities must provide both ongoing sustained learning and just-in-time information and support.”
- “Professional training should teach educators in the way they learn best: by observing and doing.”

–Education for All Expert Panel Report, 2005

Since the beginning of the project, Durham District School Board has recognized the important role of job-embedded professional learning. In 2005, the role of the Early Literacy Resource Teacher (ELRT) within the board evolved to become that of Literacy Coach, with the focus shifting from remedial withdrawal support for struggling students to shared planning, mentoring, and team-teaching within the regular classroom environment. The goal of the coach is to build teacher capacity in an effort to support all students within the classroom. This shift has reinforced the essential role classroom teachers play in supporting all students. Indeed, the coaching model is also being adopted by many SERTs throughout the board, particularly in schools in which there has been no Literacy Coach assigned. By having modelling and coaching occur within the classroom, a shared vision has emerged within the school for delivering a tiered approach and assessment-driven instruction. Teachers who work in collaboration with Literacy Coaches and/or SERTs are experiencing the benefits of ongoing professional learning within the instructional day.

In keeping with this model of learning through classroom observation, participating teachers in the project expressed an interest in and subsequent benefits associated with visiting demonstration classrooms to observe exemplary practice in action. CODE funding was allocated to provide release time to SK and Grade One teachers to join their Literacy Coaches, SERTs, and at times, administrators, to visit classrooms in Durham’s two Turnaround schools. To further support these visits, the project facilitator also attended and acted as “elbow coach,” drawing attention to various aspects of the host classroom and instructional strategies that illustrated effective ways of implementing a tiered approach to intervention. By visiting these classrooms, participants could see theory put into practice and take the opportunity to dialogue briefly with host teachers about current, research-based strategies they were finding effective. Visiting teachers had the opportunity to ask how teachers had overcome barriers and challenging situations (e.g., lack of resources, classroom management techniques, maximizing instructional time through planning).



To further support capacity building, professional learning communities consisting of project participants in each school were formed and took place at each school site. During these half-day sessions, teachers had the opportunity to learn about the tiered approach to intervention (as outlined on page 60 of Education for All); analyze their student assessment data from the WBTT and Observation Survey; and share effective strategies that would help move

students forward. During these sessions, teachers used class profiles to record plans for small groups and individuals based on current assessment information. This approach of discussing student assessment and sharing strategies for future instruction was borrowed from professional learning community structures also occurring in Durham’s OFIP and Turnaround schools. Response to this approach (which is often referred to as “table talk”) was positive, and most teachers who were surveyed said the opportunity gave them renewed insight into the usefulness of the assessment data they had collected. After taking part in these professional learning communities, many participants recognized the need for regular updates of assessment information in order to monitor growth over time, particularly for students who were struggling.

A large emphasis for the project was on the use of key assessment tools intended to gather information about students’ literacy skills. Teachers needed to be provided with time for training in the procedures for administering these assessments, and this training needed to occur early in the year. These assessments provided diagnostic information necessary for planning differentiated learning opportunities for students. However, the scheduling of training became challenging when also considering the need for SK and Grade One classroom teachers to be present in their classrooms early in the year, when students may be experiencing school for the first time and depend on structure and routine. To help solve this dilemma, training was provided in half-day intervals, and teachers were given choices of dates so that they could select the training time that best suited them. This training included the equivalent of a full day for the WBTT (training provided by a trainer from the Learning Disabilities Association of Ontario) and one half-day for An Observation Survey of Early Literacy Achievement (training provided by the project facilitator). Throughout the project, as teachers left for maternity leaves or retirement, the project facilitator was responsible for ensuring that their occasional teachers were trained and included in other planned professional learning which was part of the project.

During the training sessions, participants were provided with resources including login information for using the WBTT, their own copy of Marie Clay’s book An Observation Survey of Early Literacy Achievement, and an important binder resource developed by a team of project participants. The binder resource included separate sections which housed the materials required for administering each of the six Observation Survey tasks, separated into pockets for each task, and a collection of printed instructions for interventions from the WBTT that related to each observed skill. The binder resource became an integral tool in linking assessment to instruction and is now being used by all SK and Grade One teachers throughout the board.

The professional learning that has occurred since the beginning of the project is significant and is the result of a strong commitment on the part of Durham’s teachers to make early intervention a priority. Figure 1.0 summarizes some important changes that have

taken place since 2005 in the areas of early intervention and research-based practice in literacy instruction.

