Principals as Literacy Leaders

Principals *as* **LITERACY LEADERS**

APPA

Australian Primary
Principals Association

MODULE 3:
LEADING LITERACY DATA
GATHERING AND ANALYSIS

3

Griffith UNIVERSITY

Flinders UNIVERSITY

Principals as Literacy Leaders

Module 3

Leading Literacy Data Gathering and Analysis

Revised and extended by:
Flinders University
Griffith University

From original resource material developed by:
The Australian Primary Principals Association
Griffith University
Edith Cowan University
The Australian Catholic University

as part of the Principals as Literacy Leaders Pilot Project 2009

Principles Informing the Development of PALL Modules

- Values and builds on the knowledge and experience of the principals

- Facilitates the sharing of principals' expertise, both with each other and with their school communities

- Introduces the principals to relevant theoretical understandings and classroom practices grounded in evidence-based research

- Encourages principals to critically reflect on their practice and on issues surrounding the teaching of literacy in their schools

- Includes an ICT element where relevant

- Reflects standards as appropriate

- Links to recent research, reports and policy documents

- Addresses the diverse needs of the principals (eg degree of experience, level of expertise, rural/metropolitan, high NESB population)

- Includes a variety of activities and resources (workshop activities, discussions, notes on session format, readings, PowerPoint presentations, web links, video clips, lists of resources, etc)

- Written in language that is appropriate for this audience.

<div style="border:1px solid black; text-align:center;">

Module 3

Leading Literacy Data Gathering and Analysis

</div>

Overview of the Module

This module will examine the different forms of data necessary for leaders to understand the factors in schools which are influential in supporting literacy learning as well as particular data about children learning to read and their reading achievement. The module will also expose principals to data analysis and use in establishing priorities for reading interventions with their teachers. The overall purpose of the module is to enable principals to draw links between the dimensions of the Leadership for Literacy Learning Blueprint and data related to reading. The activities in the module will encourage principals to prepare to collect and analyse data in their school contexts as a precursor to designing reading interventions in Module Four.

Developed by:

Neil Dempster, Griffith University
Anne Bayetto, Flinders University

from original materials produced during the PALL Pilot Project, 2009-2010

Planned Learning Outcomes

On completion of this module, it is anticipated that principals will:

1. Understand the importance of evidence-based planning and decision-making as a key aspect of effective leadership for literacy learning.
2. Recognise the usefulness and limits of different types of quantitative and qualitative data (on reading) at whole school, classroom, student group and individual student level.
3. Identify the strengths and gaps in data sets for establishing priorities for reading interventions.
4. Refine understandings about the use of disciplined dialogue with staff to explore the implications of data gathered on aspects of the Leadership for Literacy Learning Blueprint known to influence literacy learning (reading).

SUMMARY OF SESSIONS

Session 1

Welcome, Overview and Introduction to Module 3
(5 minutes)

In this first session Principals will be briefly reminded of:

- the purpose of the project; and
- the centrality of the role of evidence to underpin their work.

Participants will be presented with the outline of the program, activities for the day and outcomes to be achieved.

The major goal of this introduction is to reinforce PALL positions and the understanding that leadership learning must be applied in the school context where the precursor to improvement in reading is the effective use of quantitative and qualitative data related to literacy learning and achievement.

Session 2

Revisiting Modules 1 and 2 Homework – roundtable discussion
(30 minutes)

This session will allow participants to share with others at their table the results of the school follow-up activity (or homework tasks) asked of them in Module 1. Principals may choose to talk on one or other of the tasks:

Task 1:
The use made at their schools of the Leadership for Literacy Learning Blueprint – what they did and what they learned;

Task 2:
The use made of the Literacy Practices Guide - what they did and what they found.

Any insights regarding areas of strength and/or weakness in their schools and in classrooms might be raised. Since the time is short, only brief accounts from participants are possible.

Session 3

Principals Leading Literacy Learning:
Data Gathering around the dimensions of the LfL Blueprint
Professor Neil Dempster
(90 minutes)

This third session revisits the place of the Leadership for Literacy Learning Blueprint in the project. Principals will be taken through a series of data gathering processes related to each of the dimensions of the Blueprint. Two of the dimensions will be emphasised:

    (i)   P*articipating actively in Professional Learning and Development*; and

    (ii)   *Coordinating and monitoring curriculum, teaching and learning*.

