



THE SCHOOL DISTRICT OF
PHILADELPHIA

Early Literacy Summer Institute: Years 1-3 Summary Report

Key Findings

- Teachers who attended the Early Literacy Summer Institute improved their knowledge of early literacy best practices. Each year, teachers' post-assessment scores were significantly higher than their pre-assessment scores on the Early Literacy Knowledge assessment (ELK) ($p < .001$).
- Experienced teachers may benefit from attending the Early Literacy Summer Institute more than new teachers. Teachers with at least one year of teaching experience demonstrated significantly greater growth than new teachers between the pre- and post-ELK assessments ($p < 0.05$).
- Teachers may need additional support about best practices for working with English Learners in early literacy. On the ELK post-assessment, less than half (48%) of teachers responded correctly to the questions in the *Working with ELLs* construct. This was the lowest scoring construct, on average, across all three years.
- Across three years, an average of 73% participants reported that the sessions "very much" increased their motivation to implement the content and practices presented. Fewer participants reported that the sessions increased their knowledge (60%), indicating that while the content presented may not be new to the participants, participating in the sessions did increase the likelihood that they would apply the practices in their classroom.
- Across three years, 87% of teachers reported they could use what they learned at Institute to positively impact their classrooms.
- In open-ended feedback, teachers expressed the desire for on-going, continued training on early literacy best practices throughout the school year. Others asked for more hands-on activities and concrete suggestions during the sessions.

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Introduction

The School District of Philadelphia (SDP or the District) held three Early Literacy Summer Institutes (Institutes, Institute) between summer 2015 and summer 2017. Teachers attended these Institutes as a part of the Early Literacy Specialist (ELS) initiative, which also provided early literacy coaching to schools using a cohort model and provided leveled libraries for K-3 classrooms. The purpose of the Institute was to prepare teachers to implement the District's Balanced Literacy Framework, enhance their knowledge of best practices in early literacy, and improve the teaching practices of participants through high-quality professional development (PD). This District-level early literacy improvement strategy is directly in service of Anchor Goal 2's primary objective: 100% of 8 year olds will read on grade level.

As a prerequisite to receive coaching, schools had to commit that 65% of their K-3 teachers would attend the Institute. Across the three years of Institute, 1,935 teachers attended the Institute, representing 100% of the District's K-3 serving elementary schools (N=150). Teachers attended the Institute in the summer prior to the school year (SY) when their school began receiving support from an ELS Coach.

Teachers from Cohort 1 schools, who began receiving ELS Coaching in SY 15-16, attended the first Institute in 2015. These 40¹ schools were selected for Cohort 1 based on the following criteria: school status designation (e.g., preference for schools with Title I Focus and Priority status), percentage of 3rd graders performing "basic" and "below basic" on the 3rd grade PSSA-R, and geographic location (to ensure geographic diversity across all District learning networks). In 2016, teachers from the 53 Cohort 2 schools attended, and in 2017, teachers from the 57 Cohort 3 schools attended.

The Institutes² were held for five days each (Monday – Friday) in either June or July and followed roughly the same schedule of events. Each day began at 8:00 AM with a plenary speaker, followed by three 90-minute topic-specific professional development sessions and a lunch break (with the exception of the first day, which focused on two foundational sessions). Each day concluded with 30 minutes of school reflection meetings before dismissal at 3:45 PM. In total, participants attended approximately 14 sessions over the course of the week at each Institute. See Appendices 1a-1e for the Institute schedules and a session crosswalk.

Methods

Data Collection

The Office of Research and Evaluation (ORE) used three primary sources of data to examine the effectiveness of each Literacy Summer Institute:

¹ John Wister was part of Cohort 1 and teachers attended Institute. The school converted to a charter in SY16-17.

² In 2015, one day of the Institute had to be rescheduled because of a power outage. In 2017, the reflection period at the end of the day was extended to 60 minutes and dismissal was at 4:00 pm.

1. **Early Literacy Knowledge (ELK) Pre- and Post-Assessment:** Appendix 2a-2c
 - The ELK assessments were designed in collaboration with the Office of Early Childhood Education to measure participant knowledge about each component of the literacy block and the related best practices.
 - Each construct on the ELK consisted of two to four questions about one of the topics covered in a session at the Institute.
 - The ELK pre-knowledge assessment was sent to participants one week prior to the start of the Institute and remained open until day 2 of the Institute.
 - The ELK post-knowledge assessment was sent to participants the last day of Institute and remained open for an additional one to four weeks based on completion rates.
2. **Daily Satisfaction Survey:** Appendix 3a-3c
 - Satisfaction surveys were emailed to participants each day at 3pm. These surveys asked participants to provide feedback about their satisfaction with the plenary sessions, content, effectiveness, and quality of facilitation of each professional development session.
 - Each daily survey included space for open-ended comments.
3. **Session Observations:** Appendix 4a-4b
 - ORE developed an observational protocol that included a four-point scale for rating the quality of the facilitator, the structure of the session, and the engagement of participants. Although there was no formal protocol used for observations in 2015, anecdotal observations were recorded.
 - ORE staff members observed at least one presentation of each session each year.

Data Analysis

Each year, planning for the Summer Institute incorporated feedback from the prior Institute(s), so the number and content of sessions varied across years. As a result, the Early Literacy Knowledge (ELK) assessments, the content of the daily surveys, and the observation protocols ORE used to assess the sessions varied slightly each year as well. In this report, tables include additional explanatory text and footnotes to clarify what data is included in each of the following analyses. Not all feedback provided is attributable to each year of the program.

1. **Early Literacy Knowledge (ELK) Pre- and Post-Assessment**
 - In 2015, there were 12 constructs on the ELK. In 2016 and 2017, additional constructs (*Writing Objectives and Lesson Planning Using the Curriculum Engine* and *Early Literacy Block for Students with Disabilities*) were added for a total of 14 constructs.
 - Across 2016 and 2017, 13 constructs were consistent and 11 constructs remained the same across the three years.
 - *The Early Literacy Block for Students with Disabilities* was held as a session in 2015 but was not included as a construct on the ELK.
 - Overall, ten individual questions were dropped from the analyses due to question and answer inconsistencies across the three ELK assessments.
 - For a complete crosswalk of ELK questions over time, see Appendix 2d.

2. Daily Satisfaction Survey

- In 2015 and 2016, separate surveys were sent to participants to collect feedback on Institute logistics and organization only. In 2017, these questions were incorporated into daily surveys.
- Each daily survey included space for open-ended comments.
- This survey remained consistent across the three years of Institute.

3. Session Observations

- Across 2016 and 2017, 13 sessions were consistent, and 12 sessions remained the same across three years.
- The content of the observation protocols was different across years, for a complete crosswalk, see Appendix 4c. In 2016, the protocol measured *Engagement of Participants*, *Presentation of Information*, *Practicality and Usefulness of Information*, and *Organization and Effectiveness*. In 2017, the protocol including ratings for *Presenter/Facilitator*, *Session Content and Structure*, and *Teacher Engagement*. ORE does not have a copy of the original protocol from 2015 or raw data from that year.

Please exercise caution when interpreting findings or comparing data across analyses or years, as they may not always be directly comparable.

Research Questions

Each year, the following research questions guided our inquiry:

1. How does teacher knowledge of early literacy practices change after participating in Institute? Are changes in knowledge consistent across cohorts?
2. How do changes in teacher knowledge differ by ELK constructs and across individual questions?
3. How do pre- and post- ELK assessment scores differ by years of teaching experience?
4. Were participants satisfied with the quality of the professional development offered at Institute? What additional feedback did teachers provide?
5. How did the observers from the Office of Research and Evaluation rate the quality of the sessions?

Results

The following sections present the results of the ELK assessments, plenary speaker ratings, daily surveys, and ORE staff observations.

Research Question #1: How does teacher knowledge of early literacy practices change after participating in Institute? Are changes in knowledge consistent across cohorts?

Teachers completed 1,268 pre- and 820 Early Literacy Knowledge (ELK) post-assessments across the three years of Summer Institute. A total of 683 teachers took both the pre- and post-assessment (matched sample) across the three years, representing about 49% of all respondents. The teacher score analysis

below (Table 1) reflects all of the valid questions from each ELK constructs present in each year, not just the 11 constructs that are consistent across years.

Each year, matched sample teachers' post-assessment scores were statistically significantly higher than their pre-assessment scores, suggesting improvements in teacher knowledge due to Institute attendance ($p<.001$). The amount of growth that teachers demonstrated differed by Institute cohort. In 2015, teachers demonstrated less growth between the pre- and post-assessment (+6%) than teachers in 2016 (+10%) or 2017 (+9%). This difference in growth is statistically significant ($p<0.05$). The increased growth over time may also be the result of updates to session content or better alignment between session content and the ELK assessment.

Table 1. Average matched teacher assessment scores - matched sample by year

Year	Matched Sample(n)	Average Teacher Score - Pre	Average Teacher Score - Post	Pre/Post Change
2015	266	48%	54%	+6%***
2016 ^a	129	49%	59%	+10%***
2017 ^a	228	60%	69%	+9%***
Total	683	53%	62%	+9%***

^a2016 and 2017 cohort demonstrated greater score growth than the 2015 cohort, $p<0.05$

*** $p<0.01$

Research Question #2: How do changes in teacher knowledge differ by ELK constructs and across individual questions?

A construct score is the combination of responses to multiple questions about a similar topic. In this case, each construct aligns with a session offered at Institute. We use construct scores rather than responses to individual questions because asking multiple questions about the same topic is a better way to measure understanding in each content area. The analyses in Tables 2-4 include the 11 constructs that are consistent across all three years, as well as the two additional constructs from 2016 and 2017.

Across the three years of Institute, the average construct score increased across all constructs from the pre- to post-assessment (Table 2). *Developing Writers in the Literacy Block and Beyond* had the highest construct score, with an average of 76% of teachers answering the construct questions correctly on the post-assessment. *Working with ELLs* (English Language Learners) had the lowest construct score on the post-assessment (48%). Across the three years, *Working with ELLs* and *Guided Reading During the Literacy Block* had the largest percentage point increases in their average construct scores from the pre- to post-assessment (20% and 11%, respectively). *Independent Reading, Leveled Libraries, and Fluency* and *Using Data to Inform Literacy Instruction* had the smallest increases (2% each) in their average construct scores from the pre- to post-assessment.

Table 2. Average percent of teachers responding correctly by construct, pre/post, (matched sample only, n=683)

Early Literacy Knowledge (ELK) Construct	Average Construct Score - Pre	Average Construct Score - Post	Pre/Post Change (in Percentage Points)
Working with ELLs	28%	48%	+20
Guided Reading During the Literacy Block	52%	63%	+11
Creating a Literacy-Rich Environment in the Classroom	48%	58%	+10
Early Literacy Block for Students with Disabilities^a	42%	52%	+10
Explicit Phonological & Phonemic Awareness and Phonics Instruction^b	43%	53%	+10
What Are Other Students Doing?	54%	64%	+10
Classroom Organization, Student Behaviors, and Routines for a Successful Literacy Block	52%	61%	+9
Effectively Engaging Families in Supporting Children's Literacy	62%	70%	+8
Read Aloud and Shared Reading	60%	66%	+6
Developing Writers in the Literacy Block and Beyond	70%	76%	+6
Writing Objectives and Lesson Planning Using the Curriculum Engine^a	65%	71%	+6
Using Data to Inform Literacy Instruction^c	64%	66%	+2
Independent Reading, Leveled Libraries, and Fluency	59%	61%	+2

^a Construct not included in the 2015 ELK

^b In 2015 and 2016, this session was broken out into two sessions, *Explicit Phonological and Phonemic Awareness* and *Explicit Phonics/Code Instruction*

^c Construct had a different name in 2015: *Using AIMSweb and DRA2 to Drive Instruction*

In addition to analyzing construct scores, ORE also looked to see which individual questions saw the most growth from the pre- to post-assessment. Across ELK administrations, six questions had consistently large increases (at least 15 percentage points) in the percent of correct responses from the pre- to post-assessment (Table 3). Two questions that comprise the *Working with ELLs* construct showed consistent increases in the percent of correct responses across all three years. The questions, “How many levels of ELL proficiency are there?” had an average increase of 33 percentage points and “Approximately how many years does it take for ELLs to acquire academic language proficiency?” had an average increase of 23 percentage points. The question, “During guided reading, it’s effective to?” which is part of the *Guided Reading During the Literacy Block* construct, had an average increase of 23 percentage points.

Table 3. Questions with an average increase of at least 15 percentage points from pre- to post-assessment (matched sample only) each year.

Year	2015 (n=266)			2016 (n=129)			2017 (n=228)			(n=623)
Question	% Correct - Pre	% Correct - Post	Percentage Point Change	% Correct - Pre	% Correct - Post	Percentage Point Change	% Correct - Pre	% Correct - Post	Percentage Point Change	Avg. Percentage Point Change
How many levels of ELL proficiency are there?	24%	60%	+36%	25%	53%	+28%	33%	67%	+34%	+33%
The “Power of Three” is a strategy designed to: ^a	-	-	-	5%	24%	+19%	49%	93%	+44%	+32%
During guided reading, it’s effective to?	61%	86%	+25%	65%	87%	+22%	64%	85%	+21%	+23%
Approximately how many years does it take for ELLs to acquire academic language proficiency?	24%	47%	+23%	23%	45%	+22%	24%	48%	+24%	+23%
The knowledge that letters correspond to sounds (i.e., the alphabetic principle) is also referred to as:	27%	42%	+15%	42%	54%	+12%	48%	65%	+17%	+15%
Why is it important for students to work independently?	35%	47%	+12%	31%	48%	+17%	32%	49%	+17%	+15%

^a This question was included in the ELK construct *Classroom Organization, Student Behaviors, and Routines for a Successful Literacy Block* in 2016 and in 2017

Only three questions saw a decrease in the average percent of correct responses across ELK administrations (Table 4). Each question is from a different construct.

