

Professional Learning Communities: Using Student Work as Assessment Data

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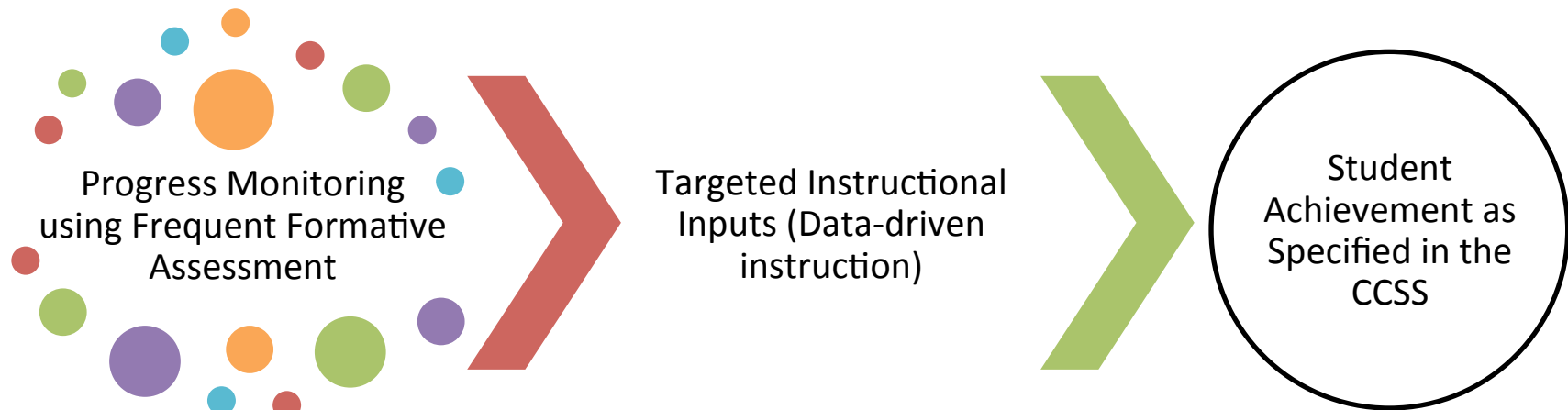
IRA Institute #19

April 19, 2013

Agenda

- Consider the context for implementing literacy standards (e.g., CCSS)
- Establish the context of “data driven” instruction
- Explore the role of Professional Learning communities in progress monitoring
- Examine student data in the context of the CCSS

Our Agenda: A Graphic Representation



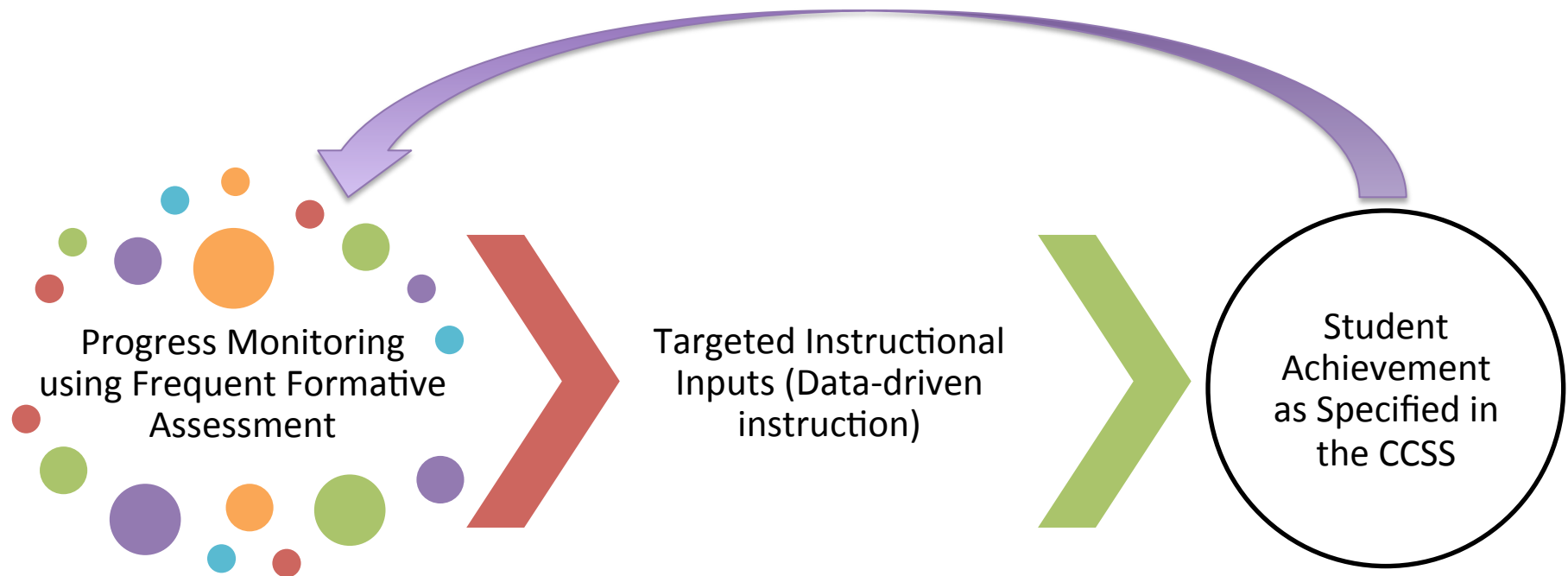
This presentation will ask: What is the role of PLCs in translating data into instruction?

