



Australian Government
Department of Education, Employment
and Workplace Relations

Principals as Literacy Leaders



Revised and extended by:
Griffith University
Flinders University

MODULE 5:
INTERVENTION EVALUATION AND
FUTURE PLANNING



Flinders
UNIVERSITY

Principals as Literacy Leaders

Module 5

Intervention Evaluation and Future Planning

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.

Module 5

Intervention Evaluation and Future Planning

Overview of Module

This module is designed for principals to examine changes in literacy teaching and learning and to develop their capability to lead the evaluation of literacy interventions in their schools.

The module will assist principals to design and conduct literacy intervention evaluation with their staff, and examine the implications of such evaluations for school-wide policy, practice and planning. The ways in which interventions are evaluated and prove to be effective, embedded and sustained form the core components of the module.

The module draws from research literature on evaluating literacy interventions and planning for sustainable improvement in literacy achievement. Principles and approaches to evaluation and planning that are relevant and feasible for principals and teachers are explored. Research on the role of principals in leading literacy intervention evaluations and in planning for literacy improvement is highlighted.

Specifically, the module examines:

- criteria for evaluating literacy interventions;
- indicators and means used to track literacy improvement focussing on the 'Big Six' in reading;
- school-level factors which contribute to the outcomes of literacy interventions;
- processes for (i) evaluating literacy interventions and (ii) planning for sustainable improvement in literacy achievement; and
- reporting on the evaluation of literacy interventions.

Developed by:

Neil Dempster, Griffith University

Anne Bayetto, Flinders University

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

Planned Learning Outcomes

Through participation in this module, principals will develop their capability to:

1. design the evaluation of literacy interventions including the development of questions, criteria, and approaches for assessing impact and success that complement their school contexts;
2. analyse the outcomes of literacy intervention evaluations, including how interventions are influenced by school-level factors; and
3. use the outcomes of literacy intervention evaluations to inform planning for sustained improvement in literacy achievement in their schools.

SUMMARY OF SESSIONS

Session 1

Introduction to Evaluation

(10 minutes)

This session will introduce the purpose of Module 5, its processes for the day and expected outcomes.

Session 2

Sharing Literacy Interventions

(50 minutes)

Participants will share school literacy intervention actions with their colleagues. They will outline the benefits and problems associated with their interventions and the tentative judgements they have made about the value of their intervention actions. Each group will summarise the presentations in a fixed format so that brief reports from a number can be presented. In addition, remaining questions about the teaching and learning of reading and its leadership in schools will be sought for discussion and response later in Session 6.

Session 3

The PALL Evaluation Framework and Evaluating an Intervention

(90 minutes)

This session will refer to material discussed in the previous sharing session and compelling research on school-level evaluation. An evaluation framework will be presented. This will enable principals to understand key components of school-based evaluation and how they can be used to guide intervention evaluation planning. The framework examines the purposes of an evaluation, data gathering processes that might be employed and how the data gathered should be used. Participants will be presented with key issues to be considered.

Session 4

Building the Evidence Based Picture - Specific Evaluation of the 'Big Six'

(105 minutes)

Participants will be provided with a range of questions they can use to determine the effectiveness of their intervention. There will be guidance in terms of the data they are seeking and what could be considered a credible basis on which to make judgements. There will be a specific linking of the data sources to each of the Big Six in reading. Principals will be encouraged to consider gathering evidence on a regular basis from a wide range of formal and informal sources.

Session 5
Planning for the Evaluation of Literacy Interventions
(30 minutes)

This session has four parts. First, through the use of two cases, the session will provide participants with practical information on defining evaluation purposes and selecting data gathering processes. Examples of principals' data gathering processes will be examined to identify useful and not so useful techniques. Following this, a planning tool will be discussed to assist principals to introduce intervention evaluation processes in their schools. The session will provide principals with a "template" which suggests a number of steps they will need to take to plan with staff members back in their schools. In the fourth part of the session, participants will be provided with a reporting format to summarise the outcomes of the evaluation of their literacy interventions. The purpose of the report and its use for further planning with staff members will be explained.

