MASTER PLAN

Literacy

2018

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Course Group Number: 39001752

Responsive Teaching:
From Authentic Assessment to Literacy Instruction

Purpose

Children's early literacy skills are a foundation for their academic success. Students enter Kindergarten with a wide variety of background experiences and abilities and for this reason a strong foundation on literacy learning must be established in the early grades and continued across all grade levels. Teachers need to be able to observe and gather behavioral evidence of what each student knows and is able to do as a reader, writer, listener, and in discussion and use that information to guide instructional decisions to meet the individual needs of all students.

The **Literacy Master Plan** identifies and describes the desired outcomes and performance indicators of expected teacher behaviors for assessing the readers/writers they are teaching and analyzing qualitative data results from the Benchmark Assessment System (BAS) to plan intentional differentiated and personalized instruction. The Literacy Field Guide for Educators and the Literacy Continuum planning tool included in the BAS system will support teachers make a direct connection between the data gathered with assessment and the daily instruction they provide to students. These resources will give them specific guidance for teaching students at each grade and text level using a Balanced Literacy Instructional Approach. The Literacy master plan also provides a framework to monitor the district-wide implementation of the professional development and resources linked to the defined desired outcomes and measures fidelity of implementation in reaching those outcomes.

Needs Assessment

Based on the 2015-2016 school year Florida Standards-English Language Arts results, 51.7% of Broward County Public Schools (BCPS) students in grades 3-5, met satisfactory performance (Level 3 and above). BCPS has established five main tactics (see Figure 1.0) to increase the target to 56.7% by the 2018-2019 school year. Recognizing the need to develop strong students' reading and writing abilities, the Benchmark Assessment System (BAS) was adopted the fall of 2016 as the district's unified diagnostic and progress monitoring standardized tool that will be used to assess the strengths and needs of all kindergarten to third grade students and struggling readers in grades 4 and 5. Our goal is to ensure that with the data results from this tool, ALL students are provided equitable high-quality Tier 1 instruction and learning experiences that will lead them to reading proficiently and independently by the end of third grade.

Elementary Schools			
Florida Standards Assessment: Reading*	**State Average**	**BCPS Baseline**	**2019 Target**
	53.0	51.7	56.7
	Percent of Students in Grades 3-5 combined at Level 3 and above.		
Goal: High Quality Instruction Focus: Literacy and Early Learning	**BCPS Strategic Plan 2016-17 Tactics** 1. Implement Balanced Literacy through the Development of the Literacy Field Guide 2. Assign the most highly-skilled teachers in literacy acquisition to early grades 3. Refine the use of running records to standardized tools, measures, and implementation. 4. Prioritize Literacy Acquisition by aligning organizational instructional materials in the classroom and supporting resources. 5. Work with private schools and childcare to encourage readiness for early literacy.		

Figure 1.0

1.0 ALL Classroom-Based Instructional Personnel (Teacher)			
1.1 Desired Outcome: The teacher demonstrates the ability to listen, code, and score individual student's oral reading behaviors during the oral reading part of the assessment.			
Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Fully understands that the Oral Reading assessment provides evidence of a student's "thinking within the text" use of strategic actions to include searching for and using information, monitoring and self-corrections, solving words, maintaining fluency, and adjusting.	Understands that the Oral Reading assessment provides evidence of a student's "thinking within the text" use of strategic actions to include searching for and using information, monitoring and self-corrections, solving words, maintaining fluency, and adjusting.	Limited understanding that the Oral Reading assessment provides evidence of a student's "thinking within the text" use of strategic actions to include searching for and using information, monitoring and self-corrections, solving words, maintaining fluency, and adjusting.	Does not understand that the Oral Reading assessment provides evidence of a student's "thinking within the text" use of strategic actions to include searching for and using information, monitoring and self-corrections, solving words, maintaining fluency, and adjusting.
Codes all errors and self-corrections using the Coding Errors and Self-Corrections F & P standardized chart.	Codes most errors and self-corrections using the Coding Errors and Self-Corrections F & P standardized chart.	Codes some errors and self-corrections using the Coding Errors and Self-Corrections F & P standardized chart.	Does not code any errors and self-corrections using the Coding Errors and Self-Corrections F & P standardized chart.
Consistently uses the appropriate accuracy chart to determine a student's independent, instructional, or hard level and next steps.	Occasionally counts errors and uses the appropriate accuracy chart to determine a student's independent, instructional, or hard level and next steps.	Rarely counts errors and uses the appropriate accuracy chart to determine a student's independent, instructional, or hard level and next steps.	Never counts errors nor uses appropriate accuracy chart to determine a student's independent, instructional, or hard level and next steps.
Consistently scores fluency using the fluency rubric immediately after the oral reading section has been completed.	Occasionally scores fluency using the fluency rubric immediately after oral reading section has been completed.	Rarely scores fluency using the fluency rubric immediately after oral reading section has been completed.	Never scores fluency using the fluency rubric immediately after oral reading section has been completed.
Consistently considers oral language abilities of ELL and SWD when	Occasionally considers oral language abilities of ELL and SWD when administering the Oral Reading section.	Rarely considers oral language abilities of ELL and SWD when administering the Oral Reading section.	Never considers oral language abilities of ELL and SWD when administering the Oral Reading section.

administering the Oral Reading section.			

1.2 Desired Outcome: The teacher demonstrates the ability to gain behavioral evidence of a student's key understandings of fiction and non-fiction text during the reading comprehension conference of the assessment.			
Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Fully understands that the comprehension conversation provides evidence of a student's "thinking within, beyond, and about the text" use of strategic actions to include summarizing, predicting, making connections, synthesizing, inferring, analyzing, or critiquing.	Understands that the comprehension conversation provides evidence of a student's "thinking within, beyond, and about the text" use of strategic actions to include summarizing, predicting, making connections, synthesizing, inferring, analyzing, or critiquing.	Has limited understanding that the comprehension conversation provides evidence of a student's "thinking within, beyond, and about the text" use of strategic actions to include summarizing, predicting, making connections, synthesizing, inferring, analyzing, or critiquing.	Does not understand that the comprehension conversation provides evidence of a student's "thinking within, beyond, and about the text" use of strategic actions to include summarizing, predicting, making connections, synthesizing, inferring, analyzing, or critiquing.
Engages students in a brief conversation about the text they have read using only the suggested prompts to elicit information if needed.	Engages students in a brief conversation about the text they have read using all the suggested prompts to elicit information even when not needed.	Engages students in a brief conversation about the text they have read and probes with suggested and own prompts to elicit information.	Engages students in a brief conversation about the text they have read and probes with only own prompts to elicit information.
Takes detailed observational notes on conversation part of recording form categorized as evidence of thinking within the text, about the text, and beyond the text.	Takes observational notes on conversation part of recording form categorized as evidence of thinking within the text, about the text, and beyond the text.	Takes limited observational notes on conversation part of recording form categorized as evidence of thinking within the text, about the text, and beyond the text.	Does not take any observational notes on conversation part of recording form categorized as evidence of thinking within the text, about the text, and beyond the text.
Fully understands how to use the comprehension rubric and key to score student's level of reading proficiency.	Understands how to use the comprehension rubric and key to score student's level of reading proficiency.	Has limited understanding of how to use the comprehension rubric and key to score	Does not understand how to use the comprehension rubric to score student's level of reading proficiency.

		student's level of reading proficiency.	
Always considers the background experiences and understanding of academic language of ELL and SWD when administering the comprehension section.	Occasionally considers the background experiences and understanding of academic language of ELL and SWD when administering the comprehension section.	Rarely considers the background experiences and understanding of academic language of ELL and SWD when administering the comprehension section.	Never considers the background experiences and understanding of academic language of ELL and SWD when administering the comprehension section.

1.3 Desired Outcome: The teacher demonstrates the ability to gain behavioral evidence of individual student's ability to articulate understanding of text through writing as part of the writing about reading assessment.

Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Demonstrates understanding of how to use the writing scoring key to score student's level of understanding of text at the highest instructional level.	Demonstrates some understanding of how to use the writing scoring key to score student's level of understanding of text at the highest instructional level.	Demonstrates limited understanding of how to use the writing scoring key to score student's level of understanding of text at the highest instructional level.	Does not administer the writing about reading nor uses writing scoring key to score student's level of understanding of text at the student's highest instructional level.
Consistently analyzes and records evidence of student's writing abilities to target writing instruction.	Occasionally analyzes and records evidence of student's writing abilities to target writing instruction.	Rarely analyzes and records evidence of student's writing abilities to target writing instruction.	
Always considers the background experiences and academic language of ELL and SWD when administering the writing section.	Occasionally considers the background experiences and academic language of ELL and SWD when administering the writing section.	Rarely considers the background experiences and academic language of ELL and SWD when administering the writing section.	