STANDARDS AND ASSESSMENT

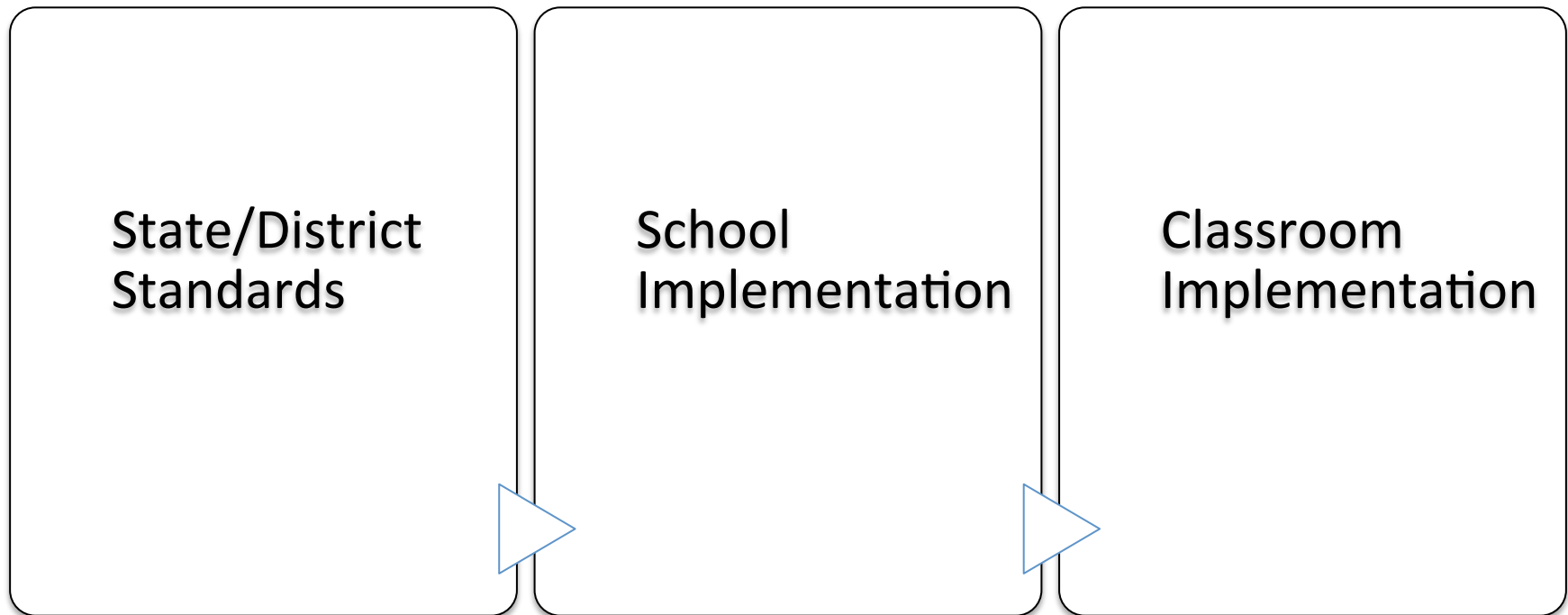
Common Core State Standards

WHY IS THE CCSS A SISMIC SHIFT?

What we specify as a desired outcome naturally impacts our instructional priorities.



Standards Influence Classroom Practice



CCSS Standards for English Language Arts & Literacy, K-12

- CCR Anchor Standards (Reading)
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity
- Standards
 - Reading Standards for Literature
 - Reading Standards for Informational Text
 - Reading Standards: Foundational Skills (K-5)

CCSS Standards for English Language Arts & Literacy, K-12

- CCR Anchor Standards for Writing
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 - Knowledge of Language
 - Vocabulary Acquisition and Use

Classroom Assessments

Who?

- Participants at the Massachusetts Reading Association conference
- (March , 2007)

What?

- Completed a survey on the literacy assessments they used for classroom instructional purposes

So What?

- The purpose was to explore what assessments were used and how the results influenced classroom instruction

Now What?

- The results indicated a tension between the time investment in assessment and in implementing the results.

Oral Reading	
<i>Name of Assessment</i>	<i>Response % 1+2+3*</i>
Developmental Reading Assessment (DRA) (A9)	72%
Dynamic Indicators of Basic Early Literacy (DIBELS) (A10)	38%
Gray Oral Reading Test (A11)	13%
Qualitative Reading Inventory (QRI) (A12)	30%
Running Records (A13)	76%
Other (A14)	11%

* Weekly, monthly/quarterly, semi-
annually/annually

Silent Reading and Comprehension		
<i>Name of Assessment</i>	<i>Response % 1+2</i>	<i>Response % 1+2+3</i>
Degrees of Reading Power (A1)	3%	5%
Developmental Reading Assessment (DRA) (A2)	36%	78%
Gates-MacGinitie Reading Test (A3)	0%	27%*
Group Reading Assessment and Diagnostic Evaluation (GRADE) (A4)	7%	18%
Gray Silent Reading Test (A5)	3%	6%
Qualitative Reading Inventory (QRI) (A6)	13%	32%
Stanford Diagnostic Reading Test (A7)	2%	15%
Other (A8)	11%	15%
*No one responded 1 or 2		

What do you find challenging about your classroom assessments?				
	Administration	Scoring	Interpreting	Implementing the results
Not enough time to administer the test	54%	13%	9%	4%
Management issues (e.g. what do other students do?)	9%	--	--	--
Physical space/logistic issues (e.g. where do I give tests?)	2%	2%	--	1%
Inconsistencies between test results and classroom performance	--	4%	3%	3%
Scoring inconsistencies (inter-rater reliability)	--	2%	2%	--
Subjectivity of the scoring (as prescribed by the tests)	--	9%	7%	1%
Time for implementing the results	--	1%	3%	9%
Differentiation of instruction (a challenge to implement)	--	--	3%	13%
Other	9%	11%	14%	15%

Current Practices and Future Directions (PARCC and Smarter Balanced)

- Individual and Group Assessments

Teachers making trade-offs between
assessment type and administration

Individually administered, informal vs. several assessments, some
of which are group administered