Session 6
**Remaining Questions about the Teaching and Learning of Reading and
Leading Learning in Schools**
(15 minutes)

At the end of Session 2 participants were asked to record any questions they felt remained unanswered from their involvement in the PALL Project – questions about leadership and about reading in particular. The presenters will address these questions relating them where appropriate, to how the leadership of literacy and reading specifically, may be sustained in the future.

Session 7
Completion of the Personal Leadership Profile a Second Time
(10 mins)

Principals will be asked to complete their Personal Leadership Profile again to enable them to reflect on developments in their leadership of literacy learning.

LEARNING RESOURCES

1. Readings

OFSTED Summary of Twenty Schools performing above expectations (an extract from Notepad Issue No. 1(2010) The Australian College of Educators, Canberra.

Twenty Outstanding Primary Schools

The OFSTED [\[i\]](#) Report [\[ii\]](#) *20 Outstanding Primary Schools - Excelling Against the Odds* provides an in depth report on the 20 Primary schools working in a high needs student population that have consistently demonstrated outstanding results when looked at from a value added perspective. That is, relative to other schools that serve a similar student population profile these schools have demonstrated, over a sustained period of time, high levels of student achievement and are also assessed as outstanding in the regular school review process conducted by OFSTED.

It is a fascinating report and we commend it to anyone with an interest in this important issue. The report resists the urge to reduce the findings to a list of magic bullets but does identify some key characteristics and areas of focus and attention that are prioritized across all these schools.

Some characteristics were consistent across all 20 schools such as:

- having a stable high quality staff with high levels of cohesion - some degree of principal autonomy in recruitment assisted in getting to this state
- prioritising detailed collaborative planning - including down to the level of detailed lesson plans
- explicit sharing of understandings about what constitutes high quality teaching plans and high quality classroom practice and a shared language for this across the school
- clearly communicating to students about the process of learning and a shared language about the process of learning how to learn
- relentlessly raising the expectations and aspirations of both pupils and parents

However for other characteristics, the commonalities were more complex. For example schools took very different approaches to decisions around the design and content of the curriculum - some integrated learning - others did not; some grouped by ability and not others.

If there was a commonality of approach in this area it was that outstanding schools 'understand the needs of their pupils and shape the curriculum to match them very closely. [They] ... have the confidence and the imagination to take the statutory curriculum and make it their own'.

The strongest characteristic relates to the approach taken by the 20 schools to assessment. The report emphasizes that not one of these schools taught to the national tests. Rather they focus on ensuring that all teachers are able to accurately assess where all of their students are on a learning sequence and are highly competent in understanding what is needed to move the students to the next level. Student progress is closely tracked by teachers and students are taught to assess where they are on a learning continuum.

This report assures the reader that 'several of these schools were in dire straits in the mid or late 1990s when a transforming head teacher was appointed. Their predicaments were all too familiar, for example, overwhelmed, exhausted, inept absent or sick leaders, poor behaviour, low standards, tired and demoralized teachers, antipathetic, anxious or often aggressive parents'.

The report concluded that the turn-around journey for these schools had some very clearly defined and consistent features including:

- restoring order and calm so that teaching and learning can take place.
- ensuring that high expectations are set and that everyone - pupils, parents, staff and governors - is clear what those are.
- getting pupils and parents involved, engaged and committed so that they cannot later complain that they 'did not know'.
- leading by example; demonstrate the behaviours expected of others.
- setting and demonstrating high standards for teaching and learning.
- looking early on at the curriculum, the school day and pupils' experiences of school.
- monitoring and evaluating every aspect of the school's performance.

And the most important one of all - ensuring staff ownership and commitment to mutual accountability - or in the report's words '*gauging the ability of staff to adopt consistent approaches: in teaching and learning, in applying policies - especially behaviour - and in routines and basic practices. As one chair of governors said: 'Staff need to be aboard the bus' when the school embarks on its journey of improvement'*.