Table 4. Questions with an average percentage point decrease from pre- to post-assessment (matched sample) each year

Year	2015 (n=266)			2016 (n=129)			2017 (n=228)			(n=623)
Question	% Correct - Pre	% Correct - Post	Percentage Point Change	% Correct - Pre	% Correct - Post	Percentage Point Change	% Correct - Pre	% Correct - Post	Percentage Point Change	Avg. Percentage Point Change
The DRA2 is a measure of: (select all that apply)	57%	49%	-8%	54%	47%	-7%	87%	84%	-3%	-6%
Fluency can best be defined as?	97%	96%	-1%	93%	93%	0%	97%	93%	-4%	-2%
Posting the following in your classroom is an effective strategy for supporting student growth in vocabulary: ^a	-	-	-	84%	84%	0%	87%	85%	-3%	-2%

^a This question was included in the ELK construct *Using Data to Inform Literacy Instruction* in 2016 and 2017

Research Question #3: How do pre- and post- ELK assessment scores differ by years of teaching experience?

Teachers who completed both the pre- and post-assessments across all three years – the “matched sample” – were placed into one of four groups (New, Early Career, Mid-Career, and Veteran Teachers) based on the number of years they reported teaching early literacy (Table 5). ORE used this information to examine how pre- and post-assessment scores varied by level of experience. Sixty teachers from the matched sample did not report years of teaching experience and were excluded from this sample. The teacher score analyses below (Table 5 and Figure 1) reflect all ELK constructs present in each year, organized by teacher’s literacy experience.

Table 5. Matched sample teacher experience (n=623)

Group Name	Number of Years of Experience	Number of Teachers	Percent of Sample
New	0	46	7%
Early Career	1-3	124	20%
Mid-Career	4-7	101	16%
Veteran	8 or more	352	57%
Total		623 ^a	100%

^a60 teachers did not report number of years teaching literacy

Across all experience groups, teachers’ post-assessment scores were statistically significantly higher than their pre-assessment scores (Table 6), suggesting improvements in knowledge due to Institute attendance ($p<.001$). With the exception of new teachers, each group improved their ELK scores between eight and nine percentage points.

Although there was no statistically significant difference on their pre-assessment scores, early career teachers’ post-assessment scores were statistically significantly higher than new teachers’ post-assessment scores, ($p<0.05$) indicating that early career teachers outperformed new teachers on the ELK post-assessment. New teachers demonstrated significantly less growth between the pre- and post-assessment (+ 2%) than the teachers in the other experience groups ($p<0.05$). This growth may indicate that some experience teaching literacy is needed prior to attending Institute.

Table 6. Pre- and post-assessment scores, by teacher experience groups (matched sample, n=623)

Teacher Experience	Number of Teachers (n) ^a	Average Teacher Score - Pre	Average Teacher Score - Post	Pre/Post Change (percentage points)
New (0 years)	46	45%	47%	+2***
Early Career^b (1-3 years)	124	48%	57% ^a	+9***
Mid-Career^b (4-7 years)	101	52%	61%	+9***
Veteran^b (8+ years)	352	55%	63%	+8***
Total	623	52%	60%	+8***

^aTeachers with both pre- and post- assessment data

^a Early Career teachers outperformed new teachers, $p < 0.001$

^b Experienced teachers (teachers with at least one year of experience – that is, all teachers except for new teachers) demonstrated greater growth than new teachers, $p < 0.05$

*** $p < 0.001$

Research Question #4: Were participants satisfied with the quality of the professional development offered at Institute? What additional feedback did they provide?

Surveys sent at the end of each day of the Institute asked participants to rate their satisfaction with and quality of both the plenary session and the professional development sessions they attended throughout the day. Each year, participants rated five plenary sessions and 14 professional development sessions (see Appendix 1e) over the course of the five-day Institute. The average response rates to daily surveys across the five-day Institute was 45% in 2015, 38% in 2016, and 38% in 2017.³

Plenary Session Ratings

The daily survey prompted participants to rate each morning's plenary speaker in three areas: if the speaker was engaging, presented new information, and interesting. Out of a maximum of 5 points, the average rating for each area in 2015 was 3.8; in 2016, the areas were rated 4, 3.9, and 4. In 2017, each area was rated 3.9. These consistently high ratings demonstrate that speakers were engaging, interesting, and informative across the three years of Institute (Table 7). Open-ended feedback regarding the plenary speakers was also collected and is summarized below.

³ The average response rate to daily surveys across the week was calculated by dividing each day's total number of distributed surveys by each day's total number of complete responses received. Each daily rate was then averaged across the entire week.

Table 7. Average scores for plenary speakers, days 1-5 (5 points possible)

Day	Speaker	Average Score for "Speaker was engaging"	Average Score for "Speaker taught me something new"	Average score for "Speaker was interesting"
2015				
1 (n=385)	Carol Jago	3.9	3.8	3.9
2 (n=348)	Nell Duke	4.1	4.1	4.1
3 (n=302)	Cheryl Logan	4.2	4.1	4.2
4 (n=310)	Natasha Smith	3.5	3.7	3.5
5 (n=176)	Dwight Evans & Donna Cooper	3.5	3.5	3.5
Average		3.8	3.8	3.8
2016				
1 (n=201)	Susan Neuman	3.8	3.7	3.9
2 (n=265)	Nelson Flores	3.8	3.8	3.9
3 (n=265)	Pedro Noguera	4.7	4.4	4.7
4 (n=237)	Carol Jago	3.9	3.8	3.8
5 (n=177)	Karen Mapp	3.8	3.6	3.8
Average		4	3.9	4
2017				
1 (n=396)	Nell Duke	3.6	3.6	3.6
2 (n=330)	Nelson Flores	3.4	3.6	3.5
3 (n=301)	Pedro Noguera	4.7	4.5	4.7
4 (n=291)	Jennifer Serravallo	3.8	3.9	3.8
5 (n=233)	Karen Mapp	4.1	4.1	4.1
Average		3.9	3.9	3.9

Plenary Session Participant Feedback

Participants were overwhelmingly satisfied with Dr. Pedro Noguera’s presentation.

Dr. Noguera received the highest ratings in both 2016 and 2017 (Table 7). Participants overwhelmingly stated that they felt motivated and inspired by Dr. Noguera’s keynotes and felt that his time should have been extended. “Terrific,” “fabulous,” “engaging,” and “knowledgeable” are a sampling of the affirmative words used to describe Noguera’s address.

Participants were also very satisfied with both Nell Duke and Cheryl Logan.

In 2015, both Nell Duke and Cheryl Logan were identified in open-ended comments as being especially informative. Participants described Duke as “an engaging and pertinent plenary speaker,” as well as “knowledgeable and validating to teachers” (2015). Another participant stated, “I thought Cheryl Logan was a phenomenal speaker. I am not going to make assumptions about what is going on at home. Instead I am going to reach out to families to see how we can work together to help kids become better readers and writers” (2015).

Participants felt that Jennifer Serravallo was rushed.

Several participants described Serravallo as having a wealth of experience and useful ideas but were frustrated that she was “rushed off stage” (2017). Other participants suggested that perhaps Serravallo’s keynote could have been extended into break-out sessions.

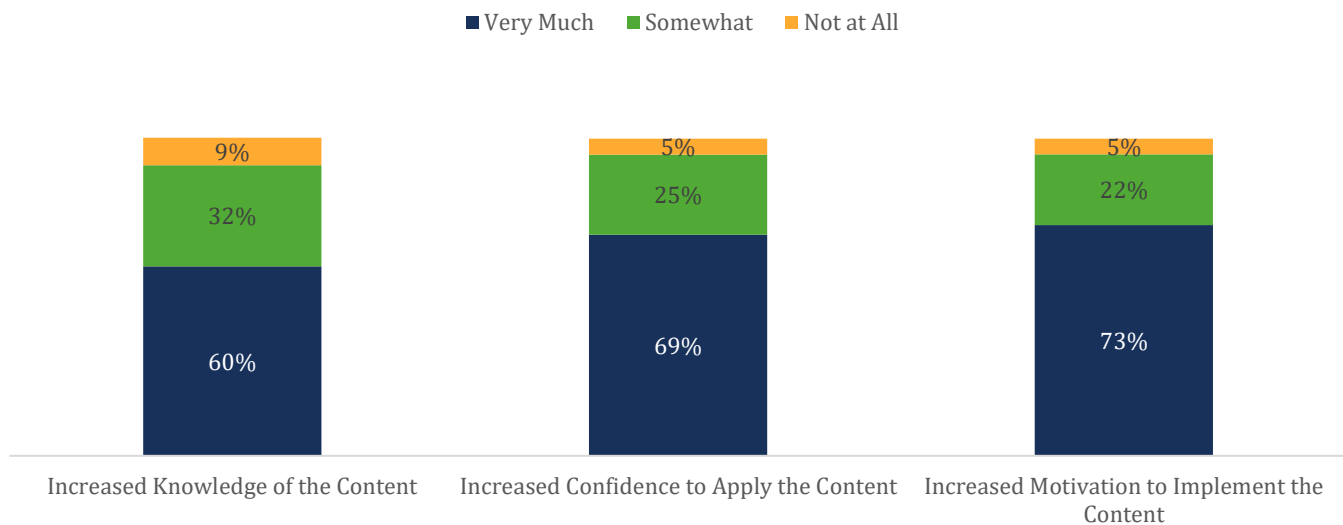
Many participants believed Susan Neuman contradicted the District’s messages regarding certain literary practices.

While some participants found Dr. Neuman’s presentation to be engaging, informative, and interesting, others were concerned about her stance on the use of word walls in the classroom. Respondents were confused about the contradictory nature of her statements, as SDP employs the use of word walls in the classroom. One noted, “the keynote speaker presented the opposite of what the district tells us to do” (2016).

Professional Development Session Ratings

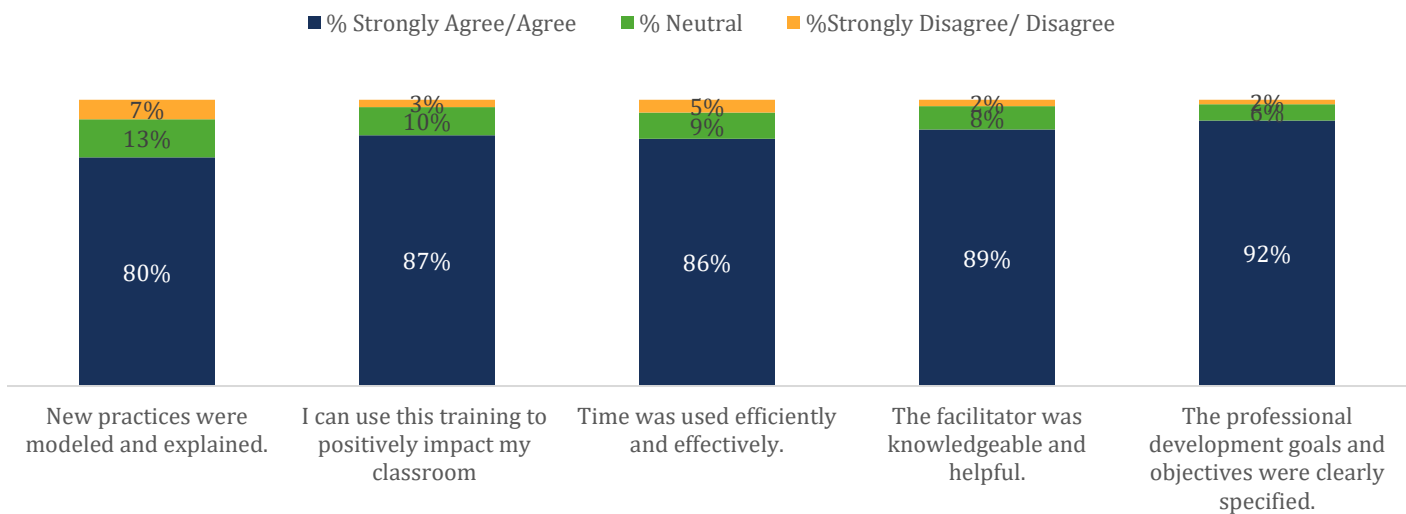
The first questions on the daily survey asked participants how each session they attended that day contributed to their knowledge, confidence, and motivation (Figure 1). The majority of participants responded very favorably to these questions across all three years of Institute, with an average of 69% of participants reporting the sessions “very much” increased their confidence to apply the content. An average of 73% participants reported that the sessions “very much” increased their motivation to implement the content and practices presented. Fewer participants reported that the sessions increased their knowledge (60%), indicating that while the content presented may not be new to the participants, participating in the sessions did increase the likelihood that they would apply the practices in their classroom.

Figure 1. Most teachers indicated that the Institute sessions increased their knowledge, confidence, and motivation to apply the content



Each participant was also asked to rate the usefulness of the session and the effectiveness of the facilitation (Figure 2). Again, the majority of participants on average responded favorably to each of these questions. At least 80% of participants agreed or strongly agreed with positive statements about the facilitation, use of time, and content of the sessions.