**How will these practices prepare students to meet the
standards?**

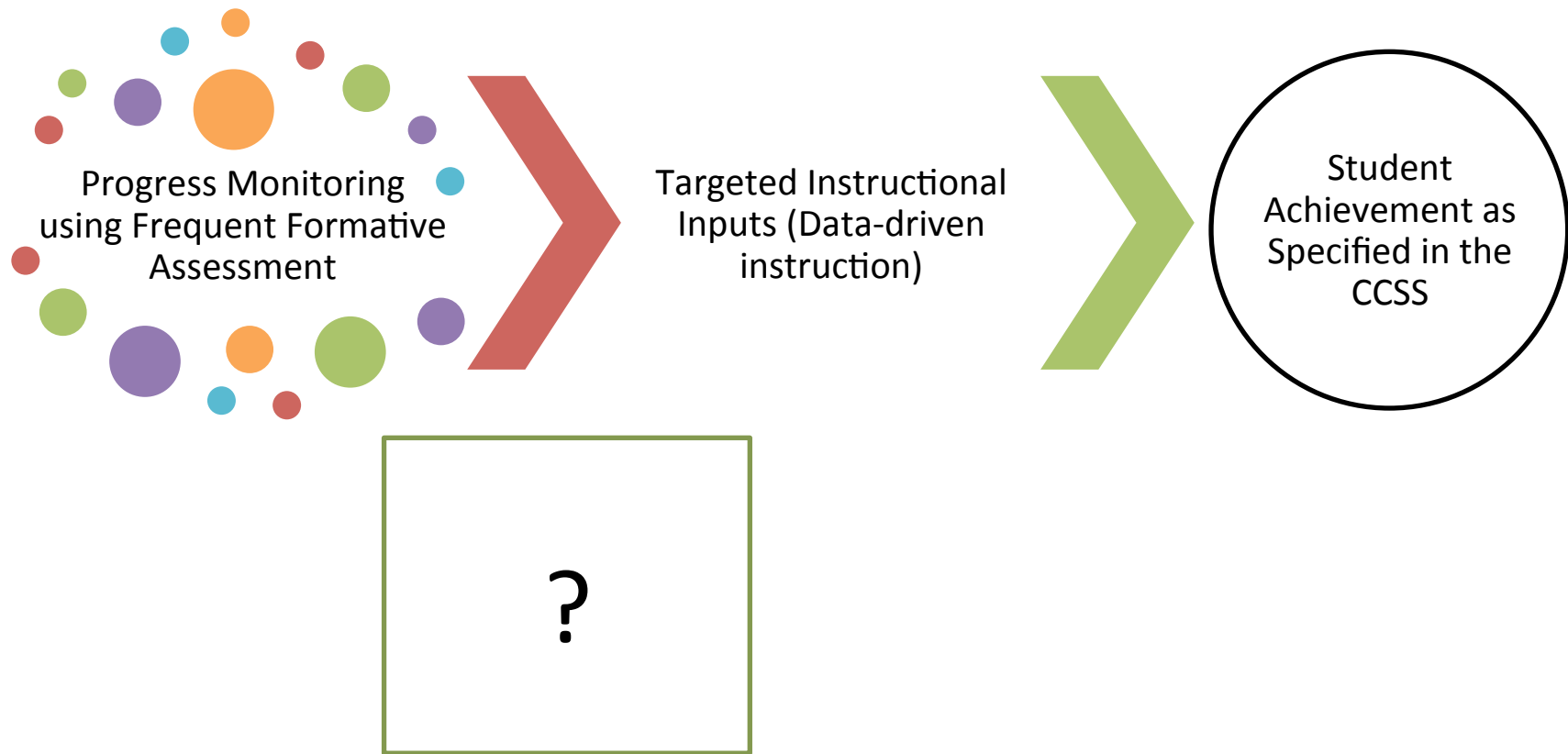
- Spelling

Lack of systematic assessment of spelling

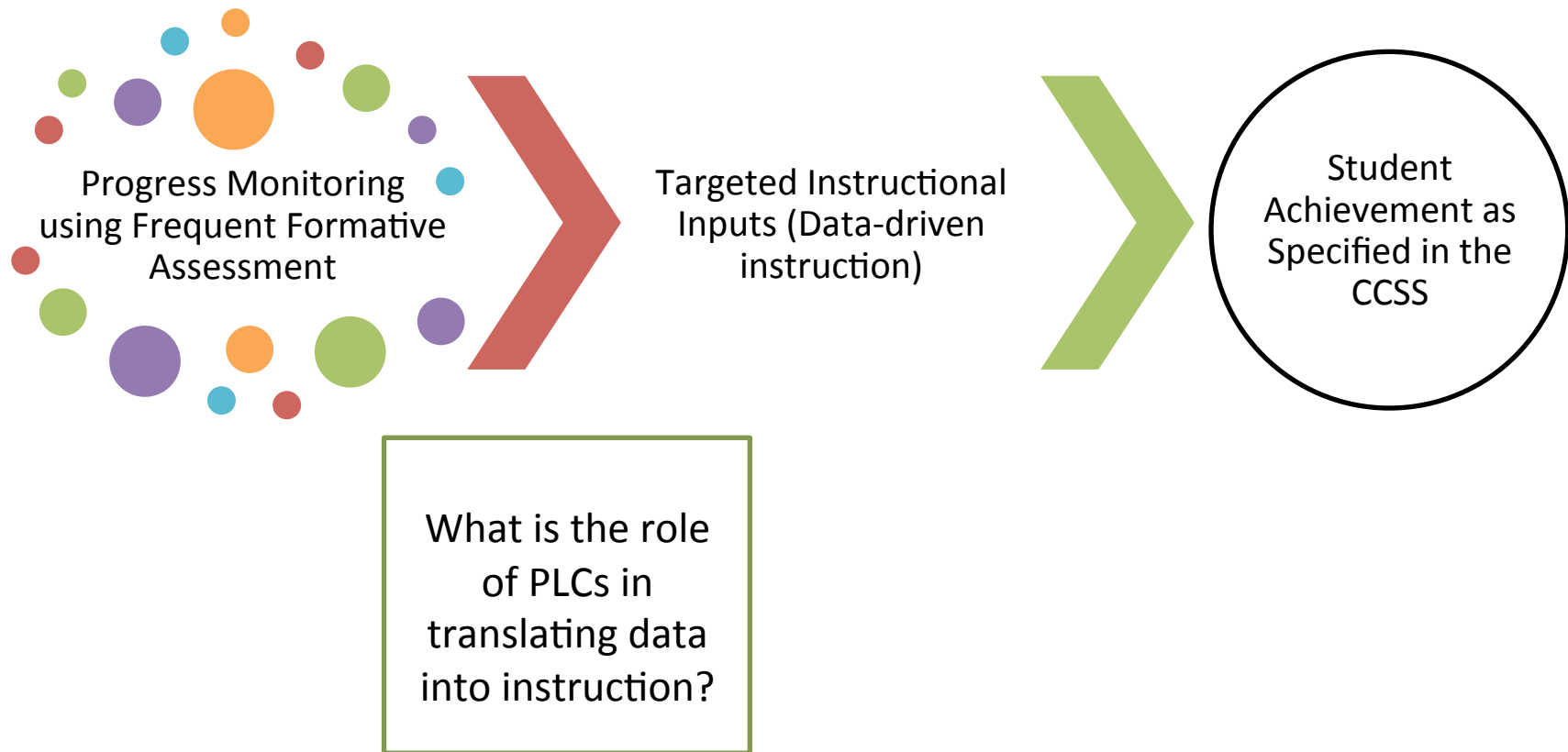
These assessments can offer information on students' abilities to
make sound symbol correspondence

**How can teachers use spelling assessment and writing samples to
improve students' foundational skills?**

What mechanisms support the linkage of data and instruction?



What mechanisms support the linkage of data and instruction? : PLCs?





PROFESSIONAL LEARNING COMMUNITIES: A MECHANISM TO LINK DATA TO INSTRUCTION

What makes a PLC or LLC?

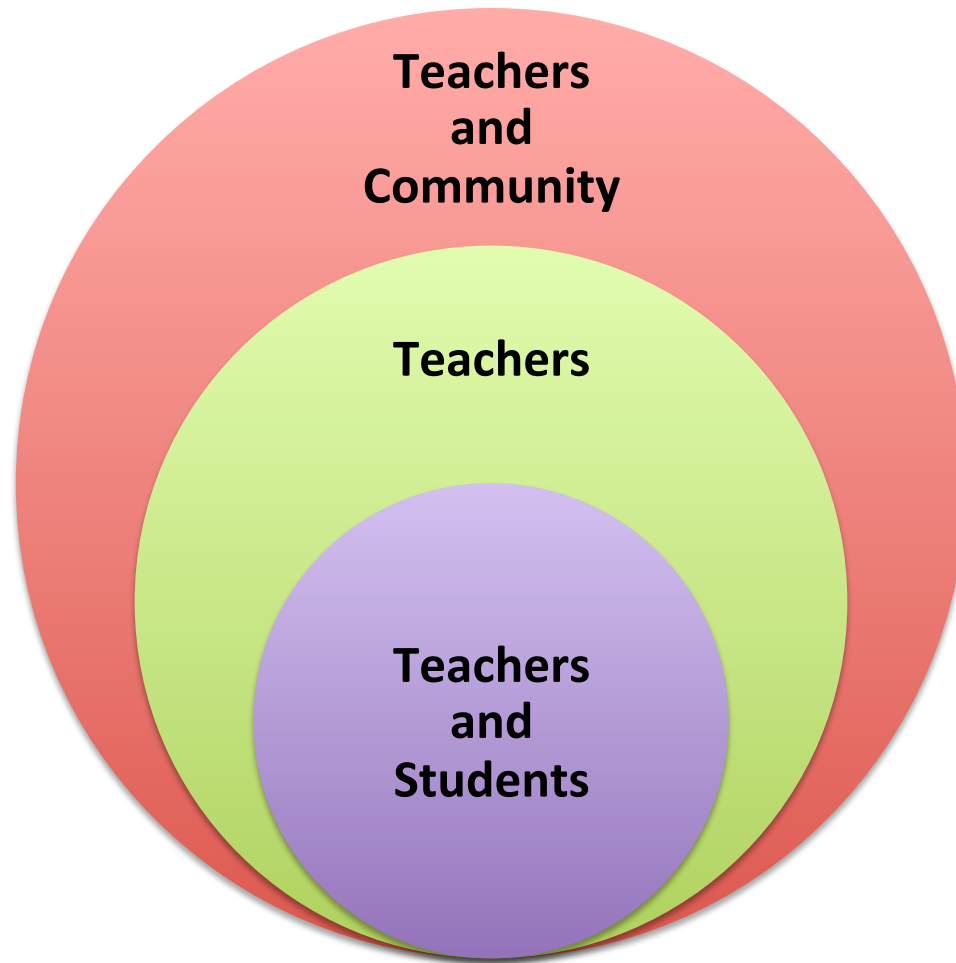
“A school does not become a PLC by enrolling in a program, renaming existing practices, taking the PLC pledge, or learning the secret PLC handshake.” (p.4)

Role of Professional Learning Communities

- Identify essential and valued student learning
- Develop common formative assessments
- Analyze current levels of achievement
- Set achievement goals
- Share strategies
- Create lessons to improve upon these levels