Figure 1.0

	Survey Results: November '05	Survey Results: June '07	Survey Results June '08
EARLY INTERVENTION	19 % had knowledge of potential risk factors and early indicators for school failure	96% had knowledge of potential risk factors and early indicators for school failure	98% had knowledge of potential risk factors and early indicators for school failure
COLLABORATION	6% had a working knowledge or experience with professional learning communities	96% agreed or strongly agreed that professional learning communities help foster student achievement	96% agreed or strongly agreed that professional learning communities help foster student achievement
		76% said that PLCs had been formed at their school	89% said that PLCs had been formed at their school
		98% said that meeting with other teachers to discuss programming helps to improve their practice	100% said that meeting with other teachers to discuss programming helps to improve their practice
AWARENESS OF MINISTRY DIRECTIVES	20% were familiar with Education for All, Report of the Expert Panel, 2005	85% are quite knowledgeable or have some working knowledge of Education for All, Report of the Expert Panel, 2005	97% are quite knowledgeable or have some working knowledge of Education for All, Report of the Expert Panel, 2005
WEB BASED TEACHING TOOL	4% had a basic or advanced knowledge of the WBTT	97% had a basic or advanced knowledge of the WBTT	100% had a basic or advanced knowledge of the WBTT

Instructional Leadership

Throughout the project, one key lesson learned was the positive impact of administrator involvement on capacity building, quality instruction, and improved student achievement. It became clear that to be effective, the tiered approach to intervention required the principal’s commitment, leadership, and support.

To facilitate this involvement, administrators were visited early in the year and provided with an overview of the tiered approach, information regarding the WBTT (including ways they could access the online training), and information about Observation Survey. At this time, dates for PLC sessions were established. Regular electronic updates and assessment submission dates were also sent electronically to keep them up to date. Likewise, administrators received regular project updates from their area superintendent. When administrators were aware of the positive impact the project was having, they often provided additional support such as release time for teachers to complete assessments, additional PLC meeting times within the instructional day, and classroom resources.

In order to continue to promote this knowledge mobilization and sustain project goals, school administrators have been invited to participate in WBTT training featuring the new School Administrator Site. Response has been extremely positive, and dates for training have been established for the 2008–09 school year.

Assessment

- Frequent and accurate assessment, evaluation and progress monitoring by the classroom teacher comprise the engine that drives change in instruction to meet the needs of all students....The use of the tiered approach in the early years has been shown to dramatically reduce the number of students in the later grades who would meet criteria for learning disabilities.

– Education for All, Report of the Expert Panel, p. 60

In the first year, the WBTT was used exclusively to provide teachers with a consistent, research-based screening tool that would allow them to assess all students (Tier One) in order to reveal those students who were potentially at-risk, or “flagged,” and who would benefit from more targeted instruction (Tier Two). This initial screening process involved administering the Teacher School Readiness Inventory as well as a phonemic awareness screening tool appropriate for the grade.

Throughout the project, administrators at the LDAO continued improving the WBTT based on teacher feedback. For example, during the first year, teachers reported that it was difficult and time consuming to navigate the intervention menu in order to locate appropriate interventions after completing assessments. However, by the end of the project, the intervention menu had been refined to be more user-friendly.

During the second year of the project, An Observation Survey of Early Literacy Achievement (Clay, 2000) was introduced to project participants with the intention of complementing information gathered using the WBTT. Teacher feedback had revealed that although the screeners on WBTT are useful flagging tools, Observation Survey provided them with precise detail about students’ strengths and needs in particular areas including print concepts, writing vocabulary, sight word recognition, and decoding.

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Student data indicated that there was a significant alignment between the WBTT and Observation Survey, particularly when collecting information about skills in phonemic awareness:

- Of the Grade One students who were flagged on the Yopp-Singer assessment this year, 81% also performed within the third stanine or lower in the Observation Survey's Hearing and Recording Sounds task.
- Of the students who were flagged on the Teacher School Readiness Inventory, 82% also performed within the third stanine or lower in the Observation Survey's Letter Identification task.
- Significant co-relations also existed between the phonemic awareness tasks of the WBTT and the Writing Vocabulary tasks from Observation Survey.