Figure 2. Most teachers indicated that the sessions were useful and well facilitated

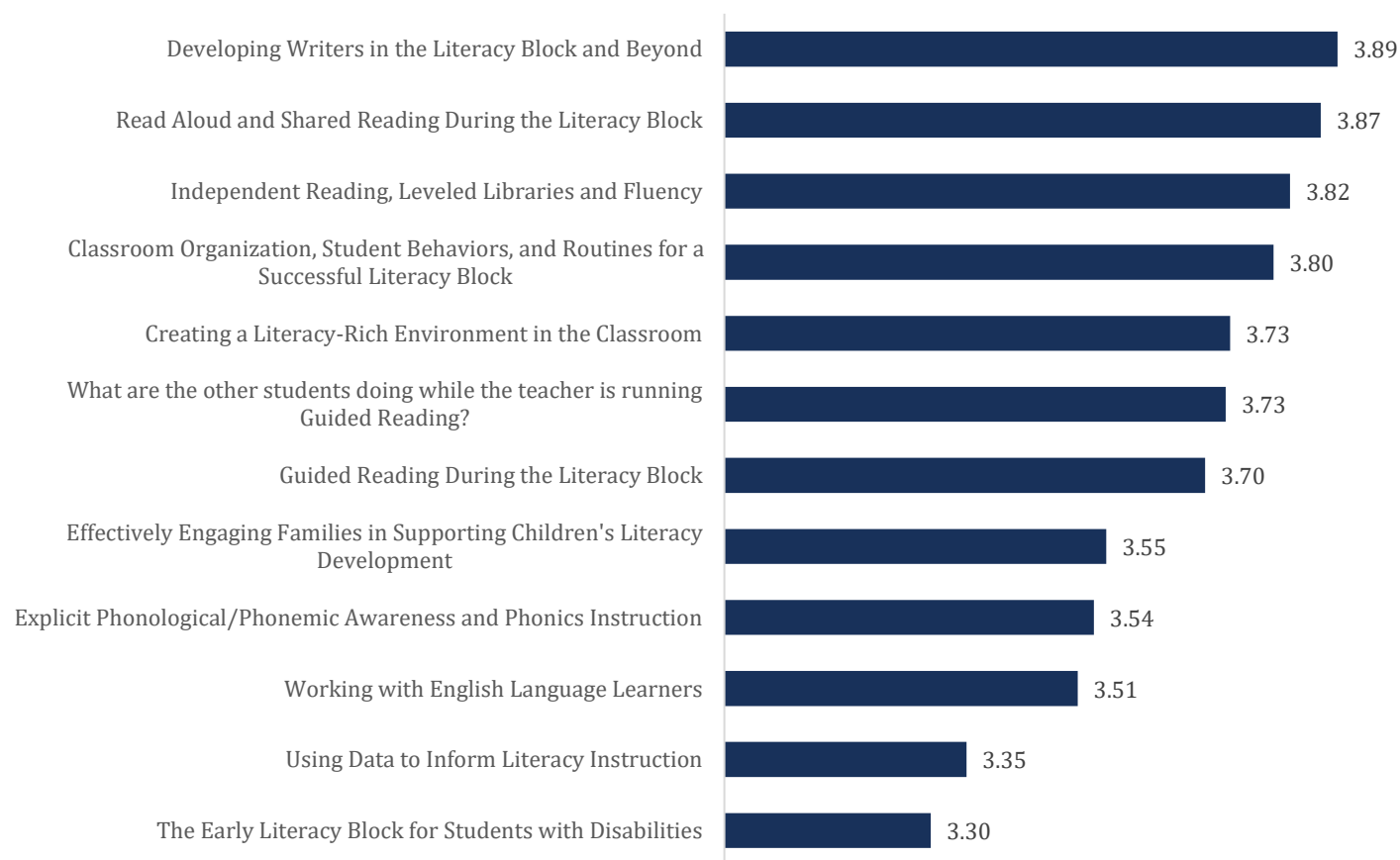


For the 12 sessions consistently offered across the three years, content, usefulness, and facilitation ratings (Figures 1 & 2) were combined to create an average session rating. Then, the average session ratings were averaged together to calculate an overall session rating out of 4.25.⁴ *Developing Writers in the Literacy Block and Beyond*,

⁴ This number represents the highest possible score per session: three questions are out of three points and five questions are out of five points for a total of 34 possible points, divided by eight questions, for a maximum average rating of 4.25.

Read Aloud and Shared Reading During the Literacy Block and *Independent Reading, Leveled Libraries and Fluency* were the highest rated sessions receiving a 3.89, 3.87, and a 3.82 respectively (Figure 3 contains the average score by session.) *Using Data to Inform Literacy Instruction* and *The Literacy Block for Students with Disabilities* were the lowest scoring sessions, receiving a 3.35 and 3.3, respectively, which was below the session-wide average of a 3.65.

Figure 3. Average session ratings (out of 4.25)



Professional Development Session Open-Ended Feedback

General

The majority of the open-ended comments provided by participants were positive and indicated that the Institute was well-received.

Over the three years of Summer Institutes, several participants noted an increase in enthusiasm, confidence, and motivation, mirroring the survey findings above. One participant stated that the Institute was “enlightening and essential to the completion of the school year,” adding “I feel excited to rest and plan for a new year” (2017). Other participants shared these sentiments. One participant said,

All in all the entire week was welcoming, informative and helped raise my confidence in handling all elements of the reading block. I networked, acquired new skills for my tool box, and realized my many deficits...I am excited to get started again in September (2017).

Participants from previous Institutes shared similar sentiments as well. Participants from the Institutes' first two years noted: "I really enjoyed myself this week. These courses have reenergized me for the upcoming school year. I cannot wait to start implementing these programs into my literacy lesson." (2016).

Another described, "This was a fabulous professional development. I feel that I have grown as a teacher!" (2015).

Content

SDP should consider differentiating the content based on teacher experience or pre-assessment scores.

One of the goals of the Institute was to ensure that all K-3 teachers had the foundational knowledge needed to implement the 120-minute literacy block. While some "seasoned" participants stated that they learned new strategies and that "There was still a lot worth learning, even after 20 years in the SDP" (2017), more comments asked for differentiation. Experienced teachers in particular noted that they felt the content was repetitive:

There was nothing new presented. The anchor charts have been used for years, and so has guided reading-shared/and read aloud. It's balanced literacy all over again with new names. Nothing new here for an experienced Philadelphia trained teacher (2017).

A few participants also mentioned that they had prior experience working with CLI and were already knowledgeable about the content presented at Institute. Participants suggested that because participants have varying levels of experience and expertise, there should be an opportunity for them to select which sessions they attended based on either professional learning goals or data collected on the ELK pre-assessment.

Participants expressed similar thoughts in the first two years of Institute. One respondent explained, "I feel like these sessions are providing very basic/general knowledge on the topics...things I already know or do in my classroom. I was hoping to "dig deeper" in the topics to build upon my previous knowledge and skills" (2015). The following year, another participant stated,

Differentiation is important for all our students. Guess what? It's important for teachers too. Many of us have skills and background information that was presented in the sessions. There should be a more precise way to offer the sessions in a way so that teachers can attend sessions that are more applicable to them, than in a general format (2016).

SDP should revise the *Using Data to Inform Literacy Session*.

In open-ended comments, some participants expressed disappointment with the *Using Data to Inform Literacy Instruction* session. Specifically, participants noted that they did not feel that the session was actionable because they did not have an opportunity to look at their own data, there was little if any conversation about how to use the data to differentiate, and there was no discussion on informal assessments. For example, a participant noted:

I was hoping the session would be more tangible ways to look at data more explicitly beyond just the AIMSweb and DRA2. I wanted to have more explicit processes and to know what to look for. Maybe it would've been more helpful to have come with data from our school so that it was more practical (2017).

Using Data to Inform Literacy was one of the lowest rated sessions in both 2017 and 2016, reflecting the above open-ended comment. While the 2015 Summer Institute did not offer this specific session, one of the lowest rated sessions from that year was titled *Using AIMSWeb and DRA2 to Drive Instruction*, which provided similar content about the use of SDP data in the classroom.

SDP should revisit the content of the *Working with English Language Learners* session and continue to emphasize its applicability across populations.

Some participants felt that the session titled *Working with English Language Learners* was extremely useful for participants with or without ELL students. "Although my school does not have an ELL population, the strategies presented can clearly be used to support all learners," stated one participant (2017). Another participant noted, "The ELL workshop with Aaron MacLennan was phenomenal. He was very knowledgeable and helped us understand the topic" (2017). These sentiments were also present in past *Working with English Language Learners* sessions, as an earlier participant indicated, "I am more mindful of the struggles ESL students have when learning a second language" (2015).

Another participant voiced the importance of all participants understanding strategies to work with ELL students, as they noted:

We have so many ELLs in our district and I believe that Second Language Acquisition is a MAJOR issue that classroom teachers and contents teachers need more training in. The ESOL teachers are VERY familiar with this topics; my opinion is that the rest of the school district staff really needs more training in ELL learning. It is very, very upsetting to me to hear: 'Well, no wonder my kids aren't learning, they don't speak English at home.' As a district and in these times of diversity issues, this topic deserves much more attention (2016).

However, others felt that the session did not provide sufficient information. One participant summarized,

ELL content is very confusing. The teacher's role in educating ELL kids needs more than an afternoon workshop. For those who have these type of students, its time consuming to implement and plan for students who haven't learned to speak English as well as English speaking children. Also, how can a teacher who does not speak the child's language teach the child if she herself cannot verbally communicate with the student? We need more ESOL teachers and a more clearly defined role of what the teacher is to do when instructing ELL students (2017).

Another participant stated, "I didn't feel that much was gained from the session since I have little experience working with this population. I was looking for more strategies and feedback about how to support these students" (2017). Echoing the need for applicable strategies, one participant said, "The sessions on working with

ELLs and students with disabilities should have had more concrete examples of how to modify aspects of the literacy block to help these students” (2017).

Participants in the 2016 Institute also expressed an appreciation for the training, but did not feel it was applicable to their school due to the lack of ELL students. One explained, “We do not have any ELL students in our school or neighborhood. While I enjoyed the training and learned many new strategies, I think our time would have been better spent in a more relevant PD” (2016).

SDP should consider adding a “make and take” component to some of the sessions.

Several participants indicated they would have benefitted from a “make and take” section within the reading and writing-focused sessions, in which they could apply their new knowledge and develop a concrete lesson to use during the following school year. One participant explained, “I was in a classroom that had a brand new first year participant. She deserves to be in an intensive classroom that allows her to see detailed models of balanced literacy and allows her to practice, plan, and ask questions” (2017). Another participant from the previous Institute agreed, stating, “I was hoping for actual center activities/ideas during the “What Are the Other Students Doing” session. It would have been nice to have a make and take session so that we could have some items/ideas to start with in September” (2016).

Facilitation

Facilitators were prepared but could have modeled more and provided time for additional sharing and conversation.

Although the written comments from participants indicated that all facilitators were prepared for the sessions, participants reported that the facilitators who provided concrete examples and modeled practices were especially effective. For example, one participant commented, “Alison Walters who lead the Writers Course was phenomenal. She had fabulous writing ideas and she modeled her writing process she uses in her classroom. I took a lot of ideas away from her” (2017). Similarly, a participant said, “Stacy Dougherty was fabulous in the Read Aloud and Shared Reading session. She had so many hands on books, examples of how to use them, REAL examples! I definitely learned so much that I can take back to my classroom in the fall” (2017).

Modeling practices and providing useful examples of practices was not present in all sessions. For example, one participant stated, “I would have benefited from seeing a Guided Reading lesson. A video would have been helpful, but using us (teachers, administrators, and coaches) as a mock class could have helped me more. I would love to see a lesson in person!” Another participant said, “I would have liked to have seen the Power of Three modeled in action” (2017). Another teacher noted that, “the session on early literacy for students with disabilities focused too much on theory and not enough on examples of how to differentiate instruction for individual students in order to meet their needs” (2017).

In addition to modeling concrete strategies, participants would have liked more opportunities for sharing and conversation “beyond the slides.” One participant stated, “I felt as though many facilitators spoke at teachers, as opposed to engaging teachers in meaningful conversations that share best practices” (2017). Another noted,

“Facilitators were well prepared and professional, but it was a little like a big long list, this is what you need to do. Needed something more concrete” (2017).

Organization and Logistics

The Summer Institute was very well organized.

Overall, items regarding organization, materials, and information received the highest levels of satisfaction across all three years of Institute.

The 2017 participants were particularly satisfied with the parking, signage, and organization of the classrooms. One participant said, “The whole PD is very well run from the parking to the lunch and the hall monitors to help us get to our specified classes. Considering the number of people involved, I think they are doing a very good job.” Another stated, “Once again the day went off smoothly. The institute is amazingly well planned.” Another participant commented,

The breakfast with delicious coffee and wonderful box lunches were a treat! I left my house everyday without the stress of needing to pack and cart a lunch and snacks and water and... It was wonderful. All in all - a job well done. It was organized each day from arrival with the parking to the end of the day. I think it was a huge undertaking and you all deserve a pat on the back for a very successful, organized, engaging week (2017).

However, participants from both the 2016 and 2015 Institute expressed frustration concerning availability of parking and building temperature. One participant explained, “The parking situation this morning was a mess,” while another noted, “It was so cold that it was hard to concentrate” (2016).

SDP should consider reducing down time in order to shorten the days.

Many participants across all three years of Institute felt that the days were too long, which reduced their ability to pay attention. Several participants made variations of this comment: “All of the sessions were good but this was a very long and draining week. Perhaps the schedule could be revised next year” (2017). Participants made suggestions that shorten the day, such as reducing time spent on morning entertainment (such as raffles and lip-syncing), shortening the lunch break, reducing the time for debriefing in the afternoon, and eliminating the icebreakers and introductions in each session.

Some participants would like to travel with teachers in their grade group or with teachers who teach the same grade span.

Several teachers suggested that SDP group participants by common grade spans. One teacher noted that this would be beneficial so that “grade teams can learn together, collaborate together, and plan together during the valuable discussion times provided during each training” (2017). Another teacher from the same Institute noted, “I would have liked more time to talk with and collaborate with my colleagues from other schools who teach the same grade.” Participants from both 2016 and 2015 agreed it would be beneficial to engage in discussions and planning activities with fellow grade-level teachers.

Principals would like a separate track to support their coaching of teachers.

A few principals who participated in the Institute suggested that upcoming Institutes include a track specific to the needs of principals. One principal stated, “This is not new information for principals. (Or at least I hope it’s not!) I really would appreciate training in how to coach teachers in implementing CLI. Honestly, these sessions did not present anything new” (2017). Another principal explained,

There should be a separate track for school principals to improve our practice of coaching and supporting teachers, students and families. Today was a bit of a waste for me. I know how to implement guided reading, I know the basics of parental involvement and I know the Power of Three. It would be helpful to collaborate with other principals on how to apply this on a school-wide level For example, what does the Power of Three look like in PLC meetings with adults? (2017)

Some teachers agreed there should be separate tracks for administrators for the purpose of differentiating instruction based on prior knowledge. One stated, “Maybe principals should have more of their own workshop” (2016).

SDP should consider expanding the Institute to provide sessions throughout the year that build on the foundational concepts.

Participants suggested that the concepts presented at Summer Institute continue through school year professional development sessions as an “Institute Part 2.” “We need this type of PD provided ongoing, throughout the year, during the regular school day,” said one participant (2017). “I wish we could have something similar every year,” commented another from the same year. Participants also stated that they would like professional development that connects the literacy strategies to teaching social studies and science. Another participant suggested that the Institute should translate to graduate credits noting that, “There was certainly adequate training time to qualify. I know it is probably too late to happen this year, but in the future connecting with a local graduate University in advance to align a seminar like this for credit I believe would be a motivator for all of the participants attending to be more committed to the material” (2017).