Australia is at the beginning point of implementing of a national education transparency agenda. We can, even at this early point, identify schools that add value, based on the assumption that NAPLAN is a proxy for student performance (in spite of its known limitations) and ICSEA [\[iii\]](#) a robust tool for assessing school population relative advantage or disadvantage. As the transparency agenda unfolds, opportunities to undertake this sort of research using as rich a data set as possible, should be given the highest priority.

- [i] OFSTED is the office for Standards in Education and Children's Services and Skills and its role is to regulate and inspect to achieve excellence in the care of children and young people and in education and skills for learners of all ages.
- [ii] <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Twenty-outstanding-primary-schools-Excelling-against-the-odds>
- [iii] Index of Community Socio-Educational Advantage

References

MacBeath, J (2006) *School Inspection and Self-evaluation: working with the New Relationship* London, Routledge Falmer

MacBeath, J and McGlynn, A (2003) *Self Evaluation: What's in it for Schools?*, London, Routledge

2. Readings

OFSTED Report – Reading by six: How the best schools do it

This report looks at how the best schools teach reading. A sample of 12 schools were chosen in the study across England. All 12 schools were judged to be outstanding in terms of their overall effectiveness, quality of teaching and learning and quality of leadership management.

The full report is available on www.ofsted.gov.uk/publications

Summary of findings and recommendations

- Too many children in England do not read or write well enough by the time they leave primary school. The proportion of 11-year-olds that reach the expected level (Level 4 of the National Curriculum) in English has stalled at around 80% and the national average point score for reading at the end of Key Stage 1 has remained between 15.6 and 15.7 for the last four years.
- The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities.
- A sample of 12 of these schools finds that their success is based on a determination that every child will learn to read, together with a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.² This approach is applied with a high degree of consistency and sustained.
- If some schools can do this, it should be a moral imperative for all primary schools. This study shows that primary – including infant – schools can achieve very high standards in reading if they focus on this objective, adopt a consistent approach and make every minute of every lesson count.
- The diligent, concentrated and systematic teaching of phonics is central to the success of all the schools that achieve high reading standards in Key Stage 1. This requires high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills. Pupils are given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading.
- Schools with Nursery classes begin such teaching early on. The curriculum gives children rich opportunities to talk and listen in a wide range of contexts. This contributes to developing their familiarity with books and stories and their knowledge of the meanings of words. There is a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
- The best phonics teaching is characterised by planned structure, fast pace, praise and reinforcement, perceptive responses, active participation by all children and evidence of progress. Effective teachers are highly trained to instil the principles of phonics, can identify the learning needs of young children, and recognise and overcome the barriers that impede learning.
- Well-structured resources are used appropriately, either individually or in combination, to support the teaching programme. Phonics teaching is monitored to ensure consistency and steps are taken if improvement is called for.
- The assessment of individual pupils' progress, phonic knowledge and skills is sufficiently frequent and detailed to identify quickly the pupils who are failing, or in danger of failing, to keep up with their peers. Effective provision for them to catch up is put in place early and there are high expectations of what all pupils should achieve.
- Children should be involved in the assessment of their progress and receive regular supportive feedback on their work. The quality of formative assessment and the interaction that stems from it make an important contribution to learning.
- All children should be reading at standards appropriate to Level 1A/2C when they are six, that is, by the end of Year 1. Children at this stage who are still struggling to read should have individual support which is carefully attuned to overcoming barriers to their phonological development.
- In any school where the teaching of reading and writing falls below the 'outstanding' benchmark and pupils' achievement lags behind that in the most effective schools, there should be a critical focus on the teaching of phonic knowledge and skills. Shortcomings in the rigour and fitness for purpose of schools' programmes for phonics teaching should be redressed urgently, for example through using a high-quality synthetic phonics scheme. This should be accompanied by training for staff to use it, by rigorous monitoring of the implementation of the programme, especially the quality of the teaching, and by evaluation of the impact of the programme on pupils' decoding and spelling skills.