1.4 Desired Outcome: The teacher analyzes behavioral evidence collected from each section of the assessment to inform next teaching steps.			
Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Demonstrates understanding of how to analyze the sources of information (Meaning (M), Structure (S), and Visual (V)) errors and self-corrections a student makes at the highest instructional level. Always records a student's use of strategic actions using the *Guide for Observing and Noting Reading Behaviors*. Always evaluates evidence collected from oral reading, comprehension conversation, and writing about reading to determine highest instructional placement level.	Demonstrates some understanding of how to analyze the sources of information (Meaning (M), Structure (S), and Visual (V)) errors and self-corrections a student makes at the highest instructional level. Regularly records a student's use of strategic actions using the *Guide for Observing and Noting Reading Behaviors*. Evaluates evidence collected from oral reading, comprehension conversation, and writing about reading to determine highest instructional placement level.	Demonstrates limited understanding of how to analyze the sources of information (Meaning (M), Structure (S), and Visual (V)) errors and self-corrections a student makes at the highest instructional level. Seldom records a student's use of strategic actions using the *Guide for Observing and Noting Reading Behaviors*. Seldom evaluates evidence collected from oral reading, comprehension conversation, and writing about reading to determine highest instructional placement level.	Demonstrates no understanding of how to analyze sources of information (Meaning (M), Structure (S), and Visual (V)) errors and self-corrections a student makes at the highest instructional level. Never records a student's use of strategic actions using the *Guide for Observing and Noting Reading Behaviors*. Never evaluates evidence collected from oral reading, comprehension conversation, and writing about reading to determine highest instructional placement level.

1.5 Desired Outcome: The teacher references key instructional resources to select teaching goals and plan instruction using a Balanced Literacy Instructional Approach to meet the needs of ALL students.			
Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Fully understands that the *Literacy Continuum* guide consists of the behaviors and understandings that proficient readers and writers develop over	Understands that the *Literacy Continuum* guide consists of the behaviors and understandings that proficient readers and writers develop over	Has limited understanding that the *Literacy Continuum* guide consists of the behaviors and understandings that proficient readers and	Has no understanding that the *Literacy Continuum* guide consists of the behaviors and understandings that proficient readers and writers develop over

time in reading, writing, and oral language.	time in reading, writing, and oral language.	writers develop over time in reading, writing, and oral language.	time in reading, writing, and oral language.
Fully understands how to prioritize key behaviors and understanding (goals) to notice, teach for, and support using the *Literacy Continuum* and is aware that priorities will continually change with each observation.	Understands how to prioritize key behaviors and understanding to notice, teach for, and support using the *Literacy Continuum* and is somewhat aware that priorities will continually change with each observation.	Has limited understanding of how to prioritize key behaviors and understanding to notice, teach for, and support using the *Literacy Continuum* and has limited awareness that priorities will continually change with each observation.	Does not understand how to prioritize key behaviors and understanding to notice, teach for, and support using the *Literacy Continuum* and is not aware that priorities will continually change with each observation.
Fully understands how to determine instructional context for teaching reading and writing based on selected goals: i.e., Whole Class (Interactive Read Aloud, Shared Reading/Writing), Small Group (Guided Reading/Writing), and Individual (Independent Reading/Writing)	Understands how to determine instructional context for teaching reading and writing based on selected goals: i.e., Whole Class (Interactive Read Aloud, Shared Reading/Writing), Small Group (Guided Reading/Writing), and Individual (Independent Reading/Writing)	Has limited understanding of how to determine instructional context for teaching reading and writing based on selected goals: i.e., Whole Class (Interactive Read Aloud, Shared Reading/Writing), Small Group (Guided Reading/Writing), and Individual (Independent Reading/Writing)	Does not understand how to determine instructional context for teaching reading and writing based on selected goals: i.e., Whole Class (Interactive Read Aloud, Shared Reading/Writing), Small Group (Guided Reading/Writing), and Individual (Independent Reading/Writing)
Always selects goals to teach from the writing, oral, visual, and technological communication, phonics, spelling, and word study continuum to develop students listening, speaking, writing, and presentation behaviors and understandings.	Selects goals to teach from the writing, oral, visual, and technological communication, phonics, spelling, and word study continuum to develop students listening, speaking, writing, and presentation behaviors and understandings.	Seldom selects goals to teach from the writing, oral, visual, and technological communication, phonics, spelling, and word study continuum to develop students listening, speaking, writing, and presentation behaviors and understandings.	Never selects goals to teach from the writing, oral, visual, and technological communication, phonics, spelling, and word study continuum to develop students listening, speaking, writing, and presentation behaviors and understandings.
			Never identifies appropriate high quality

Consistently identifies appropriate high quality text to support responsive teaching in various instructional context. (i.e., Leveled books, text for interactive read-alouds, text sets, classroom libraries, genre books, etc.)