Samples of actual data gathering instruments and processes will be examined and the data displayed in them will be discussed for the light thrown on each dimension. At least two instruments or processes for each of the above two dimensions and their accompanying data will be the subject of round table practice.

Data gathering instruments and processes for at least one other dimension (the *Conditions for Learning* – the physical, social, emotional and resource-based conditions supporting children's learning) will be examined through practice using sample materials drawn from the original PALL Pilot Project.

To tie the session together, the presenter will refer to two other sources:

    (i)   Results from the PALL Pilot Project Research Report will be used to reinforce the importance of gathering Blueprint data systematically on a range of matters affecting learning, in addition to the gathering of diagnostic data on children's reading achievement (the subject of the following session); and

    (ii)   An inventory of data gathering processes contained in a booklet for later usage. The presenter will highlight instruments or processes directed at the gathering of data about each of the remaining Blueprint dimensions.

This session will support principals to confirm and develop deeper understandings of, and facilitate access to, a range of literacy assessment tools to gather evidence and data about literacy learning.

Some guiding principles for the use of assessment processes will begin this discussion.

The big ideas behind this session are that:
- teachers of students who are struggling will likely need to use more individualised and targeted assessments to better understand what students know and need to know next;
- a diversity of assessment processes exist and need to be judiciously selected in order to make informed decisions about developmentally appropriate ways to proceed;
- leading for effective literacy learning involves close analysis of evidence and data so that decisions made about ways of working are well informed.

The Big Six will be reviewed and a range of reading assessment processes will be presented. There will be discussion about the benefits and drawbacks of formal and informal tests.

Principals will have the opportunity to share identified assessment processes and to discuss what may need to be considered.

This session will also enable principals to consider the collection and analysis of data to commence the process of establishing in their schools, reading development priorities (prior to planning reading interventions).

Principals will be presented with a planning pro-forma to apply to their own schools with respect to:
- the data already available within their school;
- additional data needing to be collected;
- the processes for collecting and interrogating data; and
- the priorities for reading development suggested by their data analysis.

In essence, this activity is asking principals to commence the process of aligning data that bear upon different reading development priorities and the quality of teaching and learning. The connection to current and prospective whole school planning will also require consideration. The activity will also pose the challenge of identifying whether the database available is enough to get a sensible process of inquiry started.

Session 5

Leading the development of Classroom Assessment Plans
Professor Neil Dempster
(50 minutes)

This penultimate session provides an opportunity for participants to discuss the development of classroom data gathering plans, particularly as they relate to evidence about children's learning and their achievement in reading. The classroom plan may be regarded as a 'Reading Assessment Calendar' integral to the provision of necessary knowledge about reading for teachers in the first instance but also for principals. Participants will discuss a sample template for such a plan for its utility in making concrete what are important assessment points across a school year. Integral to the plan will be its capacity for teachers and principals to see pre- and post- data related to specific aspect of the Big Six in learning to read. Pre-test data are essential for the establishment of priorities on which particular teachers will need to concentrate with nominated children. Post-test data should ensure that children's progress, 'personal bests' and value added are able to be acknowledged at particular times during the year.

A draft template will be provided and explained by the presenter before setting table groups to a discussion of how it may be adapted and used in their schools following the module. In doing so, participants will be able to draw into their discussion the range of assessment instruments and tests of various kinds already raised and explained in Session 4.

Session 6

Homework Tasks
(15 minutes)

In this final session, the presenter will call upon three participants from table groups to explain the outcomes of the discussion in which they engaged in Session 5. Taking ownership over leading the preparation of classroom reading assessment plans and how it is hoped they will be used should be the focus of a brief report.

The presenter will sum up the session by setting out the expectation that sufficient aspects of assessment should be put into place before Module 4 so that reading improvement priorities for particular children or groups of children are identified. This will constitute the necessary preparation for Module 4 where interventions for reading improvement will be the focus.

Readings

Leadership

The readings suggested below provide some further reinforcement of the issues related to leadership for learning and the significance of evidence based decision making and planning.