² Also called 'synthetic' phonics; the terms are used interchangeably in this report.

3. Websites

- The National College of School Leadership has a useful document on school self evaluation - School Self Evaluation: A Reflection and Planning guide for School Leaders - www.ncsl.org.uk
- New York State Teachers Centres – Program Evaluation Planning and Design www.programevaluation.org/overview_dd.htm
- The United Kingdom website for the Department of Education has a good set of publications on narrowing the gap. One such publication is “Narrowing the Gaps: Leadership for Impact: - <http://nationalstrategies.standards.dcsf.gov.uk>

Session 1

Introduction to Evaluation

Professor Neil Dempster

Session Format and Notes

In this session the presenter will outline the positions upon which this module is based, including:

- While evaluation draws on research skills and orientations, the purpose of **evaluation is different from research** – it focuses on the extent to which initiatives achieve their objectives and the value of the processes and outcomes of those initiatives.
- School level self-evaluation is a **collaborative activity** done with participants rather than to them.
- Data that support evaluation need to be drawn from a **variety** of sources and perspectives; represent a balance of **quantitative** and **qualitative methods**; be technically **accessible** and **understandable**; and be directly **relevant** to assessing the value and merit of the interventions.

The presenter will draw attention to the need for principals to be mindful of the importance of developing a culture and mind set in their schools in which staff value critical self-reflection and the capacity to assess what is and is not working effectively, based on evidence.

Session 2

Sharing Literacy Interventions

Professor Neil Dempster and Anne Bayetto

On completion of this session participants will:

- have a working understanding of a number of literacy interventions;
- have shared benefits and problems associated with those interventions; and
- have made tentative judgments about the value of particular intervention actions.

Session Format and Notes

The participants will be in groups of six (approximately).

Following a brief introduction by the session leader, principals will conduct an open discussion taking turns to be the 'informant'. A chair and time keeper will be needed to keep informants to their allotted time (5 minutes). However, the discussion is to be regarded as 'fluid' rather than heavily structured.

The discussion 'pattern' is as follows:

- (a) each Principal speaks about the intervention actions they have taken for a few minutes by outlining the **purpose** of the intervention, commenting on **what has been done** to date and what **value** is anticipated or is being seen (eg with students, teachers or in the school overall);
- (b) participants will use part of the time to question the 'informant' for clarification or added information (benefits, problems, surprises, leadership issues etc).

The session will conclude with principals being asked by the session leader to use a series of questions and a recording format to tease out common characteristics in what they have heard. A recorder will be appointed to write the group's responses.

The following questions will drive the discussion:

- (a) What can be said about the purposes of the intervention actions we have heard?***
- (b) What are some of the common features of the intervention actions which have been explained?***
- (c) What particular benefits are anticipated or are emerging?***
- (d) What problems are being encountered?***
- (e) Are there common leadership issues evident? If so, what are they?***
- (f) What is one question about the leadership of learning or about leading literacy which remains for your group from its involvement in the PALL Project.***

To bring the session to a close, the session leader will collect the recording sheets and provide a brief three minute summary. The presenters will also note all of the questions recorded against (f) above for inclusion in Session 6.

NOTE:

The recording sheets from all groups will be collated so that the outcomes can be sent to participating principals.

Session 3

The PALL Evaluation Framework and Evaluating an Intervention

Professor Neil Dempster

The presenter will introduce the session by making reference to the material presented by the principals in the previous session and to contemporary research on school-level evaluation. In particular, attention will be drawn to the fact that principals and leadership teams have already commenced the process of evaluation by **reflecting** on where the projects in their schools are up to, **discussing** progress reports with their colleagues, **listening** to what others are doing and **drawing inferences** about and comparisons with activities in their own schools.