Similar comments were reflected in both the 2016 and 2015 Institutes, as participants thought the sessions were informative, engaging, and helpful. One participant commented, “I would suggest that the district continue professional development on these topics throughout the year in order to encourage teachers to master these instructional strategies,” while another stated, “I wish there was follow up throughout the year - PD by grade on Saturdays, without pay, for interested teachers. It would need to be by grade level and would support teachers as they implement these practices” (2015).

Research Question #5: How did the observers from the Office of Research and Evaluation rate the quality of the sessions?

At each Summer Institute, ORE staff members observed at least one presentation of each professional development session. However, the constructs on the observation protocols differed slightly each year so the results from the observations should be interpreted carefully.⁵

The 2016 protocol and rating scale rated each session on the following constructs using a four-point scale (0=no evidence to 3=high evidence): *Engagement of Participants*, *Presentation of Information*, *Practicality and Usefulness of Information*, and *Organization and Effectiveness*. In 2017, each session was rated on the same four-point scale used in 2016, on the following constructs: *Presenter/ Facilitator*, *Session Content and Structure*, and *Teacher Engagement*. For this analysis, ORE calculated an average overall session rating across constructs and years and ranked sessions accordingly (see Table 8). Only the sessions that were included in both 2016 and 2017 were included in the analysis.

Observation Session Ratings

On average, *Working with English Language Learners*, *Classroom Organization*, *Student Behaviors and Routines*, and *Independent Reading*, *Leveled Libraries*, and *Fluency* were the highest rated sessions across both the 2016 and 2017 Institutes, with an average score of 2.9/3.0 (Table 8). *The Early Literacy Block for Students with Disabilities* was the lowest rated session, on average (2.4/3.0). However, all sessions had an overall favorable rating on the 4-point scale, falling somewhere between “some evidence” and “high evidence” for each construct (see Appendix 4a-4c for each year’s observation protocol and a crosswalk.)

Table 8. Average overall session observation ratings (highest to lowest)

Session	Overall Average Rating on a 4-point scale
Working with English Language Learners	2.9
Classroom Organization, Student Behaviors, and Routines for a Successful Literacy Block	2.9
Independent Reading, Leveled Libraries, and Fluency	2.9
Read Aloud and Shared Reading During the Literacy Block	2.8
Creating a Literacy-Rich Environment in the Classroom	2.7
Writing Objectives and Lesson Planning Using the Curriculum Engine	2.7
Explicit Phonological/Phonemic Awareness and Phonics Instruction^a	2.7
Guided Reading During the Literacy Block	2.7

⁵ There was no formal protocol in 2015, so results from 2015 are not included in this analysis.

What are the other students doing while the teacher is running a Guided Reading group?	2.7
Developing Writers in the Literacy Block and Beyond	2.5
Effectively Engaging Families in Supporting Children's Literacy Development	2.5
Using Data to Inform Literacy Instruction	2.5
The Early Literacy Block for Students with Disabilities	2.4

^a In 2016, this session was broken out into two sessions, *Explicit Phonological and Phonemic Awareness* and *Explicit Phonics/Code Instruction*. Session scores were combined for this analysis.

Observer Comments from 2016 and 2017

Facilitation

In 2017, ORE observed that the facilitators were highly competent, well-prepared, friendly and engaging, and knowledgeable. However, some facilitators seemed to read directly from the slides and others could not locate the resources the participants were looking for in the material. Other facilitators did not cooperate well with each other. Participant survey responses and evaluator notes both suggested that facilitators could rehearse together beforehand to ensure a smooth and cohesive presentation. Facilitators should also be sure to introduce themselves at the beginning of the sessions.

Session Content and Structure

ORE observed that participants in both 2016 and 2017 were displeased that they were not given the PowerPoint slides during the sessions. In 2016, one principal was observed explaining to the presenter that the PowerPoint slides can be useful in training teachers that were unable to attend the PD. In 2017, participants constantly asked for access to the PowerPoints and page number of the resource manual throughout the sessions, which was somewhat disruptive. PowerPoints were made available to participants after each Institute.

In 2017, ORE evaluators provided mostly positive feedback about the content and structure of the lessons they observed, but also noted a few issues that should be addressed in the future. For example, most facilitators clearly stated the goals and objectives of the session at the beginning of the session, but some facilitators did not. Some facilitators stated their goal and objectives in the middle of doing other activities, when they were less useful for participants. Some facilitators did not manage time efficiently, so some sessions ended early while others were cut short.

Teacher Engagement

In 2016, ORE observed that participants appreciated the school planning meetings at the end of each day. During observations, the administrators appeared very engaged and enthusiastic about fostering discussions that were directly related to their schools. The teachers also posed questions and engaged in dialogue about their particular classrooms in terms of literacy development.

In 2016 and 2017, ORE observed that toward the end of the Institute, some participants showed signs of exhaustion. In 2017, most participants actively participated in the sessions. However, ORE observed that some

participants started to lose focus, either talking with each other or using their laptop and phones, when the facilitators read from their course pack or during prolonged discussions.

Conclusion and Recommendations

- Teachers who attended the Early Literacy Summer Institute improved their knowledge of early literacy best practices. Each year, teachers' post-assessment scores were significantly higher than their pre-assessment scores on the Early Literacy Knowledge assessment (ELK) ($p<.001$).
- Experienced teachers may benefit from attending the Early Literacy Summer Institute more than new teachers. Teachers with at least one year of teaching experience demonstrated significantly greater growth than new teachers between the pre- and post-ELK assessments ($p<0.05$). New teachers may need continued support in order to apply what they learn at Institute to their teaching practice.
- Teachers need additional support about best practices for working with English Learners in early literacy. On the ELK, less than half (48%) of teachers responded correctly to the questions in the *Working with ELLs* construct on the post-assessment. This was the lowest scoring construct, on average, across all three years. This indicates that while the Institute may have extended teachers' knowledge in this area, additional professional development may still be needed.
- The sessions *Using Data to Inform Literacy Instruction* and *The Literacy Block for Students with Disabilities* were the lowest scoring sessions on the daily surveys across the three years of the Institute. Participants rated these sessions relatively poorly across all domains, suggesting that these sessions should be revisited and revised.
- Across three years, 69% of teachers reported that the Institute increased their confidence to apply the content and 73% reported that the Early Literacy Summer Institute increased their motivation to implement the content and practices presented. Fewer participants reported that the sessions increased their knowledge (60%), indicating that while the content presented may not be new to the participants, participating in the sessions did increase the likelihood that they would apply the practices in their classroom.
- Across three years, 87% of teachers reported they could use what they learned at Institute to positively impact their classrooms.
- In open-ended feedback, teachers expressed the desire for on-going, continued training on early literacy best practices throughout the school year. Others asked for more hands-on activities and concrete suggestions during the sessions.

Appendix

Appendix 1a. Daily Schedule from 2015 Summer Institute, July 6, 2015

7:15 am – 7:45 am Auditorium Foyer	Registration and Continental Breakfast <i>Please sign-in as you enter near the Auditorium. Continental breakfast will be available in the 2nd floor Gymnasium.</i>
8:00 am – 10:00 am Auditorium	Welcoming Remarks – Superintendent William R. Hite, Jr. Setting the Purpose – Chief Academic Support Officer Donyall Dickey Guest Plenary Speaker – Carol Jago: “Sowing the Seeds of Literacy: Skills in Context, Skills in Practice” Logistics for the Week – La Tanya R. Miller, Executive Director
10:15 am – 11:45 am Various classrooms on 1 st and 3 rd floors	Day 1, Session 1 <i>Please see your individual course roster for your course title and location.</i>
12:00 pm – 1:00 pm Homeroom cafeterias on 1 st and 3 rd floors	Lunch <i>Boxed lunches will be available in the cafeterias on the 1st and 3rd floors.</i>
1:15 pm – 2:45 pm Various classrooms on 1 st and 3 rd floors	Day 1, Session 2 <i>Please see your individual course roster for your course title and location.</i>
3:00 pm – 3:30 pm Various classrooms on 1 st and 3 rd floors	School Team Reflection and Planning <i>Please join your principal and school colleagues for a facilitated discussion reflection session. Snacks will be provided.</i>
3:30 pm	Closing of Day 1 (with your school team) <i>Before departing for the day, please remember to sign-out with your school principal on the school team attendance sheet so that you may receive appropriate compensation and course credit for the day.</i>

Appendix 1b. Daily Schedule from 2015 Summer Institute, July 7- July 10, 2015

7:15 am – 7:45 am Auditorium Foyer	Registration and Continental Breakfast <i>Please sign-in as you enter near the Auditorium. Continental breakfast will be available in the 2nd floor Gymnasium.</i>
8:00 am – 8:45 am Plenary Session in the Auditorium	<ul style="list-style-type: none"> • Nell K. Duke - <i>Teachers ARE Rocket Scientists: Developing Higher-Order Literacy Skills PreK - Grade 3 (Tuesday)</i> • Cheryl Logan – <i>Addressing Low Literacy Environments (Wednesday)</i> • Natasha Smith - <i>Executive Functions and Literacy Instruction: The Case for Instructional Match (Thursday)</i> • Donyall Dickey – <i>Bringing It All Together (Friday)</i>
9:00 am – 10:30 am Various classrooms on 1 st and 3 rd floors	Daily Session 1 <i>Please see your individual course roster for your course title and location.</i>
10:45 am – 12:15 pm Various classrooms on 1 st and 3 rd floors	Daily Session 2 <i>Please see your individual course roster for your course title and location.</i>
12:15 pm – 1:15 pm Homeroom cafeterias on 1 st and 3 rd floors	Lunch <i>Boxed lunches will be available in the cafeterias on the 1st and 3rd floors.</i>
1:30 pm – 3:00 pm Various classrooms on 1 st and 3 rd floors	Daily Session 3 <i>Please see your individual course roster for your course title and location.</i>
3:15 pm – 3:45 pm Various classrooms on 1 st and 3 rd floors	School Team Reflection and Planning <i>Please join your principal and school colleagues for a facilitated discussion reflection session. Snacks will be provided.</i>
3:45 pm	Daily Departure Time (with your school team) <i>Before departing for the day, please remember to sign-out with your school principal on the school team attendance sheet so that you may receive appropriate compensation and course credit for the day.</i>

Appendix 1c. Daily Schedule from 2016 Summer Institute, June 27 – July 1, 2016


<p style="text-align: center;">SCHOOL DISTRICT OF PHILADELPHIA ACADEMIC SUPPORT OFFICE</p> <p style="text-align: center;">READING MATTERS</p> <p style="text-align: center;">Daily Schedule At-A-Glance: June 27 – July 1, 2016</p>				
MON 27	TUES 28	WED 29	THURS 30	FRI 1
<p>7:15 am Registration & Continental Breakfast</p> <p>8:00 am – 10:00 am</p> <p>Welcome by Philadelphia's Superintendent of Schools Dr. William R. Hite, Jr.</p> <p>Keynote Speaker Susan B. Neuman, Ed.D</p> <p>10:00 am – 10:10 am: Transition</p> <p>10:10 am – 11:55 am: Session I</p> <p>11:55 am – 12:55 pm: Lunch</p> <p>12:55 pm – 1:05 pm: Transition</p> <p>1:05 pm – 2:50 pm: Session II</p> <p>2:50 pm – 3:00 pm: Transition</p> <p>3:00 pm – 4:00 pm School Reflection & Sign-Out</p>	<p>7:15 am Registration & Continental Breakfast</p> <p>8:00 am – 9:00 am</p> <p>Welcome and Keynote Speaker Nelson Flores, Asst. Professor University of Pennsylvania</p> <p>9:00 am – 9:10 am: Transition</p> <p>9:10 am – 10:40 am: Session I</p> <p>10:40 am – 10:50 am: Transition</p> <p>10:50 am – 12:20 pm: Session II</p> <p>12:20 pm – 1:20 pm: Lunch</p> <p>1:20 pm – 1:30 pm: Transition</p> <p>1:30 pm – 3:00 pm: Session III</p> <p>3:00 pm – 4:00 pm School Reflection & Sign-Out</p>	<p>7:15 am Registration & Continental Breakfast</p> <p>8:00 am – 9:30 am: Session I</p> <p>9:30 am – 9:40 am: Transition</p> <p>9:40 am – 10:40 am</p> <p>Welcome and Keynote Speaker Dr. Pedro Noguera</p> <p>10:40 am – 10:50 am: Transition</p> <p>10:50 am – 12:20 pm: Session II</p> <p>12:20 pm – 1:20 pm: Lunch</p> <p>1:20 pm – 1:30 pm: Transition</p> <p>1:30 pm – 3:00 pm: Session III</p> <p>3:00 pm – 4:00 pm School Reflection & Sign-Out</p>	<p>7:15 am Registration & Continental Breakfast</p> <p>8:00 am – 9:00 am</p> <p>Welcome and Keynote Speaker Carol Jago</p> <p>9:00 am – 9:10 am: Transition</p> <p>9:10 am – 10:40 am: Session I</p> <p>10:40 am – 10:50 am: Transition</p> <p>10:50 am – 12:20 pm: Session II</p> <p>12:20 pm – 1:20 pm: Lunch</p> <p>1:20 pm – 1:30 pm: Transition</p> <p>1:30 pm – 3:00 pm: Session III</p> <p>3:00 pm – 4:00 pm School Reflection & Sign-Out</p>	<p>7:15 am Registration & Continental Breakfast</p> <p>8:00 am – 9:00 am</p> <p>Welcome by Chief Academic Support Officer Cheryl Logan</p> <p>Keynote Speaker Karen Mapp, Ed.D</p> <p>9:00 am – 9:10 am: Transition</p> <p>9:10 am – 10:40 am: Session I</p> <p>10:40 am – 10:50 am: Transition</p> <p>10:50 am – 12:20 pm: Session II</p> <p>12:20 pm – 1:20 pm: Lunch</p> <p>1:20 pm – 1:30 pm: Transition</p> <p>1:30 pm – 3:00 pm: Session III</p> <p>3:00 pm – 4:00 pm School Reflection & Sign-Out</p>



SCHOOL DISTRICT OF
PHILADELPHIA

Please see your individualized daily course roster for session names and locations.