Reading 1
Fletcher, J., Greenwood, J., Grimley, M. and Parkhill, F. (2011). Raising literacy achievement in reading: how principals of 10- to 12-year-old students are making this happen. *International Journal of Leadership in Education*, January – March, 2011, Vol. 14, No. 1, 61-83

Reading 2
Patterson and Rolheiser (2009). Appendix 3 Literacy Leadership School Assessment Tool (LLSAT), pp178-184, *13 Parameters: A Literacy Leadership Toolkit, Facilitators Resource.*

Reading 3
Fullan, Hill and Crevola (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press, Chapter 5, 57–84.

Reading 4
Seashore Louis, Leithwood, Wahlstrom and Anderson, (2010). *Learning From Leadership Project: Investigating the Links to Improved Student Learning*. University of Minnesota: Final Report of the Research to the Wallace Foundation

Reading 5
Dylan (2009). Assessment for Learning: Why, What and How?, *13 Parameters: A Literacy Leadership Toolkit, Research Resource Book*, 128-132

Reading 6 (Supplementary)
Macbeath, J. & Dempster, N. [Eds] (2009). *Connecting Leadership and Learning: Principles for Practice.* London: Routledge.

Reading 7 (Supplementary)
Halford (2009). Leading Learning – Principles for Principals. *The Australian Educational Leader*, 31(1), 12-15

Assessment for Reading Instruction

Afflerbach, P. (2012). *Understanding and using reading assessment, K-12* (2nd ed.)*.* Newark, DE: International Reading Association.

Caldwell, J.S. (2008). *Comprehension assessment: A classroom guide.* NY: The Guilford Press.

Cooper, J.D., & Kiger, N.D. (2011). *Literacy assessment: Helping teachers plan instruction* (4th ed.). Belmont, CA: Wadsworth.

Dougherty-Stahl, K.A., & McKenna, M.C. (2013). *Reading assessment in an RTI framework.* NY: The Guilford Press.

Gunning, T.G. (2012). *Reading success for all students: Using formative assessment to guide instruction and intervention.* San Francisco, CA: Jossey-Bass.

Lesaux, N.K., & Marietta, S.H. (2012). *Making assessment matter: Using test results to differentiate reading instruction.* NY: The Guilford Press.

McKenna, M.C., & Dougherty-Stahl, K.A. (2009). *Assessment for reading instruction* (2nd ed.). NY: The Guilford Press.

Opitz, M.F., Rubin, D., & Erekson, J.A. (2011). *Reading diagnosis and improvement: assessment and instruction* (6th ed.). Boston, MA: Pearson.

Reutzel, D.R., & Cooter, R.B. (2011). *Strategies for reading assessment and instruction: Helping every child succeed* (4th ed.). Boston, MA: Pearson.

Sabatini, J.P., Albro, E., & O'Reilly, T. (2012). *Measuring up: Advances in how we assess reading ability.* Lanham, Md: Rowman & Littlefield Education.

Tovani, C. (2011). *So what do they really know? Assessment that informs teaching and learning.* Portland, Maine: Stenhouse Publishers.

Relevant Reports or Policy Documents

As for Module One the reports of the Program of International Student Assessment (PISA) and of the Trends in Mathematics and Science Study (TIMMS) prepared by the Australian Council of Educational Research are useful general background reports on student achievement.

The NAPLAN reports from each state and for each school are relevant to the evidence base for this module.

The Research Report on the PALL Pilot Project published by APPA is also useful background to the need for an evidence-based approach to reading improvement. It can be found at: **www.appa.asn.au**

Resources Needed

A set of resources for use by school principals in their schools accompanies the Module. Two booklets, in particular, are provided as source materials: (i) the first is a booklet of Data Gathering Processes describing a range of different methods for gathering evidence about each of the dimensions of the Leadership for Learning Blueprint; the second is a folder containing assessment methods related to reading, especially those that help in diagnosing student reading difficulties.

Follow-up Activity

The follow up activity for this module is for principals to undertake a process of collecting and analysing data – in collaboration with their staff – to identify possibilities for reading development priorities as a prelude to designing and implementing reading interventions in Module 4. Principals will be provided with pro-formas or templates to assist them in their planning processes.