The specific focus of this session will be presented with reference to the overall purpose of the module. In short, outlining an evaluation framework and its use will:

- provide guidance and make systematic the approach to evaluation; and
- ensure consistency across the project for the purpose of reporting effectively so that outcomes may be better shared between schools and jurisdictions.

The PALL evaluation framework encourages planning which includes the following characteristics consistent with the evaluation literature:

A focus on project goals and processes while being alert for unanticipated consequences

The conscious use of qualitative and quantitative data

Ensuring that views are gained from multiple perspectives

Engaging 'stakeholders' in discussing findings and determining future action

For participants who are interested in reading more about evaluation theories and models, attention will be drawn to major writers/scholars in the field – Tyler; Scriven; Eisner; Stufflebeam, MacBeath and McGlynn; and Levin. The NCSL publications, the OFSTED reports and the material on school evaluation from Victoria on self-evaluation included in the reference list will be referred to briefly.

Particular emphasis will be placed on understanding that evaluation requires careful observation and the analysis of evidence using 'disciplined dialogue' on:

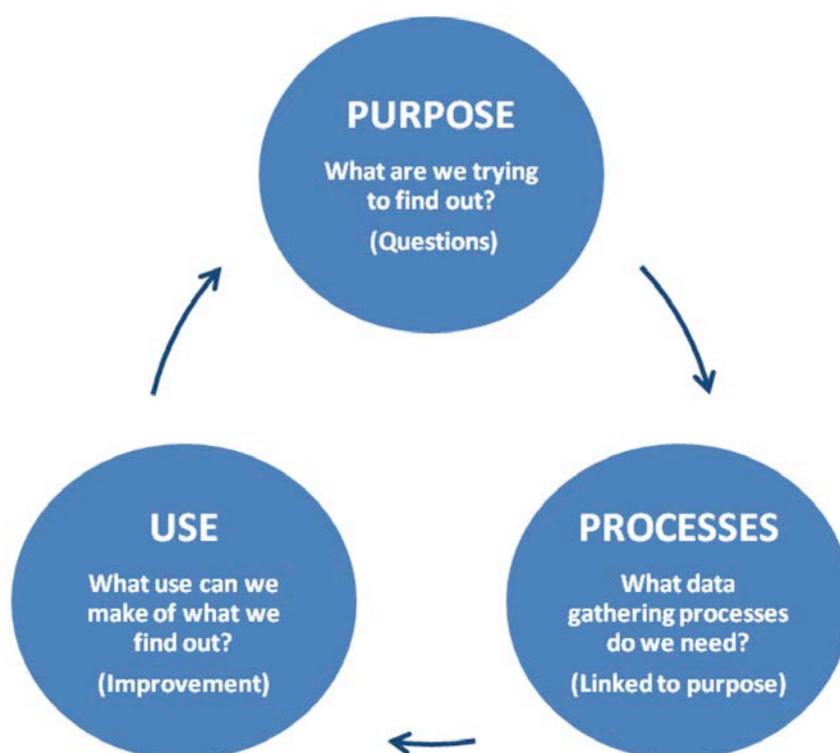
- the gap between intention and outcomes (what people expect and what actually happens); and
- the interaction between a variety of key factors especially those under the control of the school and its leadership (eg the dimensions of the Leadership for Learning Blueprint).

The participants will be presented with an evaluation framework as a three part synthesis of evaluation models.

An Evaluation Framework for Interventions in Reading

Each of the elements of the framework will be briefly discussed with reference to Interventions in reading. It will be made clear that the purpose of evaluation in the context of the aims of PALL is **primarily** directed to assessing the effects of Reading Interventions on improving children's achievement.

A related, or **secondary**, purpose is to make judgements about the effectiveness of actions drawn from the dimensions of the Leadership for Literacy Learning Blueprint which have been influential in contributing to intervention action. Most significant amongst these will be the classroom teaching and learning processes employed in the search for reading improvement, the effect of professional development on the way teachers approach the teaching of reading and the way teaching and learning are monitored.