Always refers the Universal Design for Learning Principles (UDL) when planning instruction in various instructional contexts to meet the needs of ELL and SWD students. | Identifies appropriate high quality text to support responsive teaching in various instructional context. (i.e., Leveled books, text for interactive read-alouds, text sets, classroom libraries, genre books, etc.)

Occasionally refers the Universal Design for Learning Principles (UDL) when planning instruction in various instructional context to meet the instructional needs of ELL and SWD students. | Seldom identifies appropriate high quality text to support responsive teaching in various instructional context. (i.e., Leveled books, text for interactive read-alouds, text sets, classroom libraries, genre books, etc.)

Rarely refers the Universal Design for Learning Principles (UDL) when planning instruction in various instructional context to meet the instructional needs of ELL and SWD students. | text to support responsive teaching in various instructional context. (i.e., Leveled books, text for interactive read-alouds, text sets, classroom libraries, genre books, etc.)

Never refers the Universal Design for Learning Principles (UDL) when planning instruction to meet the instructional needs of ELL and SWD students. |

2.0 School-Based Literacy Coach
2.1 Desired Outcome: The School-Based Literacy Coach supports teachers with the implementation of the Benchmark Assessment System and planning instruction based on data results.

Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Fully participates in related Benchmark Assessment System Professional learning opportunities to support the classroom teacher implement effective instructional practices based on data results.

Consistently develops a system to organize, disseminate, and collect Benchmark Assessment System materials for teachers. | Participates in related Benchmark Assessment System Professional learning opportunities to support the classroom teacher implement effective instructional practices based on data results.

Develops a system to organize, disseminate, and collect Benchmark Assessment System materials for teachers. | Seldom participates in related Benchmark Assessment System Professional learning opportunities to support the classroom teacher implement effective instructional practices based on data results.

Seldom develops a system to organize, disseminate, and collect Benchmark Assessment System materials for teachers. | Never participates in related Benchmark Assessment System Professional learning opportunities to support the classroom teacher implement effective instructional practices based on data results.

Never develops a system to organize, disseminate, and collect Benchmark Assessment System materials for teachers. |

Consistently models the process to administer, score, and interpret behavioral evidence results from BAS.

Consistently provides guidance on how to use the *Literacy Continuum* as a tool to select goals for students and guide instruction based on data results.

Consistently supports teachers on how to analyze students' reading behaviors, select goals, and determine best instructional context (Whole Group, Small Group, and Individual). | Models the process to administer, score, and interpret behavioral evidence results from BAS.

Provides guidance on how to use the *Literacy Continuum* as a tool to select goals for students and guide instruction based on data results.

Supports teachers on how to analyze students' reading behaviors, select goals, and determine best instructional context (Whole Group, Small Group, and Individual). | Rarely models the process to administer, score, and interpret behavioral evidence results from BAS.

Rarely provides guidance on how to use the *Literacy Continuum* as a tool to select goals for students and guide instruction based on data results.

Rarely supports teachers on how to analyze students' reading behaviors, select goals, and determine best instructional context Whole Group, Small Group, and Individual). | Never models the process to administer, score, and interpret behavioral evidence results from BAS.

Never provides guidance on how to use the *Literacy Continuum* as a tool to select goals for students and guide instruction based on data results.

Never supports teachers on how to analyze students' reading behaviors, select goals, and determine best instructional context Whole Group, Small Group, and Individual). |

3.0 School-Level Administrator **3.1 Desired Outcome:** The School-level administrator supports teachers with the implementation of the Benchmark Assessment System and provides necessary resources to plan and delivery high-quality literacy instruction based on data results.			
Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Fully participates in Benchmark Assessment System related training to support effective implementation at the school level.

Consistently provides teachers with resources (i.e., classroom libraries, leveled books) to support a Balanced Literacy instructional | Participates in Benchmark Assessment System related training to support effective implementation at the school level.

