

Provide input for the Developing Readers and Writers Advisory

1. This survey is anonymous, but we'd like to get a sense of the needs/wants for each grade band. What grade do you represent?

2. Over the last four years we have worked to implement a balanced literacy approach. Please rate your implementation of the following in READING:

	<u>4-5 Days Per Week</u>	<u>2-3 Days Per Week</u>	<u>At least once a week</u>	<u>Rarely or never implement</u>
Mini-Lessons for Reading instruction that are most often demonstrations/modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Reading with students most often reading JUST RIGHT books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Reading with students self-selecting their books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular small group instruction (Guided Reading, Lit Circles/Book Clubs, Strategy Groups, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One on one conferring for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share session linking student learning with the mini-lesson expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing about reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

3. Over the last two years we have worked to implement a writing workshop as part of our balanced literacy approach. Please describe your implementation of the Writing Units of Study.

Comments:

4. When considering your implementation of writing workshop as part of our balanced literacy approach. Please rate your implementation (can select more than one option per row):

	<u>Consistently implement</u>	<u>Frequently implement</u>	<u>Sometimes implement</u>	<u>Rarely or never implement</u>
Implementation of the Writing Units of Study from Teachers College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of the baseline assessments and end of unit assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One on one conferring for teaching writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the one pagers for writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mid-workshop teaching point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share session linking student learning with the mini-lesson expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

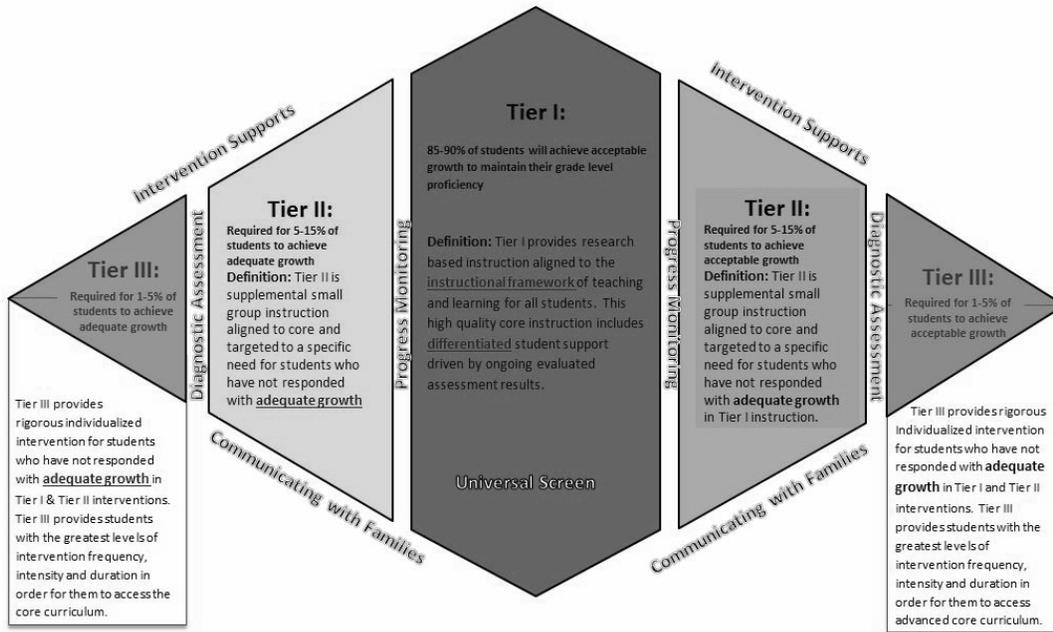
5. The members of the Developing Readers and Writers Advisory have suggested the following as priorities for a high quality balanced literacy classroom across our system. Please provide your input to **prioritize our professional development options, funding for materials and next steps in literacy PK-5.**

	<u>Highest priority</u>	<u>High priority</u>	<u>Somewhat a Priority</u>	<u>Not a priority</u>
Consistent word study approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistent K-1 Handwriting instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility to audio books and speech to text tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training for teachers for deeper learning (concept based integrated units)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Units of Study in reading for all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer coaching or in class support for implementation of best practices in literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking and Listening assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective Tier 2 intervention options for classroom teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any additional thoughts to inform our next steps are appreciated:

**Next year we will continue refining our work to meet the needs of each student by growing our MTSS understandings. SGC's will continue with a growing priority to consider academics (Reading, Math) and behavior (social, emotional). Part of our work includes enhancing our assessment system and use of aligned data. Thank you for sharing your thoughts about these ideas below.**

Multi-Tiered System of Support



6. Assessment Cadre support for the BAS testing will continue in the fall and we would also like to add data collection from an additional screening tool. We'd like to have the assessment cadre administer the Words Their Way (WTW) Spelling Inventory 1st-5th grades. Please provide your reaction to this idea:

- I already administer, score and analyze the WTW assessment in the fall. (Cadre support will still be an option for you)
- The cadre can administer the WTW assessment and I will need/want support in scoring and analyzing the tests.
- I would rather not have the WTW spelling inventory given to my students.

Additional Comment: