Evaluation Guide

Intervention Action Summary:

The primary purpose of this report is twofold. A focus on teaching and learning experiences in the middle phase will be investigated along with student achievement in reading. This will be achieved by identifying target sample groups of teachers, paraprofessionals, students and parents and administration. Interviews and surveys will be conducted using components of the 'Blueprint for Leading Literacy Learning'. Information and data compiled will be used to inform teaching and learning processes at 'On the Money' State School leading to improvement of student outcomes in literacy.

Purpose ⟶ Processes ⟶ Use

Purpose	Key Questions	Data Sources	Data Methods
Primary Purpose 1 To find out about changes in the middle phase teaching and learning experiences in which children are engaging and their effects.	▪ How are all students engaged according to their needs in components of the Literacy Block effectively in the Middle Phase? ▪ What further support is needed? (Blueprint) ▪ What resources are helpful / problematic in teaching comprehension and fluency? ▪ How are successes acknowledged / celebrated?	▪ Teacher enacting PALLS Blueprint with some effectiveness (Linda and Robyn to collaborate then sharing with Kev) ⬇ *Coach / HOC observations* o *What elements are being implemented within their planning?* o *How Coach observations have translated in LPG.* o *Interview* o *LPG Matrix checklist / Audit – likert scale on BP* ☐ ***Intervention Actions*** ☐ ***Classroom Environment*** ☐ ***The Teaching of Reading*** ☐ ***The Teaching of Spelling*** • Teachers to be surveyed on comprehension resources they have used and what they have found to be useful for their students. All 4 – 7 teachers and teacher aides…	▪ 4,5,6,7 survey / interview – samples from each class – from the best class… Teacher to choose students for interview ▪ 5 - Wave 1, 5 – Wave 2 and every Wave 3 ▪ Parents of these students are interviewed as well **Wave 1, Wave 2, Wave 3 Students** ▪ Wave 1 Student Questions • **Wave 2 Students Questions** • **Wave 3 Student Questions** • **Parents** o I know what I need to do to improve my reading o The activities I do in the LB help me improve my reading o I know why I need to read o I get to read a range of texts, stories, posters, magazines o We have a new words and definitions to help me with my unit of study o My teachers helps me to understand what I am reading with my use of mind maps and graphic organisers o There are examples of graphic organisers in my room (disagree, don't know, agree) o Our classroom has dictionaries, thesauruses, magazines to use… o My teachers help me to use active comprehension strategies such as ……………….. o My teacher helps me work out unknown words by…… o My teachers ask me questions and ask me to explain why I think something… o My teachers reads aloud to the class

			o My teachers and I have set a realistic target for my reading… o I have a range of interesting things to read in class… o How does my teacher acknowledge and celebrate my success in reading? o **I get help in small groups so that I can complete my tasks…** o **I know what the teacher expects if me…** o **Small group instruction with my teachers or teacher aide sis helping me to learn…** o **The activities I do in reading are suitable for my age** o **I will improve in reading with help from my teacher…** • **Self as a Learner** – to be modified for Wave 3 page 57 *Evidence Gathering Techniques* for the Exploring the PALL Blueprint • **Is my child improving in reading, writing, speaking** • **My child's teacher communicates with me what my child needs to do to improve. (modify for Wave 3 – the SEP programs my child are involved in improve in reading writing and speaking)** • **The work my child does is appropriate for them** • **Have you had an interview with your child's teacher this year?** • **Do I feel confident and comfortable to approach my child's teacher to ask for assistance in determining how to assist my child?**
Primary Purpose 2 To ascertain if there are any changes being seen in children's achievement in Reading.	• What changes in baseline data have we seen from term 1 to term 3 for Wave 1, 2 and 3 students? • What is the distance travelled? o Has any group been more successful? • What were the term by term targets for individual students?	Top 10% students Just below 10% Bottom 10% Cohort, Class, indigenous, pacifica, ESL – sample analysis o % achieved o % exceeded o % not achieved	School based assessment data analysis: PM, Probe, ACER PAT R

Secondary Purpose To ascertain influence in changes in school approach to coordinating and monitoring the Literacy curriculum on teaching and learning.	How useful is the 4:1 Model CP Days?	o **4:1 Model CP Days** Specialists - this is their opportunity to make comment on the structure	PMI on CPD Opinion from specialists
	Which lessons on CPD work the best: obvious literacy / numeracy focus: PMB on students for CPD	**Students, teachers, specialists**	Student survey – Class Teachers and Specialists
	Is the work of Literacy Coach having an impact?	**Literacy Coach -**	Individual journals – reflection plan Framework: Satisfaction Survey Sample interview
		Teachers	
	What is the benefit of our One School Data Collection	Students	Data from the kids who were surveyed throughout the project.

Possible Secondary Purposes:

- To understand the influence of parents or members of the wider community in leading the literacy learning of their children at home and / or at school;

- To find out the extent of the effect of Professional Development for teachers in literacy on their teaching and learning;

- To describe the impact of shared leadership on the implementation of literacy intervention action;

- To determine the effects of planned changes in the conditions known to support learning (physical, social, emotional or resource-based); and

- To ascertain the influence of changes in the school's approach to coordinating and monitoring the literacy curriculum on teaching and learning.