PLC: Mutually Influencing Concepts

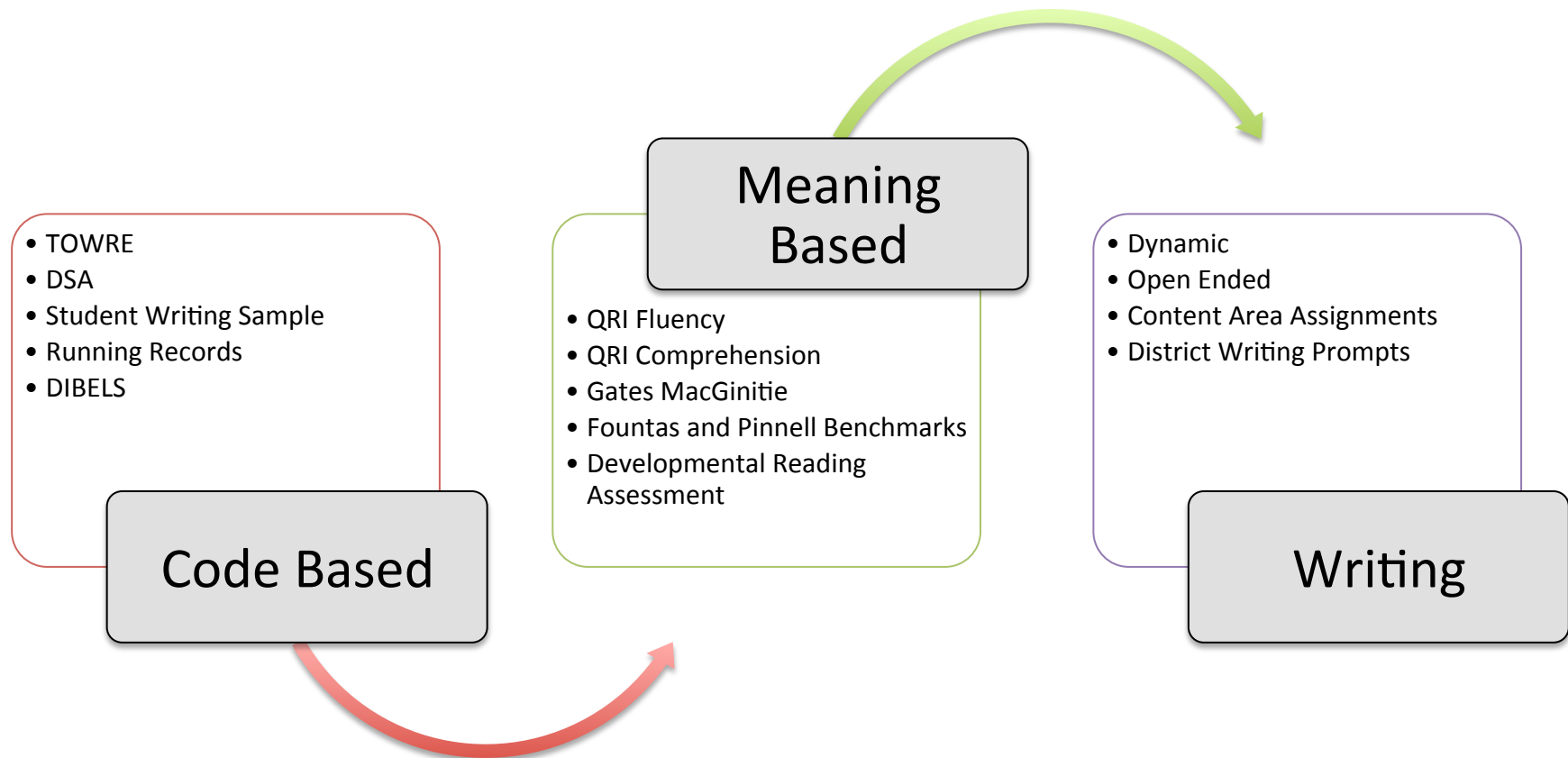


PLC: Who Sits At the Table?

- Classroom Teacher
- Other Grade Level Teachers
- Reading Specialist
- ESL/Bilingual Teacher



Literacy Data PLCs Might Engage With



PLC: How to foster productive collaboration

- **Protocols** (National School Reform Faculty, School Reform Initiative)
- **Modified Descriptive Review** (Marten & Spielman, 2005)
 - Child's demeanor and attitude toward literacy and learning
 - Background/contextual information about the child and work samples
 - Directions or prompts for the work samples
 - A guiding question for the PLC to consider
 - PLC makes observations and asks questions

PROFESSIONAL LEARNING COMMUNITIES THAT LINK DATA TO INSTRUCTION: AN EXAMPLE

The Context

- 12 pre service Reading Specialist candidates
- Large urban community
- Graduate level course of study
- Involved in 2 hours per week with a child designed for Tier 2 intervention based on existing testing data
- 10 weeks of 1:1 instruction, 45-60 minute sessions