Appendix 1d. Daily Schedule from 2017 Summer Institute, June 26 – June 30, 2017

<div> <div>SCHOOL DISTRICT OF PHILADELPHIA</div> <div>ACADEMIC SUPPORT OFFICE</div> <div>READING  MATTERS</div> </div>				
Daily Schedule At-A-Glance: June 26 – June 30, 2017				
MON 26	TUES 27	WED 28	THURS 29	FRI 30
7:15 am Registration & Continental Breakfast 8:00 am – 10:00 am Welcome by Chief Academic Support Officer Dr. Cheryl Logan Keynote Speaker Dr. Nell Duke 10:00am – 10:10am: Transition 10:10 am – 11:55 am: Session I 11:55 am – 12:55 pm: Lunch 12:55 pm – 1:05 pm: Transition 1:05 pm – 2:50 pm: Session II 2:50 pm – 3:00 pm: Transition 3:00pm – 4:00pm: School Reflection & Sign-Out	7:15 am Registration & Continental Breakfast 8:00 am – 9:00 am Welcome and Keynote Speaker Dr. Nelson Flores 9:00 am – 9:10 am: Transition 9:10 am – 10:40 am: Session I 10:40 am – 10:50 am: Transition 10:50 am – 12:20 pm: Session II 12:20 pm – 1:20 pm: Lunch 1:20 pm – 1:30 pm: Transition 1:30 pm – 3:00 pm: Session III 3:00 pm – 4:00 pm: School Reflection & Sign-Out	7:15 am Registration & Continental Breakfast 8:00 am – 9:00 am Welcome and Keynote Speaker Dr. Pedro Noguera 9:00 am – 9:10 am: Transition 9:10 am – 10:40 am: Session I 10:40 am – 10:50 am: Transition 10:50 am – 12:20 pm: Session II 12:20 pm – 1:20 pm: Lunch 1:20 pm – 1:30 pm: Transition 1:30 pm – 3:00 pm: Session III 3:00 pm – 4:00 pm: School Reflection & Sign-Out	7:15 am Registration & Continental Breakfast 8:00 am – 9:00 am Welcome and Keynote Speaker Ms. Jennifer Serravallo 9:00 am – 9:10 am: Transition 9:10 am – 10:40 am: Session I 10:40 am – 10:50 am: Transition 10:50 am – 12:20 pm: Session II 12:20 pm – 1:20 pm: Lunch 1:20 pm – 1:30 pm: Transition 1:30 pm – 3:00 pm: Session III 3:00 pm – 4:00 pm: School Reflection & Sign-Out	7:15 am Registration & Continental Breakfast 8:00 am – 9:00 am Welcome by Philadelphia's Superintendent of Schools Dr. William R. Hite, Jr. Keynote Speaker Dr. Karen Mapp 9:00 am – 9:10 am: Transition 9:10 am – 10:40 am: Session I 10:40 am – 10:50 am: Transition 10:50 am – 12:20 pm: Session II 12:20 pm – 1:20 pm: Lunch 1:20 pm – 1:30 pm: Transition 1:30 pm – 3:00 pm: Session III 3:00 pm – 4:00 pm: School Reflection & Sign-Out



THE SCHOOL DISTRICT OF
PHILADELPHIA

Please see your individualized daily course roster for session names and locations.

Appendix 1e. Summer Institute Session Crosswalk, by year

Session Title			
Year	2015	2016	2017
Explicit Phonological and Phonemic Awareness	X	X	X^
Explicit Phonics/Code Instruction	X	X	X^
Read Aloud and Shared Reading during the Literacy Block	X	X	X
Classroom Organization, Student Behaviors and Routines for a Successful Literacy Block	X	X	X
Creating a Literacy-Rich Environment in the Classroom	X	X	X
Effectively Engaging Families in Supporting Children's Literacy Development	X	X	X
Guided Reading during the Literacy Block	X	X	X
The Early Literacy Block for Students with Disabilities	X	X	X
Developing Writers in the Literacy Block and Beyond	X	X	X
Independent Reading, Leveled Libraries and Fluency	X	X	X
What are other students doing while the teacher is running a Guided Reading group?	X	X	X
Working with English Language Learners	X	X	X
Using AIMSweb and DRA2 to Create Flexible Groups and Measure Student Progress	X	X^^	X^^
The PA Core Standards – English Language Arts, the Curriculum Engine and the PreK to Grade 3 Scope and Sequence	X		
The Literacy Block an Overview			X
Writing Objectives and Lesson Planning Using Curriculum Engine		X	X

^In 2017, these sessions were combined into one session, called *Explicit Phonological/Phonemic Awareness and Phonics Instruction*

^^renamed as *Using Data to Inform Literacy Instruction*

Appendix 2a. 2015 Early Literacy Knowledge (ELK) Assessment

Teacher Early Literacy Knowledge Survey - July 6-10

Welcome!

Dear Teachers,

The following questions were developed by the Office of Research and Evaluation and the Office of Early Literacy to assess your knowledge about early literacy. We are asking that you complete this questionnaire once before the Early Literacy Summer Institute begins and once when it is over. This will help us to determine the effectiveness of the professional development sessions, determine topics for further development, and refine the Summer Institute sessions in future years.

Your responses will be kept confidential and only used for the purposes described above.

Thank you for your participation!

If you have any questions or concerns, please contact Alexandra List in the Office of Research and Evaluation at alist@philasd.org or 215-400-6376.

Teacher Early Literacy Knowledge Survey - July 6-10

Five Pillars of Literacy

Please select the best answer choice(s) for each question.

1. Which of these are among the Five Essential Components of Effective Reading Instruction?

- ☐ Phonics, syntax, vocabulary
- ☐ Comprehension, vocabulary, writing
- ☐ Syntax, phonemic awareness, phonics
- ☒ Phonics, fluency, comprehension
- ☐ Orthography, fluency, comprehension
- ☐ I'm not sure

2. The knowledge that letters correspond to sounds (i.e., the alphabetic principle) is also referred to as:

- ☒ Phonics
- ☐ Phonemic awareness
- ☐ Fluency
- ☐ Orthography
- ☐ I'm not sure

3. The words "rain" and "cow" are examples of which syllable form:

- ☐ vc
- ☐ v
- ☒ vv
- ☐ v-e
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10**Read Aloud and Shared Reading**

Please select the best answer choice(s) for each question.

4. When the teacher and students think, talk, and respond to a text before, during, and after reading this is called:

- ☒ Intentional read aloud
- ☐ Shared reading
- ☐ Guided reading
- ☐ Independent reading
- ☐ I'm not sure

5. New concepts and strategies are best introduced during:

- ☐ Intentional read aloud
- ☒ Shared reading
- ☐ Guided reading
- ☐ Independent reading
- ☐ I'm not sure

6. When teachers ask students to predict what will happen in a story, which comprehension strategy are they targeting?

- ☐ Visualizing
- ☐ Determining importance
- ☐ Synthesizing
- ☒ Inferring
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

Classroom Organization, Student Behaviors, and Routines for a Successful Literacy Block

Please select the best answer(s) for each question.

7. What are the components of a good classroom library? (select all that apply)

- ☐ **Leveled texts**
- ☐ **A variety of texts (e.g., fiction and non-fiction)**
- ☐ **Texts that match student's interests**
- ☐ Textbooks and reference books
- ☐ I'm not sure

8. Which words belong on a word wall? (select all that apply)

- ☐ **Sight words**
- ☐ **Vocabulary words**
- ☐ Classroom rules
- ☐ Prefixes (eg. re-, intra-, ex-)
- ☐ I'm not sure

9. A student who is at least two grades below in reading level and who struggles with course content should receive:

- ☐ Tier 1 intervention
- ☐ Tier 2 intervention
- ☐ **Tier 3 intervention**
- ☐ Tier 4 intervention
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

Effectively Engaging Families in Supporting Children's Literacy Development

Please select the best answer choice(s) for each questing.

10. ELA grades on students' report cards should reflect:

- ☐ DRA level only
- ☒ DRA level and teachers' notes from guided reading
- ☐ Teachers' notes from guided reading
- ☐ Students' interest and enthusiasm for reading
- ☐ DRA level and students' interest and enthusiasm for reading
- ☐ I'm not sure

11. To help parents support literacy development at home, teachers should: (select all that apply)

- ☒ Send home vocabulary flashcards
- ☒ Send home weekly books that students have read previously
- ☐ Send home weekly books that are a challenge for students
- ☒ Send home bilingual books for ELL students
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10**Guided Reading During the Literacy Block**

Please select the best answer choice(s) for each question.

12. Ideally, during guided reading, a teacher should work with:

- ☐ One-on-one for 30 minutes
- ☐ 2-3 students for 15 minutes
- ☒ 4-6 students for 20 minutes
- ☐ 6-10 students for 40 minutes
- ☐ I'm not sure

13. When creating guided reading groups, students' instructional reading level should span:

- ☐ 1 level
- ☐ 2-3 levels
- ☐ 4-5 levels
- ☒ It depends on the objective
- ☐ I'm not sure

14. In a guided reading lesson with early readers, which of the following is an appropriate book introduction?

- ☐ A thorough introduction to the book, including a full walk through
- ☒ A detailed introduction to the book, but not a complete walk through
- ☐ A brief introduction that includes looking at the front cover and table of contents
- ☐ A minimal introduction that includes only the title and author
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

Guided Reading During the Literacy Block

Please select the best answer choice(s) for each question.

15. During guided reading, it's effective to:

- ☐ Ask students to round-robin or pop-corn read
- ☐ Ask students to complete graphic organizers of texts
- ☒ Focus on only one skill
- ☐ Focus on a complementary set of skills
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

Creating a Literacy-Rich Environment in the Classroom

Please select the best answer choice(s) for each question

16. On a synonym word wall, words are organized by:

- ☐ First letter
- ☒ Definition
- ☐ Number of syllables
- ☐ Part of speech
- ☐ I'm not sure

17. What is the best system for organizing texts in a classroom library?

- ☐ Alphabetically by author
- ☒ By topic
- ☒ By genre
- ☒ By Fountas & Pinnell level
- ☐ By length
- ☐ I'm not sure

18. Print that is displayed around the classroom should be: (select all that apply)

- ☐ Professional and polished commercial products
- ☒ Teacher created posters or charts
- ☒ Developed by students and teachers together
- ☒ Individual students' work
- ☐ Only text, not pictures
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10**Developing Writers in the Literacy Block and Beyond**

Please select the best answer choice(s) for each question.

19. When a teacher has control over the composition of a text and writes it while "thinking aloud," this is referred to as:

- ☒ Modeled writing
- ☐ Shared writing
- ☐ Interactive writing
- ☐ Guided writing
- ☐ I'm not sure

20. In a whole class or small group setting, the teacher initiates and models writing, while students have the opportunity to contribute their ideas to the writing activity. This is called:

- ☐ Modeled writing
- ☒ Shared writing
- ☐ Interactive writing
- ☐ Guided writing
- ☐ I'm not sure

21. During a daily Writer's Workshop, how much time should be spent on independent writing and conferencing:

- ☐ 10-20 minutes
- ☐ 20-30 minutes
- ☒ 30-40 minutes
- ☐ It depends on the lesson
- ☐ I'm not sure

22. Which of these are among the five components of the writing process?

- ☒ Editing, writing, and publishing
- ☐ Writing, revising, and illustrating
- ☐ Pre-writing, writing, and post-writing
- ☐ Writing, publishing, and illustrating
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

Independent Reading, Leveled Libraries, and Fluency

Please select the best answer(s) for each question.

23. Fluency can best be defined as:

- ☒ Reading accurately and expressively
- ☐ Reading slowly and expressively
- ☐ Reading loudly and clearly
- ☐ Reading slowly and accurately
- ☐ I'm not sure

24. An independent reading level reflects:

- ☐ Word accuracy of 90-92% or higher and comprehension of 98% or higher
- ☒ Word accuracy of 95-98% or higher and comprehension of 90% or higher
- ☐ Word accuracy of 80-85% or higher and comprehension of 90% or higher
- ☐ Word accuracy of 90-95% or higher and comprehension of 80% or higher
- ☐ I'm not sure

25. During independent reading, which of the following should be happening: (select all that apply)

- ☒ Students should be choosing books of interest to them
- ☐ A teacher should assign each students a book to read based on his or her reading level
- ☐ All students should be reading one book that they chose as a class
- ☒ Students should be reading books on different topics
- ☐ I'm not sure

26. Which of the following characterize emergent reader texts: (select all that apply)

- ☐ Limited text on a page
- ☐ Include limited pictures
- ☐ Include natural language
- ☐ Introduce new, high-level vocabulary
- ☐ Have a repetitive pattern
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

What Are Other Students Doing While the Teacher is Running a Guided Reading Session?

Please select the best answer choice(s) for each question.

27. Which of the following would **NOT** be considered an authentic writing task:

- ☐ Writing a letter to a congressperson
- ☐ Writing a blog post
- ☐ Writing a product review to a company
- ☒ Writing a book report
- ☐ I'm not sure

28. Why is it important for students to work independently: (select all that apply)

- ☒ So students can take ownership of their learning
- ☒ So the teacher can implement guided reading
- ☒ So students can explore their interests
- ☐ So the teacher can check and grade student work
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

Working with ELLs

Please select the best answer choice(s) for each question.

29. When instructing ELLs, it is best to:

- ☐ Provide information in English, but allow students to respond in their home language
- ☐ Incorporate the home language into instruction, but require students to respond in English
- ☐ Provide instruction in English and only allow students to respond in English
- ☒ Incorporate the home language into instruction and allow students to respond in their home language
- ☐ I'm not sure

30. How many levels of ELL proficiency are there?

- ☐ 4 levels
- ☒ 6 levels
- ☐ 8 levels
- ☐ 10 levels
- ☐ I'm not sure

31. Approximately how many years does it take for ELLs to acquire academic language proficiency:

- ☐ 1-2 years
- ☐ 3-4 years
- ☒ 5-7 years
- ☐ 8-10 years
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

Using AIMSWeb and DRA2 to Drive Instruction

Please select the best answer choice(s) for each question.