This not only reinforces the reliability of each tool, but also offers teachers two consistent ways of collecting data about phonemic awareness. This means that in the future, teachers may find it more efficient to complete the Rosner (Kindergarten) or Yopp-Singer (Grade One) assessments with all students, and the Hearing And Recording Sounds and or Writing Vocabulary assessments only with those who are flagged. Appendix 1 outlines the student achievement results for the 2007–08 year and demonstrates these correlations in greater detail.

Long-term data demonstrates that the WBTT can assist in providing effective early intervention. To determine the extent to which improvement in student achievement occurred from the beginning of the project in 2005, SERTs in participating schools were asked to submit report card marks in Reading and Writing along with running record levels for students who had been flagged in their Senior Kindergarten year and who were now in Grade Two. Of the students for which information was received:

- 23% of these students had received a formal identification by April 2008.
- 68% of the remaining students were now approaching or meeting the provincial standard in Reading.
- All flagged students who were not formally identified and/or were not approaching or meeting the provincial standard were reported to be receiving some form of Tier Two intervention, either in the classroom by the teacher and/or SERT or during brief interventions sessions outside of the literacy block.

During the third year of the project, DDSB established an assessment collection protocol for Observation Survey data for all Senior Kindergarten and Grade One students throughout the board, including CODE project schools. This protocol includes timelines for teachers to submit Observation Survey assessment data throughout the year. The purpose of establishing such a protocol was to provide consistency across the board, both in the kind of diagnostic and formative literacy assessments which are used, and in the way educators engage in professional dialogue with colleagues regarding student achievement. The board's Assessment and Accountability Department will use the submitted data to track general trends in the results.

CODE participants have been instrumental in providing the board's Programs and Special Education Departments with valuable feedback regarding the importance of time and support during assessment collection. Participants have made suggestions for streamlining the protocol which have resulted in slight revisions to the timelines for collection as well as the introduction of a board-wide electronic assessment data-entry system. To continue to improve knowledge mobilization and encourage sustainability, the board's early literacy assessment protocol will continue to be part of the Durham Board's culture (see Appendix 2).

School and System Organization

Throughout the duration of the project, collaboration between the Special Education Department and Programs Department was strengthened through the participation of senior administrators from both departments in the project steering committee. Other members of this committee included the Education Officer for Assessment and Accountability, the School Effectiveness Framework Officer, and the board's OFIP Officer. The input from various committee members became crucial to the success of the project and reinforced the alignment between the project goals and other Ministry initiatives (Early Reading Strategy, OFIP and Turnaround Schools). Likewise, involvement in the project provided opportunities for committee members from various departments to come together and discuss information regarding work within their own department as it related to early intervention.



Area superintendents and administrative officers also played an active role in monitoring the project's progress and were provided with regular updates from the project facilitator. The facilitator collaborated with the Superintendent of Special Education to develop a project outline and checklist to assist these individuals in monitoring the progress of the project in their own area schools (Appendix 3).

To mobilize knowledge beyond participating schools, workshops on the tiered approach to intervention were provided by the project facilitator during board-wide PD days and two separate board-based "Education for All" conferences. The main focus of these sessions was to provide information about the tiered approach, along with practical instructional strategies that linked directly to assessment results from both the WBTT and Observation Survey. Topics included establishing a five-day plan for Shared Reading; techniques for Interactive Writing; alphabet recognition strategies beyond "letter of the week"; and strategies for introducing guided reading in Kindergarten.

Communication

To foster the success of the project, it became clear that many levels of communication needed to be in place simultaneously. The facilitator acted as liaison by communicating

regularly both with senior administrators in the Special Education and Programs Departments and also with teachers, SERTs, Literacy Coaches, and administrators within the project. With such a large number of participants, regular and concise communication became an important project goal. Email bulletins and updates helped relay project information to a large number of people at one time, but ongoing face-to-face communication was also essential when participants sought support. Feedback was routinely invited through surveys and workshop evaluation forms, and this information helped keep the project facilitator aware of concerns and next steps as the project progressed. In addition, updates regarding project initiatives were provided to SEAC, the project steering committee, Special Education facilitators, K–6 programs facilitators, and the board's Assessment and Accountability Department.

Communication with administrators at the Learning Disabilities Association of Ontario was instrumental in facilitating the successful use of the tool, and the LDAO helped managed issues via email or in person as they arose.