MEET FANNY

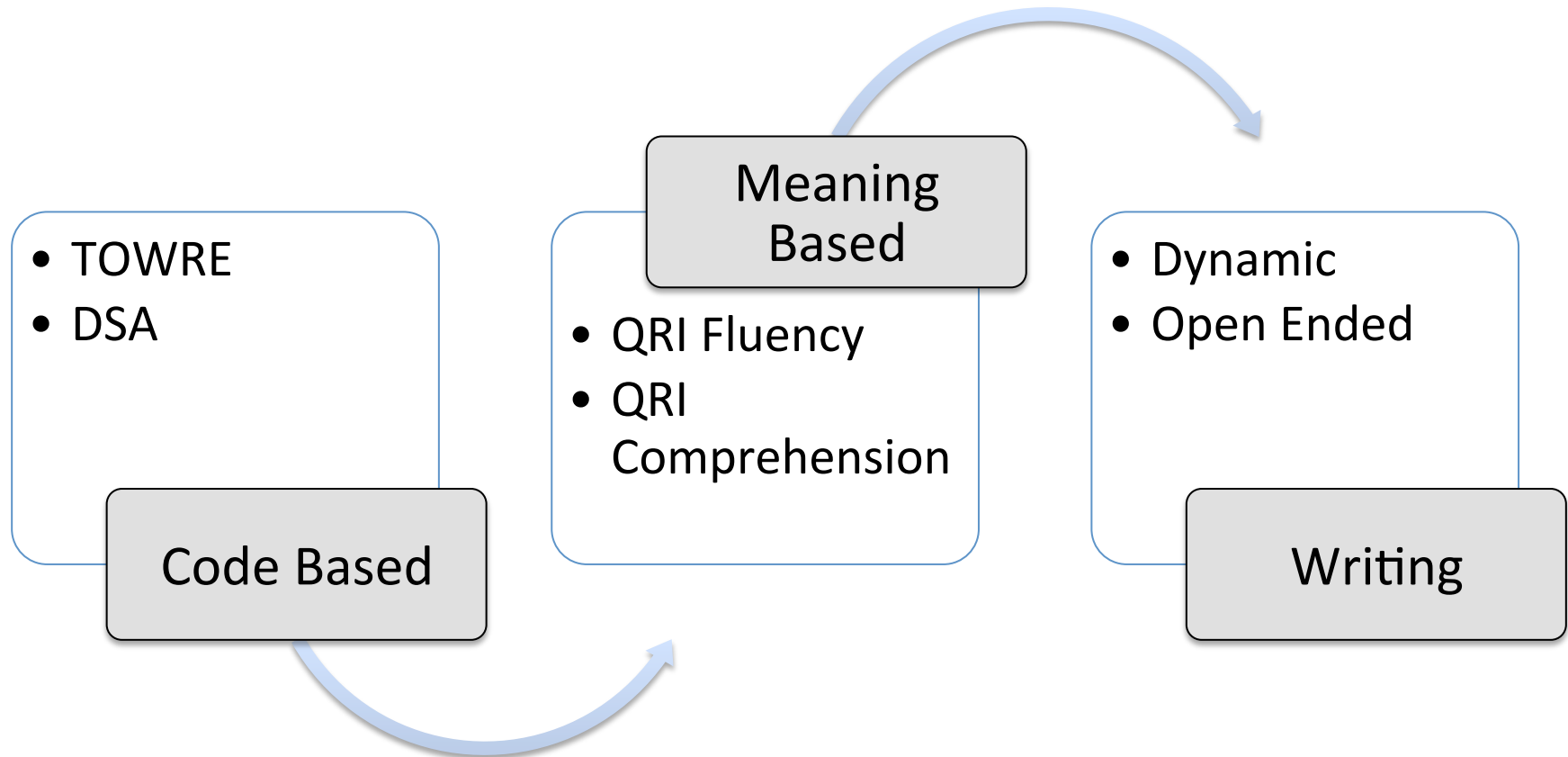
Overall Student Characteristics

- Is a third grade English learner (Spanish)
- Was taught and continues to be taught in her first language (dual language immersion)
- Received one on one intervention from the bilingual literacy specialist (Gr. 2)
- Determined to be “at risk” on the basis of literacy inventories (Spanish and English)

PLC at Work

- What are Fanny's literacy strengths (code based, meaning based, and writing)?
- What are Fanny's literacy challenges (code based, meaning based, and writing)?
- How do her strengths and challenges map onto the CCSS?