The second part of the session concentrates on developing an understanding of:

- the significance of establishing agreed purposes or aims for the evaluation of reading Interventions; and
- the role 'key questions' play in shaping data gathering.

The purposes or aims of an intervention need to be the drivers of the evaluation process when principals sit down with members of the school to decide what to do. This implies that the purposes should not be determined in isolation from the people involved in the intervention. They should be agreed as a team.

For example, the school might be seeking improvements in children's achievement in one or more of the Reading 'Big Six':

- (i) Oral Language
- (ii) Phonological Awareness
- (iii) Letter/Sound Knowledge (Phonics)
- (iv) Vocabulary
- (v) Fluency
- (vi) Comprehension

However, interventions are not just about improvement in children's reading achievement. Improvement in achievement can only be accomplished through changes or improvements in teaching and learning and their contributing conditions. Therefore, there are **two purposes** to keep clearly in mind when designing the evaluation of interventions.

These two purposes are:

- 1. to ascertain if there are any changes being seen in children's achievement; and**
- 2. to ascertain the value of actions considered important in contributing to improvements in reading.**

For the **first purpose** there are many possible contributing or key questions. Some of these questions are:

- What changes have we seen from benchmark or from base line data for each class?
- For good readers?
- For struggling readers?
- For Wave 1, 2 and 3 children?
- For girls, for boys?
- For children supported by Leaders of Reading?
- Which children have surprised us with their reading achievement and on what evidence?
And so on...

Principals and teachers will need to decide on which key questions the evaluation should concentrate in order to gain clear evidence about improvements in children's reading achievement (**Purpose No. 1**). Critical here is being able to produce evidence of progress or otherwise. This demands that an evaluation include comparative performance data (pre- and post-intervention action).

The Session Leader will then move on to explain how the Leadership for Literacy Learning (LfLL) Blueprint should be used as the basis for the **second purpose** for the evaluation. This second purpose will need to be determined in discussions about the Blueprint dimensions considered to be influential in the implementation of the intervention. Consistent with the LfLL Blueprint, there are five dimensions from which one or more may be selected as important in gathering evidence about aspects of the interventions being implemented.

Principals should use the following generic questions in conference with members of the school staff as a basis for identifying key questions for their second evaluation purpose:

- 1. to ascertain the effects of parents or members of the wider community in supporting reading with children at home and/or at school;***
- 2. to ascertain the effects of Professional Development in reading (eg. for teachers, family members) on classroom or outside school teaching and learning strategies and opportunities;***
- 3. to ascertain the impact of shared leadership on the implementation of intervention actions in the school and/or families and the community;***
- 4. to ascertain the effects of planned changes in the conditions known to support learning (physical, social, emotional, or resource-based); and***
- 5. to ascertain the effects of the school's approach to coordinating and monitoring the classroom teaching of reading across the years.***

If, for example, school discussion settled on the need for information to ascertain the effects of parent and community support on reading improvement, then a number of key questions to guide the gathering of evidence would need to be discussed and decided. Examples of these types of questions are:

- What families are involved in assisting in their children's literacy learning at home - at school?
- What do these families see happening at home when they assist their children?
- What problems do they encounter?
- What effects do teachers report for children helped at home – at school - by family and/or community members?
- Is there a correlation between children enjoying support at home and movement from base line or benchmark achievement data?
- What further assistance might be provided by the school to families – by families and community members to the school?

It is not envisaged that all dimensions of the Leadership for Literacy Learning Blueprint will apply to all Interventions. Principals and members of the school will need to develop a set of key or contributing questions relevant to the Blueprint dimension they see as being directly implicated in their Intervention.

NOTE: The Session Leader will emphasise that the key questions to accompany the two evaluation purposes should not be numerous. No more than two or three contributing or key questions for each purpose should be necessary.

Session 4

Building the Evidence Based Picture - Specific Evaluation of the 'Big Six'

Anne Bayetto

Session Format and Notes

Participants will be provided with a range of questions they can use to determine the effectiveness of their intervention. Sources of data most useful for guiding programming decisions will be discussed.

