

An Example of data gathering on the LfL Blueprint dimensions: Professional Development and Curriculum and Teaching

All classroom teachers at School A (n=14) completed this literacy survey which was aligned to their school's "Standards for Literacy Teaching" Agreement. Teachers rated their level of confidence with each aspect of the 9 Standards on a 3-point scale from *very confident* to *not confident*, and their frequency of using each aspect from *often* to *never*.

Aspects of Standards	Very confident	Somewhat confident	Not confident		Often	Seldom	Never
1. Whole site approach to planning							
Use SACSA for planning and program	8	6	0		13	1	0
Use student achievement data	5	9	0		10	4	0
Implement guided reading	5	7	2		9	5	0
Use explicit teaching (I/we/you)	9	5	0		13	1	0
2. High expectations							
Aware of school literacy targets	3	11	0		8	6	0
Staff view literacy as a priority	9	5	0		11	3	0
3. Sustained Instruction							
Implement 100 mins literacy / day	12	2	0		13	1	0
No interruptions during literacy	2	12	0		6	8	0
4. Data informed planning							
Targets on SIP developed using NAP	0	11	3		5	9	0
Teachers routinely collect data	5	9	0		9	5	0
5. Challenging Pedagogy							
Use high yield literacy practices	5	9	0		9	5	0
Differentiated planning	5	8	1		8	6	0
Intentional and explicit teaching	11	3	0		12	2	0
Implement Big 6 in Reading program	5	5	4		5	7	2
6. Assessment							
Consistency in assessment practices across the school	1	9	3		5	5	3
7. Intervention							
Differentiate/modify literacy tasks	5	10	0		8	6	0
Cater to students with ability/disability	3	10	1		8	6	0
8. Professional Development							
I commit to ongoing PD	10	4	0		9	5	0
I share my practices and support less experienced staff	11	3	0		6	8	0
I engage in disciplined dialogue pertaining to literacy	10	4	0		8	6	0
9. Class Environment							
I have instructional displays	13	1	0		10	4	0
I have word walls	8	5	1		8	5	1
Alphabet is displayed	10	2	2		9	4	1
Reading area established	11	2	1		9	4	1
Student work responded to explicitly	8	6	0		5	7	2

The purpose of the survey was to determine the levels of confidence within the teaching staff regarding their knowledge of and frequency of implementing each of the Literacy Agreements. In addition, the survey was aimed at determining teacher's confidence levels as well as the ways curriculum differentiation is occurring across the school – including methods for grouping students for such instruction. Finally, it was to determine which practices are the "helpers" in terms of Literacy improvement.