Throughout the project, one area that continued to be a focus was improving the home–school connection with regard to early literacy intervention. In order to enhance this connection, project participants:

- were provided with a newsletter for parents that included information about the assessment tools, the importance of early intervention, and strategies for fostering literacy at home;
- discussed strategies for communicating with parents and home–school connections during PLC sessions and after school networking sessions; and
- used their detailed assessment results to inform parents of their child's strengths, needs, and specific next steps.

Looking Ahead – Recommendations for Sustainability

As the project draws to a close, it is important to explore how the positive outcomes from the project will continue to be fostered within the schools and throughout the larger system. Research tells us that the tiered approach or "response to intervention" model, with its emphasis on early intervention, can drastically reduce the number of students that later meet the criteria for learning disabilities. Participation in the CODE project has also promoted the realization that early intervention in Senior Kindergarten and Grade One is ideal, but timely intervention at any age is essential.

The provincial initiative to implement full-day/everyday kindergarten in 2010 will require DDSB to continue to build capacity regarding early intervention and will present new opportunities to build on the successes of the CODE project at the system, school, and classroom levels.

With this in mind, the following initiatives will be put in place to support the concept of early intervention through the tiered approach and implementation will ensure that Durham District School Board takes an active role in achieving "Education for All."

- The Special Education and Programs Departments will continue to provide capacity building opportunities for school and system administrators, Special Education and Programs Facilitators, SERTs, Literacy Coaches, Itinerant teachers, and Central Professional Office Staff (e.g., Speech and Language personnel, Psychological Services) in terms of assessment tools and best practices for early years literacy programming.
- School teams will implement school-based strategies to support teachers as they work to collect assessment data in a timely manner for the purpose of informing instruction.
- The board's Assessment and Accountability Department will include WBTT and Observation Survey data in the new electronic data collection system being introduced by the board in Fall 2008.
- The possible establishment of an Early Intervention Effectiveness Framework could pinpoint specific measurable goals for appropriate practice in Junior Kindergarten and Kindergarten classrooms and could provide a common language and contact information for administrators, teachers, and support staff.

Appendix 1

CODE Project Summary of Student Achievement Data for 2007-08

Comparison of Overall WBTT Data for 07-08

	% SK Students Flagged On TSRI and/or Rosner Screener	% Grade One Students Flagged on Either TSRI and/or Yopp-Singer Screener
Fall 2007	15 %	10%
Spring 2008	4%	4%

Exploring the Co-relation Between the WBTT and Observation Survey

SK Students Flagged on Rosner and Receiving a Stanine Score of 3 or Below on the Following Observation Survey Tasks:	Fall 2007	Spring 2008
Letter Identification	54%	74%
Concepts About Print	77%	89%
Word Reading	77%	83%
Writing Vocabulary	69%	90%
Hearing and Recording Sounds	57%	79%
Co-relation became stronger at the end of the year, particularly in the area of Writing Vocabulary.		

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SK Students Flagged on TSRI and Receiving a Stanine Score of 3 or Below on the Following Observation Survey Tasks:	Fall 2007	Spring 2008
Letter Identification	75%	73%
Concepts About Print	95%	100%
Word Reading	84%	82%
Writing Vocabulary	81%	86%
Hearing and Recording Sounds	79%	29%
Strong co-relation between TSRI and Concepts About Print, Word Reading, and Writing Vocabulary.		

Grade One Students Flagged on Yopp-Singer and Receiving a Stanine Score of 3 or Below on the Following Observation Survey Tasks:	Fall 2007	Spring 2008
Letter Identification	59%	70%
Concepts About Print	78%	83%
Word Reading	81%	89%
Writing Vocabulary	89%	95%
Hearing and Recording Sounds	80%	84%
Strongest co-relation is in the area of Writing Vocabulary.		

Grade One Students Flagged on TSRI and Receiving a Stanine Score of 3 or Below on the Following Observation Survey Tasks:	Fall 2007	Spring 2008
Letter Identification	73%	74%
Concepts About Print	78%	76%
Word Reading	81%	74%
Writing Vocabulary	97%	95%
Hearing and Recording Sounds	81%	74%
Strongest co-relation is in the area of Writing Vocabulary.		