There will be a specific linking of the data sources to each of the Big Six. Principals will be encouraged to consider gathering evidence on a regular basis from a wide range of formal and informal sources.

Presenter Input with embedded group discussion.

As each question is posed, principals will be given the opportunity to reflect on whether the question will be relevant to their school context; and if so, what data sources will be available.

Question	Evidence/Data Source
<p>What are the results of pre- and post-intervention assessments?</p> <ul style="list-style-type: none">• Why were these assessments chosen?• What do they indicate, and/or not indicate, about what students understand, know and can do?	<p>Pre- & post-data from standardised or non-standardised assessments.</p> <ul style="list-style-type: none">• What was the time span between pre-and post- standardised assessments?
<p>What are the results of teacher-made assessments?</p> <ul style="list-style-type: none">• What processes have been put in place for teacher moderation across classes in the same year level?• How is it agreed that this evidence has fidelity against external benchmarks?	<p>Other assessments used by teachers, including teacher judgement.</p>
<p>Is there supporting or conflicting evidence relating to more formal literacy interventions e.g. Accelerated Literacy, Reading Recovery, Spalding, Jolly Phonics, Letterland?</p> <ul style="list-style-type: none">• Do teachers understand that levelled texts are not of equal span?	<p>At what rate are students progressing through programs/approaches e.g. levelled texts?</p>

Question	Evidence/Data Source
<p>Are students doing more reading and writing?</p> <ul style="list-style-type: none"> Are students being given opportunities to talk about what they have read and written? 	<p>Checklists. Dated and analysed work samples. Recording of students' thinking about what has been read.</p>
<p>Are classroom layout and teacher practices reflecting understanding of the Big Six?</p>	<p>Compare pre- and post- engagement with the Literacy Practices Guide.</p>
<p>Are teachers providing more process feedback rather than evaluative feedback?</p>	<p>Compare pre- and post- engagement with the Literacy Practices Guide.</p>
<p>Is teacher planning targeted, systematic, and explicit?</p>	<p>Compare pre- and post- engagement with the Literacy Practices Guide.</p>
<p>Has teacher language changed?</p> <ul style="list-style-type: none"> Are teachers engaging in more professional discussions? Have staff meetings changed in tone or content? 	<p>Are teachers talking about the Big Six?</p>
<p>Are teachers using subjects other than English/Literacy Blocks to develop literacy skills?</p>	<p>Discussion. Reading of teachers' programs. Observation.</p>
<p>Are teachers regularly communicating with allied professionals who also work with their students?</p> <ul style="list-style-type: none"> How do allied professionals view effects of intervention approaches? <p>What are the perceptions of the intervention(s) of other informed professionals and on what evidence are they based?</p>	<p>Teachers are reading and responding to reports/feedback from allied professionals.</p> <p>Invited responses from allied professionals.</p>
<p>What do paraprofessionals report about their involvement in intervention programs? What are the perceptions of classroom volunteers?</p>	<p>Questionnaire with request for examples. Questionnaire with request for examples</p>
<p>What are parents saying about development of their child's literacy?</p>	<p>Questionnaire with requests for specific examples.</p>

Question	Evidence/Data Source
Are students borrowing more texts from the school or class library?	Inspection of borrowing records. Discussion with teachers.
Has broader student engagement been evident?	Reports of student engagement in class Inspection of number of student absenteeisms.
Has there been a change in school-wide literacy instructional practices?	Timetabling? Literacy Block (or not)? Development of needs-based groups (instead of grouping by reading age)? Monitoring of independent reading e.g. Sustained Silent Reading (SSR). School-wide literacy planning. New practices e.g. cross-age linking of classes.