Student Assessments Administered



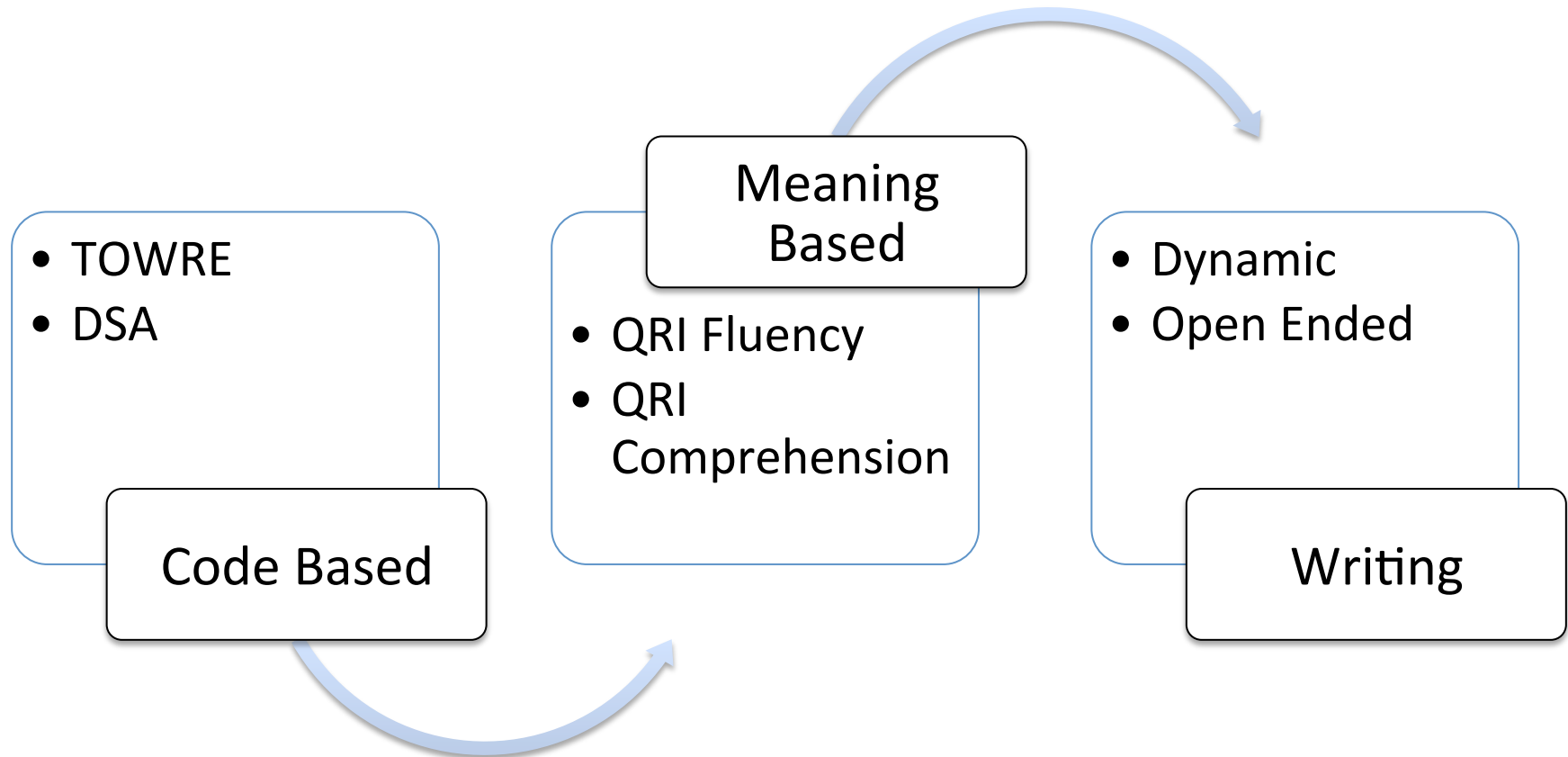
TOWRE

Date	Subtest	Raw Score	Standard Score	%	Target word/Miscue
Sept. 2012 Nov. 2012	Sight Word Efficiency	31 33	76 77	5 6	me/my, then/when, wood/wode, new/nay, kind/kene, shoes/shos hot/howt/hit, give/gave, good/go/ gode, meat/mat, best/baste, learn/ lairn, even/even (short e's)
Sept. 2012 Nov. 2012	Phonemic Decoding Efficiency	8 21	73 92	3 30	ko/koo, ta/to, om/um, ig/ing, ni/ ne,, bave/bev, pate/pat, dess/ deess, chur/shur, tive/tiv, plin/ pleen, frip/fimt/freep, meest/mist faw/fa, weaf/wif, glack/glag, runk/ ruk, loast/lost, mact/moct, blork/ blocker
Total Word Reading Efficiency			73 169	3 14	

Developmental Spelling Assessment

Feature	Date	Number Correct	Miscue Analysis
Initial/Final Consonants	Sept. 2012 Nov. 2012	5 4	Van/vend
Initial Consonant Blends & Digraphs	Sept. 2012 Nov. 2012	1 4	Ship/chip, that/dite, slid/sed, grab/crib Shop/chop
Short Vowels	Sept. 2012 Nov. 2012	3 3	Fit/fienth, mud/mound, bet/bedt rip/rep, tub/tob
Affricates	Sept. 2012 Nov. 2012	3 4	Fed/trep, jet/chet, drum/kam, much/moch job/chob
Final Consonant Blends & Digraphs	Sept. 2012 Nov. 2012	1 2	Bump/bop, with/tiere, fast/fest, dech/dish, went/with path/pich, nest/neat