Year End Data: WBTT Versus Running Record Information

Senior Kindergarten	Spring 2008
Flagged SK students reading at running record level 0-2	84%
Flagged SK students reading at running record level 3-6	12%
Flagged SK students reading at running record level 7+	3%
(Students who were flagged on WBTT were also reading below the expected reading level for the end of Senior Kindergarten)	

Grade One	Spring 2008
Flagged Grade One students reading at running record Level 0-6	50%
Flagged Grade One students reading at running record Level 7-10	25%
Flagged Grade One students reading at running record Level 11-13	11%
Flagged Grade One students reading at running record Level 14-16	4%
Flagged Grade One students reading at a running record Level 17+	7%

Appendix 2

Assessment Schedule for the Observation Survey 2008-09

Senior Kindergarten

- Due September 30: Letter Identification**
 The letter identification results can be used to plan lessons and interventions that promote the acquisition of alphabet knowledge instead of introducing strategies such as a letter of the week.
- Due October 31: Concepts of Print**
 The Concepts About Print results can be used to plan teaching foci for whole class and small group shared reading lessons. In addition this information will guide other components of the comprehensive literacy program such as read aloud and independent reading.
- Due December 1: Hearing and Recording Sounds in Words, Word Reading**
 The hearing and recording sounds in words results can be used to develop the teaching foci of modeled and shared reading and writing experiences. It can also guide the planning of small group instruction and individual conferences.

The word reading results can help teachers plan the word study portion of whole group and small group reading lessons. The results should also be considered when planning teaching foci for readers' and writers' workshops

- Due January 16: Writing Vocabulary**
 The Writing Vocabulary results can help teachers see how students are taking notice of visual differences in print and their understanding of the relationship between words. Classroom activities related to early writing such as experiences with Word Walls; Making Words" activities; and Writer's Workshop will enhance the repertoire of words students can write independently.

- Due April 6: Running Record**
 *Running records should be administered to any students who are ready *at any point during the year*.

Teachers will place running records results on the tracking wall in their schools by Term 3. Results can help guide teachers in small group formation, matching books to readers and teaching foci for other components of a comprehensive literacy program.

Grade One

Grade one teachers will complete all components of the Observation Survey by October 31, 2007 for students at risk (students who are reading at level 3 or below in a PM Benchmark Running Record).

Teachers should begin completing Observation Surveys with readers who are not yet at level 1, leaving level 3 readers until the last week of October.

Please note: *In order to measure the success of classroom interventions, teachers are encouraged to administer these observation tasks at regular intervals, particularly for students who are at risk.*

Appendix 3

CODE Project Monitoring for Administrators and Supervisory Officers

The CODE Project Focus continues to be on early intervention in Senior Kindergarten and Grade One with regards to:

- "Determining the extent to which the Web-Based Teaching Tool (WBTT) and the Observation Survey tasks align to assist teachers in planning differentiated instruction and early intervention for Senior Kindergarten and Grade One students who are at-risk".

Main Goals:

- Implementing the Tiered Approach To Intervention
- Facilitating PLCs that review assessment data to plan instruction and intervention
- Promoting sustainability by further extending the project out into the system during this, the final year of the project

Project Benchmarks for Administrators

Outcome	✓
Teachers have been provided with copies of: <ul style="list-style-type: none"> Education For All Expert Panel Report, 2005 DDSB Literacy Profile 	
Kindergarten and Grade One teachers have had structured opportunities to learn about ways to link the WBTT and Observation Survey Assessments to practice through <ul style="list-style-type: none"> planned half day CODE PLCs classroom visits to see best practice; attending PD workshops/Networking sessions; regular, on-going school-based PD 	
"The Tiered Approach to Intervention" (Education for All, p. 60) is evident in the organization of support and in day-to-day classroom practice	

Maintaining Sustainability

Since the CODE project will end in June 2008, sustaining the positive changes that have occurred with regards to capacity building and student achievement in Kindergarten and Grade One over the past three years will need to be considered.

With this in mind, please respond to the following questions:

- What support plan is in place for students who are considered "at-risk" but who are not identified? (i.e. 2nd tier intervention)
- Beyond the end of this year, how will teachers be provided with support during the on-going assessment collection process? (for example: when teachers screen all students early in the year as part of the "First Tier of Intervention") ●

✉ Comments about this article? Email Rankin_Kimberly@durham.edu.on.ca or crichton_doug@durham.edu.on.ca