Session Format and Notes

Big Six	Evidence / Data Source
Emergent literacy	
Oral Language	
Phonological Awareness	
Letter-Sound Knowledge	
Vocabulary	
High-frequency Words	
Fluency	
Comprehension	

Questions

- Were interventions more successful for some than others e.g. boy, girls, specific year levels, ESL/EAL students, Indigenous students, students working beyond year level expectations, students working below year level expectations?
- What approaches in the intervention program/s had the most success rate?
- What resources were more helpful or less helpful?
- What learning gaps still remain?
- Are there different school-wide practices now in place? If yes, are they sustainable?

Session 5

Planning for the Evaluation of Literacy Interventions

Professor Neil Dempster

In this session principals will decide on the necessary steps they will need to take in their own school to implement the evaluation of their intervention actions. To do so, three approaches will be adopted.

First, two examples summarising the planned intervention actions in two schools will be examined. This examination in table groups will concentrate on identifying the primary and secondary purposes which would be appropriate for a school-level evaluation. This work follows on directly from that encountered in the previous session.

Second, principals will examine a series of extracts taken from previous Intervention Evaluation Reports to identify useful and not-so-useful approaches to gathering data related to the primary and secondary evaluation purposes and their key questions. These extracts will cover a range of key LfL Blueprint questions and open up further evaluation planning possibilities for practical use.

Third, participants will be shown the summary of one school's evaluation plan. The presenter will provide an explanation of key components of the plan.

- (i) the evaluation purposes and key questions (the why);
- (ii) the data gathering methods for each key question (the how);
- (iii) the essential data sources (the who).

This will be followed by the examination of an A3 planning sheet (the pink sheet) which each school principal will need to complete with members of his or her school staff. It will be the guiding document for the conduct of the in-school intervention evaluation. The presenter will illustrate the requirements for its completion with reference to the evaluation plan provided by one of the Pilot Project schools. Table discussion about its components and issues that are likely to be raised at the school will be the focus for a nominated period. At the conclusion of this discussion, the presenter will call for reports on the planning issues principals believe they will face.

The final part of the session deals with how the evaluation outcomes will be reported. A rationale for reporting will be presented to emphasise the need for brevity, relevance and incisiveness.

In essence the report is the means of drawing together the findings from the intervention evaluation. A timeline for reporting will be mentioned and the support available will be recommended.

The reporting format suggested is as follows:

1. **Context** – A brief description of the school context drawn from the PALL context statement (half page).
2. **Description of the “problem”** - the evidence used (the reasons for adopting the intervention or taking a number of intervention actions for the target groups or group) and the nature of the intervention (half page).
3. **Purpose** - the primary and secondary purposes and the key questions which place the focus on the intent of the intervention and its effectiveness (half page).
4. **Data collection methods** - the selection of data collection methods and the presentation of the data relevant to the questions posed (one page).
5. **Conclusions – commendations and recommendations** - future planning /action (one page).

Following reference to a completed report illustrated by the presenter using an example from the Pilot Project, participants will be given the opportunity to seek clarification about the reporting requirements and the format.

To sum up, in this concluding session, participants will have had the opportunity to develop their capabilities for reporting on evaluations of literacy interventions. Factors to consider when communicating findings and writing reports will have been emphasised. Attention will have been given to framing and acting on recommendations from evaluation reports.

Session 6

Remaining Questions about the Teaching and Learning of Reading and Leading Learning in Schools

Anne Bayetto and Professor Neil Dempster

In this session, a principal, acting as chair, will put questions from the list compiled following Session 2 to the two presenters. Questions unable to be answered at this time will be taken on notice with a commitment to respond by email and on the APPA website following the workshop.

Session 7

Completion of the Personal Leadership Profile a Second Time

Professor Neil Dempster

Session Format and Notes

Participants will be asked to take the necessary time (10 minutes approximately) to complete the Personal Leadership Profile for a second time. They did this first during Module 1. Data from the second set of responses will be returned to all Principals within three weeks for personal reflection and discussion with significant others as appropriate.

Note: As an alternative, the Personal Leadership Profile may be made available online.