32. The AIMSWeb Test of Early Literacy (TEL) includes which assessments:

- ☐ Morphological Awareness, Phonemic Segmentation, and Letter Sound Fluency
- ☐ Letter Naming Fluency, Phonics Identification, and Nonsense Words Fluency
- ☒ Letter Sound Fluency, Nonsense Word Fluency, and Phonemic Segmentation
- ☐ Morphological Awareness, Nonsense Word Fluency, and Phonemic Segmentation
- ☐ I'm not sure

33. The DRA2 is a measure of: (select all that apply)

- ☒ Comprehension
- ☒ Oral reading fluency
- ☒ Decoding
- ☐ Spelling
- ☐ I'm not sure

34. The instructional reading level reflects which of the following:

- ☒ Accuracy is 90% and comprehension is 70%
- ☐ Accuracy is 70% and comprehension is 90%
- ☐ Accuracy is 80% and comprehension is 60%
- ☐ Accuracy is 60% and comprehension is 80%
- ☐ I'm not sure

35. The Discontinue Rule in AIMSWeb says that:

- ☒ If a student says nothing in the first 5 seconds, you should stop the assessment
- ☐ If a student says nothing in the first 10 seconds, you should stop the assessment
- ☐ If a student says nothing in the first 15 seconds, you should stop the assessment
- ☐ If a student says nothing in the first 20 seconds, you should stop the assessment
- ☐ I'm not sure

36. Students who score *average* on the AIMSWeb assessment are in the:

- ☐ 50th percentile
- ☐ 40th to 60th percentile
- ☐ 35th to 65th percentile
- ☒ 25th to 75th percentile
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

The PA Core Standards - ELA, the Curriculum Engine, and the PreK to Grade 3 Scope and Sequence

Please select the best answer choice(s) to each questions.

37. Which of the following is **NOT** one of the five Categories of Standards:

- ☐ Reading informational texts enables students to read, understand, and respond to informational text.
- ☐ Reading literature enables students to read, understand, and respond to literature.
- ☒ Reading instructional texts enables students to follow directions and learn multi-step procedures.
- ☐ Writing develops the skills of informational, argumentative, and narrative writing as well as the ability to engage in evidence based analysis of text and research.
- ☐ I'm not sure

38. The Interactive Scope and Sequence on the Curriculum Engine organizes the information by:

- ☒ Four quarters
- ☐ Two semesters
- ☐ 10 units
- ☐ 36 lessons
- ☐ I'm not sure

39. Which of the following is **NOT** true of instruction with texts: (select all that apply)

- ☐ Students should be taught to read both literary and informational texts
- ☒ Students should be taught to read texts in the same way, across disciplines
- ☐ Students should be taught to read literacy texts from a variety of genres
- ☒ Students should be taught to read current texts, rather than using texts from different eras
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - July 6-10

Tell Us About Yourself

40. How many years have you taught K-3 literacy?

41. What grade will you be teaching in the 2015-2016 school year?

42. Please select your school:

Other:

Appendix 2b: 2016 Early Literacy Knowledge (ELK) Assessment

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Welcome!

Dear Teachers,

The following questions were developed by the Office of Research and Evaluation and the Office of Early Literacy to assess your knowledge about early literacy. We are asking that you complete this questionnaire once before the Early Literacy Summer Institute begins and once when it is over. This will help us to determine the effectiveness of the professional development sessions, determine topics for further development, and refine the Summer Institute sessions in future years.

Your responses will be kept confidential and only used for the purposes described above.

Thank you for your participation!

If you have any questions or concerns, please contact Adrienne Reitano in the Office of Research and Evaluation at areitano@philasd.org or 215-400-6536.

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Explicit Phonological & Phonemic Awareness

Please select the best answer choice(s) for each question.

1. Which of these are among the Five Essential Components of Effective Reading Instruction?

- ☐ Phonics, syntax, vocabulary
- ☐ Comprehension, vocabulary, writing
- ☐ Syntax, phonemic awareness, phonics
- ☒ Phonics, fluency, comprehension
- ☐ Orthography, fluency, comprehension
- ☐ I'm not sure

2. Phoneme awareness is defined as:

- ☐ The study and use of sound/spelling correspondences
- ☐ The association of letters with sounds
- ☐ The speed at which letters are recognized and recalled
- ☒ An awareness of and the ability to manipulate the individual speech sounds in spoken words
- ☐ I'm not sure

3. The fluent coordination of word reading and comprehension process is referred to as:

- ☐ Independent reading level
- ☒ Skilled reading
- ☐ Reading mastery
- ☐ Phonemic awareness
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Explicit Phonics/Code Instruction

Please select the best answer choice(s) for each question.

4. The knowledge that letters correspond to sounds (i.e., the alphabetic principle) is also referred to as:

- ☒ Phonics
- ☐ Phonemic awareness
- ☐ Fluency
- ☐ Orthography
- ☐ I'm not sure

5. The rules that govern how sounds are mapped onto spelling patterns is know as:

- ☐ Phonics
- ☒ Phonemic awareness
- ☐ Fluency
- ☐ Orthography
- ☐ I'm not sure

6. The 4-part processing systems that support reading are:

- ☒ Content processor, Meaning processor, Phonological processor, and Orthographic processor
- ☐ Verbal processor, Meaning processor, Phonological processor, and Phonemic processor
- ☐ Verbal processor, Vocabulary processor, Phonological processor, and Orthographic processor
- ☐ Verbal processor, Vocabulary processor, Phonemic processor, and Orthographic processor
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016**Read Aloud and Shared Reading**

Please select the best answer choice(s) for each question.

7. A whole group instructional activity when students have individual copies of the text and the teacher directly teaches skills and strategies of effective reading is called:

- ☐ Intentional read aloud
- ☒ Shared reading
- ☐ Guided reading
- ☐ Independent reading
- ☐ I'm not sure

8. Which of the following should be the focus during Read Aloud? (select all that apply)

- ☒ Vocabulary
- ☐ Inferring
- ☐ Synthesizing
- ☒ Fluency
- ☐ I'm not sure

9. In an Intentional Read Aloud, the teacher and students should think, talk, and respond to the text...

- ☐ Before reading
- ☐ During reading
- ☐ After reading
- ☒ All of the above
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Classroom Organization, Student Behaviors, and Routines for a Successful Literacy Block

Please select the best answer(s) for each question.

10. The "Power of Three" is strategy designed to:

- ☒ communicate and reinforce classroom expectations
- ☐ increase the use of academic vocabulary
- ☒ create a caring, safe, and thriving classroom culture
- ☐ organize libraries based on reading levels
- ☐ None of the above
- ☐ I'm not sure

11. Classroom responsibilities and procedures should be...

- ☐ Planned and specific
- ☐ Modeled and reinforced
- ☐ Posted
- ☒ All of the above
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Effectively Engaging Families in Supporting Children's Literacy Development

Please select the best answer choice(s) for each questing.

12. To help parents support literacy development at home, teachers should: (select all that apply)

- ☒ Communicate regularly with parents about their child's reading level
- ☐ Send home books or a list of books that are a challenge for the child
- ☐ Only contact the parent when the child is below reading level
- ☐ Leave it up to the parent to reach out to the teacher with questions or concerns
- ☒ Send home books or a list of books that are aligned with the child's reading level
- ☐ I'm not sure

13. A growth mindset is:

- ☒ The belief that abilities can be developed and that intelligence or talent are not fixed traits
- ☐ The belief that talent is the key to growth and success
- ☐ The belief that certain people are capable of growth and progress
- ☐ None of the above
- ☐ I'm not sure

14. A student's independent reading level is:

- ☒ The level at which a student can decode words with 98-99% accuracy and comprehend with 90% accuracy
- ☐ The level at which a student can decode words with 90% accuracy and comprehend with 98-99% accuracy
- ☐ The level at which a student can decode words with 100% accuracy and comprehend with 100% accuracy
- ☐ The level at which a student can decode words with 85% accuracy and comprehend with 80% accuracy
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Guided Reading During the Literacy Block

Please select the best answer choice(s) for each question.

15. Ideally, during guided reading, a teacher should work:

- ☐ One-on-one with a student for 30 minutes
- ☐ With 2-3 students for 15 minutes
- ☒ With 4-6 students for 20 minutes
- ☐ With 6-10 students for 40 minutes
- ☐ I'm not sure

16. During guided reading, it's effective to:

- ☐ Ask students to round-robin or pop-corn read
- ☐ Ask students to complete graphic organizers of texts
- ☒ Focus on only one skill or objective
- ☐ Focus on a complementary set of skills or objectives
- ☐ I'm not sure

17. In a guided reading lesson with early readers, which of the following is an appropriate book introduction?

- ☐ A thorough introduction to the book, including a full walk through
- ☒ A detailed introduction to the book, but not a complete walk through
- ☐ A brief introduction that includes looking at the front cover and table of contents
- ☐ A minimal introduction that includes only the title and author
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Creating a Literacy-Rich Environment in the Classroom

Please select the best answer choice(s) for each question

18. What is an effective system for organizing texts in a classroom library? (select all that apply)

- ☐ Alphabetically by author
- ☒ By topic
- ☒ By genre
- ☒ By Fountas & Pinnell/reading level
- ☐ By length
- ☐ I'm not sure

19. Print that is displayed around the classroom should be: (select all that apply)

- ☐ Professional and polished commercial products
- ☒ Teacher created posters or charts
- ☒ Developed by students and teachers together
- ☒ Individual students' work
- ☐ Only text, not pictures
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Developing Writers in the Literacy Block and Beyond

Please select the best answer choice(s) for each question.

20. When a teacher writes a text using a smartboard, chalkboard etc. while "thinking aloud," this is referred to as:

- ☒ Modeled writing
- ☐ Shared writing
- ☐ Interactive writing
- ☐ Guided writing
- ☐ I'm not sure

21. In a whole class or small group setting, the teacher models writing as students contribute to the composition of the text. This is called:

- ☐ Modeled writing
- ☒ Shared writing
- ☐ Interactive writing
- ☐ Guided writing
- ☐ I'm not sure

22. During a daily Writer's Workshop, how much time should be spent on independent writing and conferencing?

- ☐ 10-20 minutes
- ☐ 20-30 minutes
- ☒ 30-40 minutes
- ☐ It depends on the lesson
- ☐ I'm not sure

23. Which of these are among the five components of the writing process?

- ☐ Pre-writing, revising, post-writing
- ☐ Writing, revising, and illustrating
- ☒ Writing, editing, and publishing
- ☐ Writing, publishing, and illustrating
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Independent Reading, Leveled Libraries, and Fluency

Please select the best answer(s) for each question.

24. Fluency can best be defined as:

- ☒ Reading accurately and expressively
- ☐ Reading slowly and expressively
- ☐ Reading loudly and clearly
- ☐ Reading slowly and accurately
- ☐ I'm not sure

25. During independent reading, which of the following should be happening? (select all that apply)

- ☒ Students should be choosing books of interest to them
- ☒ Students should be assigned books based on their reading levels
- ☐ All students should be reading the same book
- ☒ Students should have opportunities to "turn and talk"
- ☐ I'm not sure

26. Which of the following characterize emergent reader texts? (select all that apply)

- ☒ Limited text on a page
- ☐ Include limited pictures
- ☒ Include natural language
- ☐ Introduce new, high-level vocabulary
- ☒ Have a repetitive pattern
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

What Are Other Students Doing While the Teacher is Running a Guided Reading Session?

Please select the best answer choice(s) for each question.

27. Which of the following would *NOT* be considered an authentic or "real world" writing task?

- ☐ Writing a letter to a congressperson
- ☐ Writing a blog post
- ☐ Writing a product review to a company
- ☒ Writing a book report
- ☐ I'm not sure

28. Why is it important for students to work independently? (select all that apply)

- ☒ So students can take ownership of their learning
- ☒ So the teacher can implement guided reading
- ☒ So students can explore their interests
- ☐ So the teacher can check and grade student work
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Working with ELLs

Please select the best answer choice(s) for each question.

29. Texts for a Read Aloud with ELLs should: (select all that apply)

- ☒ Have many pictures to support the text
- ☐ Should be at or below the students' reading level
- ☒ Be culturally and socially relevant to the students
- ☐ Should always be a book
- ☐ I'm not sure

30. How many levels of ELL proficiency are there?

- ☐ 4 levels
- ☒ 6 levels
- ☐ 8 levels
- ☐ 10 levels
- ☐ I'm not sure

31. Approximately how many years does it take for ELLs to acquire academic language proficiency?

- ☐ 1-2 years
- ☐ 3-4 years
- ☒ 5-7 years
- ☐ 8-10 years
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Using Data to Inform Literacy Instruction

Please select the best answer choice(s) for each question.

32. The AIMSweb Test of Early Literacy (TEL) is comprised of which assessments?

- ☐ Morphological Awareness, Phonemic Segmentation, and Letter Sound Fluency
- ☒ Letter Naming Fluency, Letter Sound Fluency, Phonemic Segmentation, and Nonsense Words Fluency
- ☐ Letter Sound Fluency, Nonsense Word Fluency, and Phonics Awareness
- ☐ Morphological Awareness, Letter Sound Fluency, Nonsense Word Fluency, and Phonemic Segmentation
- ☐ I'm not sure

33. The DRA2 is a measure of: (select all that apply)

- ☒ Comprehension
- ☒ Oral reading fluency
- ☒ Decoding
- ☐ Spelling
- ☐ I'm not sure

34. Posting the following in your classroom is an effective strategy for supporting student growth in vocabulary:

- ☐ High frequency word wall
- ☐ WOW words that come up during shared reading or writing
- ☐ Content area vocabulary aligned with a unit
- ☒ All of the above
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Writing Objectives & Lesson Planning Using the Curriculum Engine

Please select the best answer choice(s) to each questions.

35. The Interactive Scope and Sequence on the Curriculum Engine organizes the information by:

- ☒ Four quarters
- ☐ Two semesters
- ☐ 10 units
- ☐ 36 lessons
- ☐ I'm not sure

36. Which of the following is *NOT* true of instruction with texts: (select all that apply)

- ☐ Students should be taught to read both literary and informational texts
- ☐ Students should be taught to read texts in the same way, across disciplines
- ☐ Students should be taught to read literacy texts from a variety of genres
- ☒ Students should be taught to read current texts, rather than using texts from different eras
- ☐ I'm not sure

37. The resources available on the Curriculum Engine include: (select all that apply)

- ☒ PA Core Standards
- ☒ Performance-Based Objectives
- ☒ National Common Core Correlations
- ☐ Worksheets
- ☐ Study guides
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016**The Early Literacy Block for Students with Disabilities**

Please select the best answer choice(s) to each questions.