Student Assessments Administered



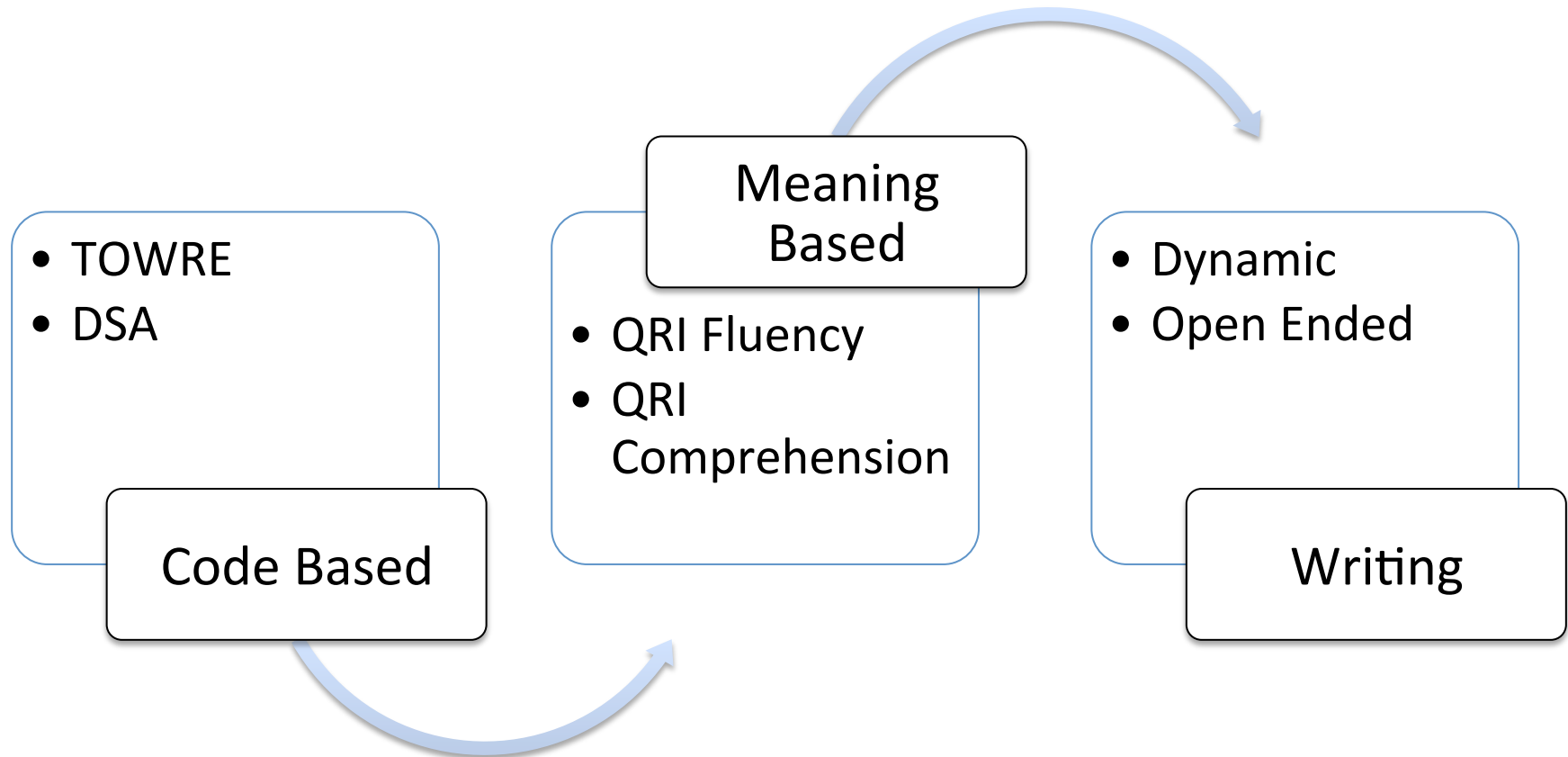
QRI Fluency

Date	Level/ Genre	Total Errors	Self- Corrections	Reading Rate (wpm)	Accuracy	Zone of Proximal Development
Sept. 2012	PP1, N	2	0	39	95%	Instruction
Sept. 2012	PP2, E	18	1	32	63%	Frustration
Sept. 2012	PP3, N	11	1	41	83%	Frustration Independent
Nov. 2012		4	2	69	95%	
Nov. 2012	P, E	5	0	53	92%	Instruction
Nov. 2012	One, E	11	0	49	87%	Frustration

QRI Comprehension

Date	Level/Genre	Accuracy	Zone of Proximal Development
Sept. 2012	PP1, N	100%	Independent
Sept. 2012	PP2, E	20%	Frustration
Sept. 2012 Nov. 2012	PP3, N PP3, N	60% 100%	Frustration Independent
Nov. 2012	P, E	83%	Instruction
Nov. 2012	One, E	50%	Frustration

Student Assessments Administered



Fanny's Writing Samples

- Handouts

PLC DEBRIEF

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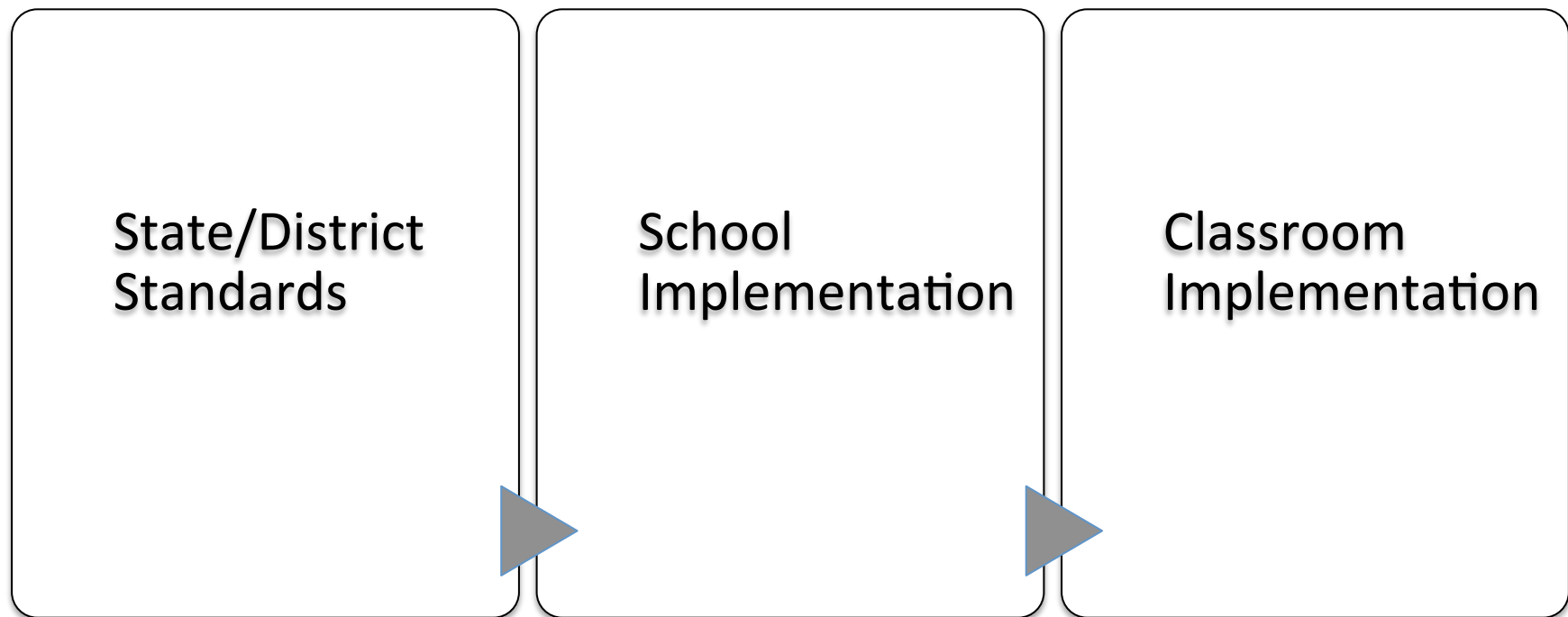
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What did the PLC notice?

- What are Fanny's literacy strengths?
- What are Fanny's literacy challenges?
- How do her strengths and challenges map onto the CCSS?
- What priorities would you set for Fanny's future intervention?

Standards Influence Classroom Practice; PLCs support Classroom Practice



Acknowledgements

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Contact Information

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Thank you!