Provides teachers with resources (i.e., classroom libraries, leveled books) to support a Balanced Literacy instructional | Partially participates in Benchmark Assessment System related training to support effective implementation at the school level.

Rarely provides teachers with resources (i.e., classroom libraries, leveled books) to support a Balanced Literacy instructional | Never participates in Benchmark Assessment System related training to support effective implementation at the school level.

Never provides teachers with resources (i.e., classroom libraries, leveled books) to support a Balanced Literacy instructional |

approach based on needs of students. Consistently provides opportunities for teachers to engage in Professional Learning Communities at their grade level to enhance their teaching practices based on students' BAS qualitative and quantitative results. Consistently monitors, reviews, and analyzes BAS data at the teacher and grade level and provides support to teachers when most students in class are not making progress.	approach based on needs of students. Provides opportunities for teachers to engage in Professional Learning Communities at their grade level to enhance their teaching practices based on students' BAS qualitative and quantitative results to inform instruction. Monitors, reviews, and analyzes BAS data at the teacher and grade level and provides support to teachers when most students in class are not making progress.	approach based on needs of students. Seldom provides opportunities for teachers to engage in Professional Learning Communities at their grade level to enhance their teaching practices based on students' BAS qualitative and quantitative results to inform instruction. Rarely monitors, reviews, and analyzes BAS data at the teacher and grade level and provides support to teachers when most students in class are not making progress.	approach based on needs of students. Never provides opportunities for teachers to engage in Professional Learning Communities at their grade level to enhance their teaching practices based on students' BAS qualitative and quantitative results to inform instruction. Never monitors, reviews, and analyzes BAS data at the teacher and grade level and provides support to teachers when most students in class are not making progress.

Data Collection Plan			
All Classroom-Based Instructional Personnel, Literacy Coaches, and School-Based Administrators	**Instrument/Data Type**	**Frequency**	**Person Responsible for Collecting Data**
Quality and Fidelity of Implementation	• MLP customized survey • Student BAS Portfolios	1x/course	Instructional Specialists Director of Literacy
Impact on Practice	• Follow-up: BAS Student Recording Forms and Case Studies	1x/course	Instructional Specialists Director of Literacy
Impact on Student Achievement	• BAS Quarterly Reports • End of Year Reading (Grades 1 and 2) • FSA-ELA (Grade 3)	3x/year	District-Based Administrators School-Based Leadership Team Grade level/Teacher

Mid-Year and End-of-Year Evaluation Plan: Literacy

Level 1. Participant Reactions

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Classroom-Based Instructional Personnel School-Based Literacy Coachess School-Based Administrator	Customized PDMS Feedback Survey Workshop attendance and completion	Summary of PDMS Feedback Survey Results Workshop attendance and completion (school/District level)

Level 2. Participant Learning

Audiences	Mid-Year Evaluation	End-of-Year Evaluation
Classroom-Based Instructional Personnel School-Based Literacy Coaches School-Based Administrators	Workshop-embedded assessment to calibrate use of BAS	Summary of workshop assessments

Level 3. Organizational Support

Audiences	Mid-Year Evaluation	End-of-Year Evaluation
Classroom-Based Instructional Personnel School-Based Literacy Coaches School-Based Administrators	Follow-up support, school visits, observations and coaching	District records of school support

Level 4. Participants' Use of New Knowledge and Skills

Audiences	Mid-Year Evaluation	End-of-Year Evaluation
Classroom-Based Instructional Personnel	Follow-up Course Assignment Student BAS Portfolios BAS Class Level Quarterly Reports	BAS End of 3rd Quarter Report Teacher Level
School-Based Literacy Coaches	Follow-up Course Assignment BAS Teacher/Grade/School Level Quarterly Reports	BAS End of 3rd Quarter Report Teacher/Grade/School Level
School-Based Administrators	Follow-up Course Assignments BAS Teacher/Grade/School Level Quarterly Reports	BAS End of 3rd Quarter Report Teacher/Grade/School Level

Level 5. Student Learning Outcomes

Audiences	Mid-Year Evaluation	End-of-Year Evaluation
Classroom-Based Instructional Personnel	Benchmark Assessment System Teacher Level	Primary End-of-Year Reading (Grades 1 and 2) FSA ELA (Grades 3 – 5)
School-Based Literacy Coaches	Benchmark Assessment System Teacher/Grade/School Level	
School-Based Administrators	Benchmark Assessment System Teacher/Grade/School Level	