38. To promote a positive classroom climate, the following are effective strategies: (select all that apply)

- ☐ The ratio of positive statements to negative statements should be 5:1
- ☐ Only calling attention to a student to highlight bad behavior as a deterrent for other students
- ☐ Using the "Green Circle Strategy"
- ☐ Using coral or group responses
- ☐ Never letting more than one student talk at once
- ☐ I'm not sure

39. Effective ways to engage students with disabilities during Shared Reading include: (select all that apply)

- ☐ Pre-reading
- ☐ Choral reading
- ☐ Cloze reading
- ☐ Partner reading
- ☐ I'm not sure

40. In the Partner Reading procedure:

- ☐ Paired students should be performing at the same level
- ☐ The teacher should refrain from correcting student errors
- ☐ The paired students should take turn with their roles to ensure the distribution of practice
- ☐ The students should only let the teacher make corrections
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2016

Tell Us About Yourself

41. How many years have you taught K-3 literacy (including non-SDP positions)?

42. What grade will you be teaching in the 2016-2017 school year?

43. Please select your school:

Other:

Appendix 2c. 2017 Early Literacy Knowledge (ELK) Assessment

Welcome!

Dear Teachers,

The following questions were developed by the Office of Research and Evaluation and the Office of Early Literacy to assess your knowledge about early literacy. We are asking that you complete this questionnaire once before the Early Literacy Summer Institute begins and once when it is over. It should take about 15 minutes to complete. This will help us determine the effectiveness of the professional development sessions, identify topics for further development, and refine the Summer Institute sessions in future years.

If you are not attending the Early Literacy Summer Institute this year, please disregard this survey.

Your responses will be kept confidential and only used for the purposes described above.

Thank you for your participation!

If you have any questions or concerns, please contact Kristyn Stewart in the Office of Research and Evaluation at kmstewart@philasd.org or 215-400-5242.

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Explicit Phonological & Phonemic Awareness and Phonics Instruction

Please select the best answer choice(s) for each question.

1. Which of these are among the Five Essential Components of Effective Reading Instruction?

- ☐ Phonics, syntax, vocabulary
- ☐ Comprehension, vocabulary, writing
- ☐ Syntax, phonemic awareness, phonics
- ☒ Phonics, fluency, comprehension
- ☐ Orthography, fluency, comprehension
- ☐ I'm not sure

2. Phoneme awareness is defined as:

- ☐ The study and use of sound/spelling correspondences
- ☐ The association of letters with sounds
- ☐ The speed at which letters are recognized and recalled
- ☒ An awareness of and the ability to manipulate the individual speech sounds in spoken words
- ☐ I'm not sure

3. The knowledge that letters correspond to sounds (i.e., the alphabetic principle) is also referred to as:

- ☒ Phonics
- ☐ Phonemic awareness
- ☐ Fluency
- ☐ Orthography
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017**Read Aloud and Shared Reading**

Please select the best answer choice(s) for each question.

4. A whole group instructional activity when students have individual copies of the text and the teacher directly teaches skills and strategies of effective reading is called:

- ☐ Intentional read aloud
- ☒ Shared reading
- ☐ Guided reading
- ☐ Independent reading
- ☐ I'm not sure

5. Which of the following should be the focus during a Read Aloud? (select all that apply)

- ☒ Vocabulary
- ☒ Inferring
- ☒ Synthesizing
- ☒ Fluency
- ☐ I'm not sure

6. In an Intentional Read Aloud, the teacher and students should think, talk, and respond to the text...

- ☐ Before reading
- ☐ During reading
- ☐ After reading
- ☒ All of the above
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Classroom Organization, Student Behaviors, and Routines for a Successful Literacy Block

Please select the best answer(s) for each question.

7. The "Power of Three" is a strategy designed to:

- A) Communicate and reinforce classroom expectations
- B) Increase the use of academic vocabulary
- C) Create a caring, safe, and thriving classroom culture
- D) Organize libraries based on reading levels

- ☐ A and B
- ☒ A and C
- ☐ A only
- ☐ None of the above
- ☐ I'm not sure

8. Classroom responsibilities and procedures should be...

- ☐ Planned and specific
- ☐ Modeled and reinforced
- ☐ Posted
- ☒ All of the above
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Effectively Engaging Families in Supporting Children's Literacy Development

Please select the best answer choice(s) for each questing.

9. To help parents support literacy development at home, teachers should: (select all that apply)

- ☒ Communicate regularly with parents about their child's reading level
- ☐ Send home books or a list of books that are a challenge for the child
- ☐ Only contact the parent when the child is below reading level
- ☐ Leave it up to the parent to reach out to the teacher with questions or concerns
- ☒ Send home books or a list of books that are aligned with the child's reading level
- ☐ I'm not sure

10. A growth mindset is:

- ☒ The belief that abilities can be developed and that intelligence or talent are not fixed traits
- ☐ The belief that talent is the key to growth and success
- ☐ The belief that certain people are capable of growth and progress
- ☐ None of the above
- ☐ I'm not sure

11. A student's independent reading level is:

- ☒ The level at which a student can decode words with 98-99% accuracy and comprehend with 90% accuracy
- ☐ The level at which a student can decode words with 90% accuracy and comprehend with 98-99% accuracy
- ☐ The level at which a student can decode words with 100% accuracy and comprehend with 100% accuracy
- ☐ The level at which a student can decode words with 85% accuracy and comprehend with 80% accuracy
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017 (Pre)

Guided Reading During the Literacy Block

Please select the best answer choice(s) for each question.

12. Ideally, during Guided Reading, a teacher should work:

- ☐ One-on-one with a student for 30 minutes
- ☐ With 2-3 students for 15 minutes
- ☒ With 4-6 students for 20 minutes
- ☐ With 6-10 students for 40 minutes
- ☐ I'm not sure

13. During Guided Reading, it's effective to:

- ☐ Ask students to round-robin or pop-corn read
- ☐ Ask students to complete graphic organizers of texts
- ☒ Focus on only one skill or objective
- ☐ Focus on a complementary set of skills or objectives
- ☐ I'm not sure

14. In a guided reading lesson with early readers (D-I), which of the following is an appropriate book introduction?

- ☐ A thorough introduction to the book, including a full walk through
- ☒ A detailed introduction to the book, but not a complete walk through
- ☐ A brief introduction that includes looking at the front cover and table of contents
- ☐ A minimal introduction that includes only the title and author
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Creating a Literacy-Rich Environment in the Classroom

Please select the best answer choice(s) for each question

15. Which of the following is **NOT** an effective system for organizing texts in a classroom library?

- ☐ Alphabetically by author
- ☐ By topic
- ☐ By genre
- ☐ By Fountas & Pinnell/reading level
- ☒ By length
- ☐ I'm not sure

16. Print that is displayed around the classroom should **NOT** be:

- ☒ Professional and polished commercial products
- ☐ Teacher created posters or charts
- ☐ Developed by students and teachers together
- ☐ Individual students' work
- ☐ Only text, not pictures
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Developing Writers in the Literacy Block and Beyond

Please select the best answer choice(s) for each question.

17. When a teacher writes a text using a Smartboard, chalkboard, etc., while "thinking aloud," this is referred to as:

- ☒ Modeled writing
- ☐ Shared writing
- ☐ Interactive writing
- ☐ Guided writing
- ☐ I'm not sure

18. In a whole class or small group setting, the teacher models writing as students contribute to the composition of the text. This is called:

- ☐ Modeled writing
- ☒ Shared writing
- ☐ Interactive writing
- ☐ Guided writing
- ☐ I'm not sure

19. During a daily Writer's Workshop, how much time should be spent on independent writing and conferencing?

- ☐ 10-20 minutes
- ☒ 20-30 minutes
- ☐ 30-40 minutes
- ☐ It depends on the lesson
- ☐ I'm not sure

20. Which of these are among the five components of the writing process?

- ☐ Pre-writing, revising, post-writing
- ☐ Writing, revising, and illustrating
- ☒ Writing, editing, and publishing
- ☐ Writing, publishing, and illustrating
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Independent Reading, Leveled Libraries, and Fluency

Please select the best answer(s) for each question.

21. Fluency can best be defined as:

- ☒ Reading accurately and expressively
- ☐ Reading slowly and expressively
- ☐ Reading loudly and clearly
- ☐ Reading slowly and accurately
- ☐ I'm not sure

22. During independent reading, which of the following should be happening?

- A) Students should be reading books of interest to them
- B) Students should be assigned books based on their reading levels
- C) Students should all be reading the same book

- ☐ A only
- ☐ B only
- ☒ A and B
- ☐ B and C
- ☐ I'm not sure

23. Which of the following characterize emergent reader texts? (select all that apply)

- ☒ Limited text on a page
- ☐ Include limited pictures
- ☒ Include natural language
- ☐ Introduce new, high-level vocabulary
- ☒ Have a repetitive pattern
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

What Are Other Students Doing While the Teacher is Running a Guided Reading Session?

Please select the best answer choice(s) for each question.

24. Which of the following would **NOT** be considered an authentic or "real world" writing task?

- ☐ Writing a letter to a congressperson
- ☐ Writing a blog post
- ☐ Writing a product review to a company
- ☐ Writing a book report
- ☐ I'm not sure

25. Why is it important for students to work independently? (select all that apply)

- ☐ So students can take ownership of their learning
- ☐ So the teacher can implement guided reading
- ☐ So students can explore their interests
- ☐ So the teacher can check and grade student work
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Working with ELLs

Please select the best answer choice(s) for each question.

26. Texts for a Read Aloud with ELLs should: (select all that apply)

- ☒ Have many pictures to support the text
- ☐ Should be at or below the students' reading level
- ☒ Be culturally and socially relevant to the students
- ☐ Should always be a book
- ☐ I'm not sure

27. How many levels of ELL proficiency are there?

- ☐ 4 levels
- ☒ 6 levels
- ☐ 8 levels
- ☐ 10 levels
- ☐ I'm not sure

28. Approximately how many years does it take for ELLs to acquire academic language proficiency, if the ELL started at Level 1?

- ☐ 1-2 years
- ☐ 3-4 years
- ☒ 5-7 years
- ☐ 8-10 years
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Using Data to Inform Literacy Instruction

Please select the best answer choice(s) for each question.

29. The AIMSweb Test of Early Literacy (TEL) is comprised of which assessments?

- ☐ Morphological Awareness, Phonemic Segmentation Fluency, and Letter Sound Fluency
- ☒ Letter Naming Fluency, Letter Sound Fluency, Phonemic Segmentation Fluency, and Nonsense Words Fluency
- ☐ Letter Sound Fluency, Nonsense Word Fluency, and Phonics Awareness
- ☐ Morphological Awareness, Letter Sound Fluency, Nonsense Word Fluency, and Phonemic Segmentation Fluency
- ☐ I'm not sure

30. The DRA2 is a measure of: (select all that apply)

- ☒ Comprehension
- ☒ Oral reading fluency
- ☒ Decoding
- ☐ Spelling
- ☐ I'm not sure

31. Posting the following in your classroom is an effective strategy for supporting student growth in vocabulary:

- ☐ High frequency word wall
- ☐ WOW words that come up during shared reading or writing
- ☐ Content area vocabulary aligned with a unit
- ☒ All of the above
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017**Writing Objectives & Lesson Planning Using the Curriculum Engine**

Please select the best answer choice(s) to each questions.

32. The Interactive Scope and Sequence on the Curriculum Engine organizes the information by:

- ☒ Four quarters
- ☐ Two semesters
- ☐ 10 units
- ☐ 36 lessons
- ☐ I'm not sure

33. Which of the following are true of instruction with texts:

- A) Students should be taught to read both literary and informational texts
- B) Students should be taught to read texts in the same way, across disciplines
- C) Students should be taught to read literacy texts from a variety of genres
- D) Students should be taught to read current texts, rather than using texts from different eras

- ☐ A and D
- ☒ A and C
- ☐ B and C
- ☐ A only
- ☐ I'm not sure

34. The resources available on the Curriculum Engine include: (select all that apply)

- ☒ PA Core Standards
- ☒ Performance-Based Objectives
- ☒ National Common Core Correlations
- ☐ Worksheets
- ☐ Study guides
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

The Early Literacy Block for Students with Disabilities

Please select the best answer choice(s) to each questions.

35. Which of the following is **NOT** an example of a way teachers can differentiate instruction?

- ☐ Content
- ☐ Process
- ☒ Standards
- ☐ Product
- ☐ I'm not sure

36. Which of the following are examples of activities or materials that could be included in a Phonics center?

- A) Decodable readers
- B) Letter/sound identification activities
- C) Graphic Organizers
- D) Computer-based reading interventions

- ☐ B, C, and D
- ☒ A, B, and D
- ☐ A and B
- ☐ All of the above
- ☐ I'm not sure

37. When tiering instruction for students with disabilities, which of the following should you do?

- A) Consider if the student(s) have the necessary content background to successfully complete the lesson
- B) Consider the student(s)' interests
- C) Develop an assessment component to gauge success
- D) Introduce the content to all students the same way

- ☒ A and B
- ☐ B and C
- ☐ A, C, and D
- ☐ All of the above
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

The Literacy Block: An Overview

38. Which of the following is **NOT** a component of the SDP Comprehensive Literacy Framework?

- ☐ Guided Reading
- ☐ Shared Writing
- ☒ Centers
- ☐ Shared Reading
- ☐ I'm not sure

39. The outside spokes of the literacy wheel depicts which of the following?

- A) A gradual release of the responsibility model
- B) "The what" we need to teach
- C) "The how" we need to teach
- D) The 5 Essential Components of Literacy Instruction

- ☐ A and B
- ☒ A and C
- ☐ B and D
- ☐ I'm not sure

40. What are the 5 essential components of literacy instruction?

- ☐ phonemic awareness, phonics, spelling, fluency, and comprehension
- ☐ shared reading, phonics, vocabulary, fluency, and comprehension
- ☐ phonemic awareness, phonics, vocabulary, fluency, and writing
- ☒ phonemic awareness, phonics, vocabulary, fluency, and comprehension
- ☐ I'm not sure

Teacher Early Literacy Knowledge Survey - Summer Institute 2017

Tell Us About Yourself

41. How many years have you taught K-3 literacy (including non-SDP positions)?

42. What grade will you be teaching in the 2017-2018 school year?

43. Please select your school:

Other:

Appendix 2d. Early Literacy Knowledge (ELK) Assessment Crosswalk, by year

2015	Items	2016	Items	2017	Items
Five Pillars of Literacy [^]	1-3	Explicit Phonological and Phonemic Awareness	1-3	Explicit Phonological/Phonemic Awareness and Phonics Instruction ⁱ	1-3
Read Along and Shared Reading	4-6	Explicit Phonics/Code Instruction	4-6	Read Aloud and Shared Reading	4-6
Classroom Org. Student Behavior, Routines for a Successful Lit. Block	7-9	Read Along and Shared Reading	7-9 ^e	Classroom Organization, Student Behaviors, and Routines for a Successful Literacy Block	7-8
Effectively Engaging Families	10 & 11 ^a	Classroom Org. Student Behavior, Routines for a Successful Lit. Block	10-11	Effectively Engaging Families in Supporting Children's Literacy	9-11
Guided Reading During the Lit. Block	12-15	Effectively Engaging Families	12-14	Guided Reading During the Literacy Block	12-14
Creating a Literacy Rich Environment in the Classroom	16-18 ^b	Guided Reading During the Lit. Block	15-17	Creating a Literacy-Rich Environment in the Classroom	15-16
Developing Writers in the Lit. Block and Beyond	19-22 ^c	Creating a Literacy Rich Environment in the Classroom	18-19	Developing Writers in the Literacy Block and Beyond	17-20 ^j
Independent Reading, Leveled Libraries, and Fluency	23-26	Developing Writers in the Lit. Block and Beyond	20-23 ^f	Independent Reading, Leveled Libraries, and Fluency	21-23
What Are Other Students Doing?	27&28	Independent Reading, Leveled Libraries, and Fluency	24-26 ^g	What Are Other Students Doing?	24-25
Working with ELLS	29- 31	What Are Other Students Doing?	27-28	Working with ELLs	26-28
Using AIMSWeb and DRA2 to Drive Instruction ^{^^}	32-36 ^d	Working with ELLS	29-31	Using Data to Inform Literacy Instruction	29-31
PA Core Standards	37-39	Using Data to Inform Literacy Instruction	32-34	Writing Objectives and Lesson Planning Using the Curriculum Engine	32-34
		Writing Objectives & Lesson Planning Using the Curriculum Engine	35-37 ^h	Early Literacy Block for Students with Disabilities	35-37
		The Early Literacy Block for Students with Disabilities	38-40	The Literacy Block: An Overview	38-40

[^]renamed *Explicit Phonological/Phonemic Awareness and Phonics Instruction*

^{^^}renamed as *Using Data to Inform Literacy Instruction*

^adropped Q11, answer choices differed across years

^bdropped Q17, answer choices were labeled as a select one, when multiple answers fit

^cdropped Q21, the PowerPoint and answer key did not match

^ddropped Q35, the question changed between pre- and post- assessment

^edropped Q36, the PowerPoint and answer key did not match

^fdropped Q8, ambiguous answer choices and low score

^gdropped Q22, the PowerPoint and answer key did not match

^hdropped Q25 and Q26, answer key was misleading

ⁱ In 2015 and 2016, this session was broken out into two sessions, Explicit Phonological and Phonemic Awareness and Explicit Phonics/Code Instruction

^jdropped Q19, the PowerPoint and answer key did not match

Appendix 3a. Example Daily Satisfaction Survey, 2015

Summer Institute Survey - Day 1
Today's Professional Development Session
<p>We thank you for taking the time to provide feedback on today's Summer Institute professional development (PD) sessions. Your responses will help us to improve the quality and utility of future Summer Institutes. This survey should only take about 7 minutes to complete.</p> <p>1. What is the FIRST session you attended today?</p> <input type="text"/>

Summer Institute Survey - Day 1

Please rate your FIRST session.

2. Concerning the content of the PD session you attended, how much have each of the following INCREASED?

	Very Little	Somewhat	Very Much	Don't Know
KNOWLEDGE of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONFIDENCE that you can apply the knowledge to your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOTIVATION to implement the content/techniques presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To what extent do you agree with the following statements about today's PD session?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I can use this training to positively impact the achievement of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New practices were modeled and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development goals and objectives were clearly specified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time was used efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summer Institute Survey - Day 1

Session TWO

4. What is the SECOND session you attended today?

Summer Institute Survey - Day 1

Please rate your SECOND session.

5. Concerning the content of the PD session you attended, how much have each of the following INCREASED?

	Very Little	Somewhat	Very Much	Don't Know
KNOWLEDGE of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONFIDENCE that you can apply the knowledge to your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOTIVATION to implement the content/techniques presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent do you agree with the following statements about today's PD session?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I can use this training to positively impact the achievement of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New practices were modeled and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development goals and objectives were clearly specified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time was used efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summer Institute Survey - Day 1

Please rate today's plenary speaker

7. The plenary speaker was:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught me something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summer Institute Survey - Day 1

8. If you have any additional comments, please include them below.

A large, empty light blue rectangular box with a thin black border, intended for users to provide additional comments.

Appendix 3b. Example Daily Satisfaction Survey, 2016

Literacy Summer Institute Survey 2016 - Day 1
Today's Professional Development Session
<p>We thank you for taking the time to provide feedback on today's Summer Institute professional development (PD) sessions. Your responses will help us to improve the quality and utility of future Summer Institutes. This survey should only take about 7 minutes to complete.</p> <p>1. What is the FIRST session you attended today?</p> <input type="text"/>

Literacy Summer Institute Survey 2016 - Day 1

Please rate your FIRST session.

2. Concerning the content of the PD session you attended, how much have each of the following INCREASED?

	Very Little	Somewhat	Very Much	Don't Know
KNOWLEDGE of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONFIDENCE that you can apply the knowledge to your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOTIVATION to implement the content/techniques presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To what extent do you agree with the following statements about today's PD session?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I can use this training to positively impact the achievement of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New practices were modeled and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development goals and objectives were clearly specified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time was used efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy Summer Institute Survey 2016 - Day 1

Session TWO

4. What is the SECOND session you attended today?

Literacy Summer Institute Survey 2016 - Day 1Please rate your **SECOND** session.5. Concerning the content of the PD session you attended, how much have each of the following **INCREASED**?

	Very Little	Somewhat	Very Much	Don't Know
KNOWLEDGE of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONFIDENCE that you can apply the knowledge to your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOTIVATION to implement the content/techniques presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent do you agree with the following statements about today's PD session?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I can use this training to positively impact the achievement of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New practices were modeled and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development goals and objectives were clearly specified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time was used efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy Summer Institute Survey 2016 - Day 1

Session THREE

7. What is the **THIRD** session you attended today?

Literacy Summer Institute Survey 2016 - Day 1

Please rate your THIRD session.

8. Concerning the content of the PD session you attended, how much have each of the following INCREASED?

	Very Little	Somewhat	Very Much	Don't Know
KNOWLEDGE of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONFIDENCE that you can apply the knowledge to your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOTIVATION to implement the content/techniques presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. To what extent do you agree with the following statements about today's PD session?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I can use this training to positively impact the achievement of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New practices were modeled and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development goals and objectives were clearly specified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time was used efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy Summer Institute Survey 2016 - Day 1

Please rate today's plenary speaker, Susan Neuman

10. Susan Neuman was:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught me something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy Summer Institute Survey 2016 - Day 1

11. If you have any additional comments, please include them below.



Appendix 3c. Example Daily Satisfaction Survey, 2017

Today's Professional Development Session
<p>Thank you for taking the time to provide feedback on today's Summer Institute professional development (PD) sessions. Your responses will help us improve the quality and utility of future Summer Institutes. This survey should only take about 7 minutes to complete.</p> <p>1. What is the FIRST session you attended today?</p> <input type="text"/>

Please rate your FIRST session:

2. Concerning the content of the PD session you attended, how much have each of the following INCREASED?

	Very Little	Somewhat	Very Much	Don't Know
KNOWLEDGE of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONFIDENCE that you can apply the knowledge to your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOTIVATION to implement the content/techniques presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To what extent do you agree with the following statements about today's PD session?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I can use this training to positively impact the achievement of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New practices were modeled and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development goals and objectives were clearly specified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time was used efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Session TWO

4. What is the SECOND session you attended today?

Please rate your SECOND session:

5. Concerning the content of the PD session you attended, how much have each of the following INCREASED?

	Very Little	Somewhat	Very Much	Don't Know
KNOWLEDGE of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONFIDENCE that you can apply the knowledge to your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOTIVATION to implement the content/techniques presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent do you agree with the following statements about today's PD session?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I can use this training to positively impact the achievement of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New practices were modeled and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development goals and objectives were clearly specified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time was used efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate today's plenary speaker, Dr. Nell Duke:

7. Dr. Nell Duke:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Was engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught me something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. If you have any additional comments, please include them below.

Appendix 4a. 2016 Observation Protocol

Session Title:	0: No evidence	1: Low	2: Medium	3: High	NA: Not Applicable
Presenter:					
Rated By:					
Engagement					
Most participants seemed on task for most of the session					
Most participants actively participated					
Presentation of Information					
Facilitator appeared knowledgeable (i.e. responded appropriately to questions)					
Activities were hands-on and interactive					
Appropriate and relevant use of technology					
Practicality and Usefulness of Information					
New practices were modeled					
Concrete examples were given					
Information presented was aligned with District policies and programing					
Organization and Effectiveness					
Goals and objectives were clearly specified					
Session was structured and organized					
Facilitator stayed on task/topic					
Time was used efficiently and effectively					

Appendix 4b. 2017 Observation Protocol

Summer Institute Session Observation Form - 2017

1. Observer Name

Check all that apply.

- ☐ Kristyn
☐ Katie
☐ Su
☐ Other: _____

2. Date

Example: December 15, 2012

3. Time Start

Example: 8:30 AM

4. Session Title

Mark only one oval.

- ☐ The Literacy Block: An Overview
☐ Explicit Phonological/Phonemic Awareness and Phonics Instruction
☐ Read Aloud and Shared Reading During the Literacy Block
☐ Classroom Organization, Student Behaviors, and Routines for a Successful Literacy Block
☐ Effectively Engaging Families in Supporting Children's Literacy Development
☐ Guided Reading During the Literacy Block
☐ Creating a Literacy-Rich Environment in the Classroom
☐ The Early Literacy Block for Students with Disabilities
☐ Developing Writers in the Literacy Block and Beyond
☐ Independent Reading, Leveled Libraries, and Fluency
☐ What are the other students doing while the teacher is running a Guided Reading group?
☐ Working with English Language Learners
☐ Using Data to Inform Literacy Instruction
☐ Writing Objectives and Lesson Planning Using the Curriculum Engine

**5. Name of Presenter/Facilitator 1 (F Name L
Name, e.g., Katie Mosher)**

6. Name of Presenter/Facilitator 2 (F Name L Name, e.g., Katie Mosher) (if only one presenter, leave blank)

Presenter/Facilitator

7. The facilitator was well-prepared.

Mark only one oval.

	1	2	3	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

8. The facilitator was friendly and engaging.

Mark only one oval.

	1	2	3	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

9. The facilitator was knowledgeable.

Mark only one oval.

	1	2	3	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

Session Content and Structure

10. The goals and/or objectives of the session were clearly stated.

Mark only one oval.

	1	2	3	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

11. Terms and/or concepts were clearly defined.

Mark only one oval.

	1	2	3	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

12. Activities were hands-on and interactive.

(Note: If there were no activities presented, choose "0" below. Otherwise, 1 is disagree and 3 is agree, and 2 is somewhere in between agree and disagree. If you choose 2, please use the comment box at the end to explain.)

Mark only one oval.

	0	1	2	3	
No activities were presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

13. Materials were relevant and useful (i.e., extended teachers' learning/have a purpose other than busywork).

(Note: If there were no materials presented, choose "0" below. Otherwise, 1 is disagree and 3 is agree, and 2 is somewhere in between agree and disagree. If you choose 2, please use the comment box at the end to explain.)

Mark only one oval.

	0	1	2	3	
No materials were presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

14. Time was used efficiently and effectively.

Mark only one oval.

	1	2	3	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

Teacher Engagement

15. The majority of teachers were engaged.

Mark only one oval.

	1	2	3	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

16. The majority of teachers actively participated in the lesson.

(Note: If there were no opportunities for teachers to actively participate in the lesson, choose "0" below. Otherwise, 1 is disagree and 3 is agree, and 2 is somewhere in between agree and disagree. If you choose 2, please use the comment box at the end to explain.)

Mark only one oval.

	0	1	2	3	
No opportunities for teachers to actively participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

17. Notes (Describe any issues/concerns/special circumstances in the space below):

Appendix 4c. Observation Protocol, crosswalk

Observation Protocol	
2016	2017
Engagement	Teacher Engagement
Most participants seemed on task for most of the session	The majority of teachers were engaged
Most participants actively participated	The majority of teachers actively participated in the lesson
Presentation of Information	Presenter/Facilitator
Facilitator appeared knowledgeable (i.e. responded appropriately to questions)	The facilitator was well-prepared
Activities were hands-on and interactive	The facilitator was friendly/engaging
Appropriate and relevant use of technology	The facilitator was knowledgeable
Organization and Effectiveness	Session Content and Structure
Goals and objectives were clearly specified	The goals and/or objectives of the session were clearly stated
Time was used efficiently and effectively	Time was used efficiently and effectively
Session was structured and organized	Terms and/or concepts were clearly defined
Facilitator stayed on task/topic	Activities were hands-on and interactive
Practicality and Usefulness of Information	Materials were relevant and useful (i.e., extended teachers' learning/have a purpose other than busywork)
New practices were modeled	
Concrete examples were given	
Information presented was aligned with District policies and programming	

*There was no formal protocol developed for 2015