

# Intermediate Literacy

**Monitoring Consolidation**

# Preferred Vision for Secondary Literacy

Schools teams will increase their confidence and ability to gather and use evidence to identify students requiring support with literacy achievement. Teams of intermediate teachers from secondary (and origin) schools will form a support network that openly shares and creates resources to support adolescent literacy.



## **Reflection-on-Action** - What did we say we'd do?

- **promote and support Practice OSSLT and moderation in all secondary schools**
- **use of data (Practice OSSLT, IIRs) to identify and target areas of need in teacher practice/school preparation strategies**
- **board-wide sharing of OSSLT preparation and monitoring strategies**

## Reflection-on-Action - What did we do?

- **promote and support Practice OSSLT and moderation in all secondary schools**
  - flexible and responsive approach
  - 8 of 9 secondary schools used Practice OSSLT (7 of 9 used both the Fall and Spring versions)
  - moderation occurred in all participating schools

## Reflection-on-Action - What did we do?

- **use of data (Practice OSSLT, IIRs) to identify and target areas of need in teacher practice/school preparation strategies**
  - all participating schools used data from the Practice OSSLTs to identify and support student literacy learning needs
  - IIRs used to identify needs of Previously Unsuccessful students and to identify areas of need in previous cohorts

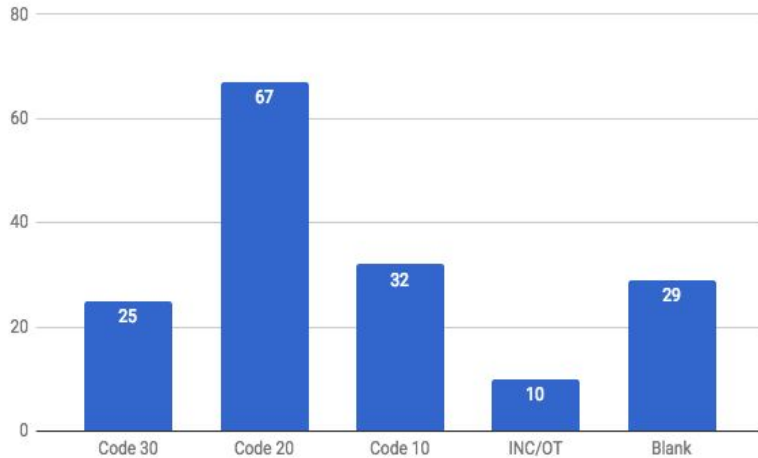
## Reflection-on-Action - What did we do?

- **board-wide sharing of OSSLT preparation and monitoring strategies**
  - two central sessions – November (7 of 9) and March (all schools)
  - in-school reflection visits (all schools) – June
  - cross-pollination of strategies

# Reflection-on-Action - How well did we do it?

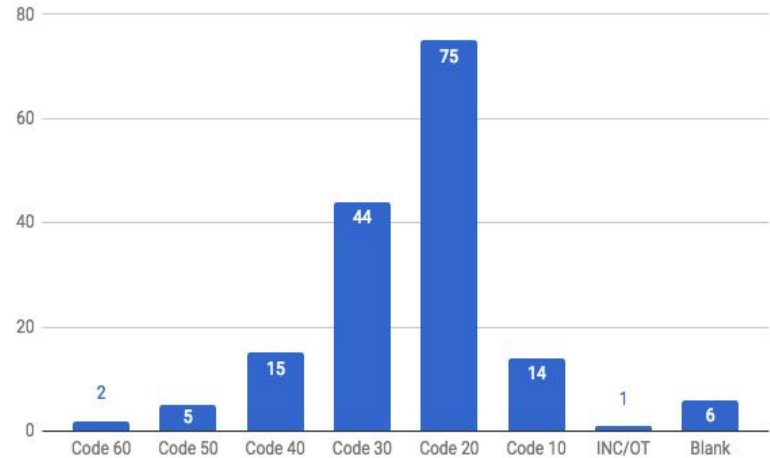
## LDSS's Grade 9 Story - Chapter 1: Fall Practice Test

Fall Practice Test - Short Writing Task



25 at Code 30

Fall Practice Test - Series of Paragraphs Expressing an Opinion

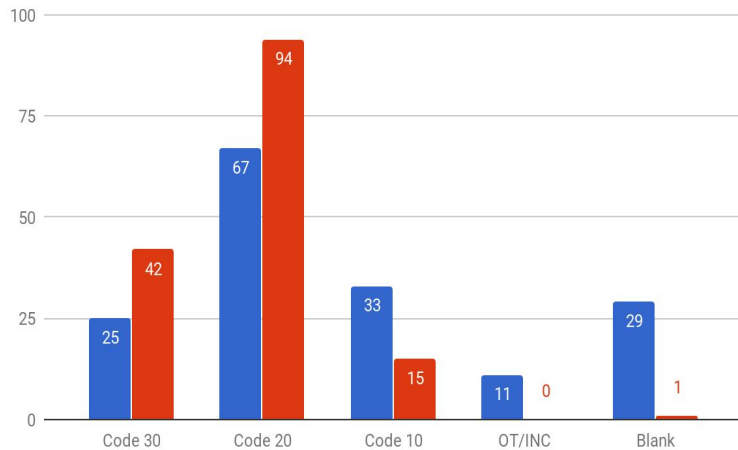


7 at Code 50 or above

# Reflection-on-Action - How well did we do it?

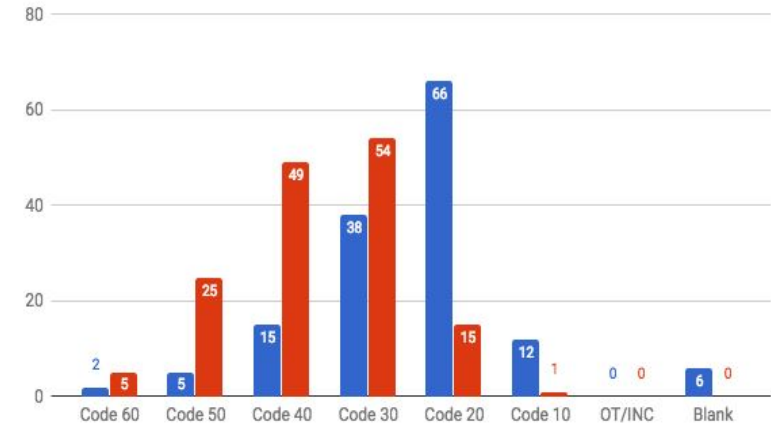
## LDSS's Grade 9 Story - Chapter 2: After Common Lesson

Short Writing Task - Comparison



42 at Code 30

Series of Paragraphs Expressing an Opinion - Comparison



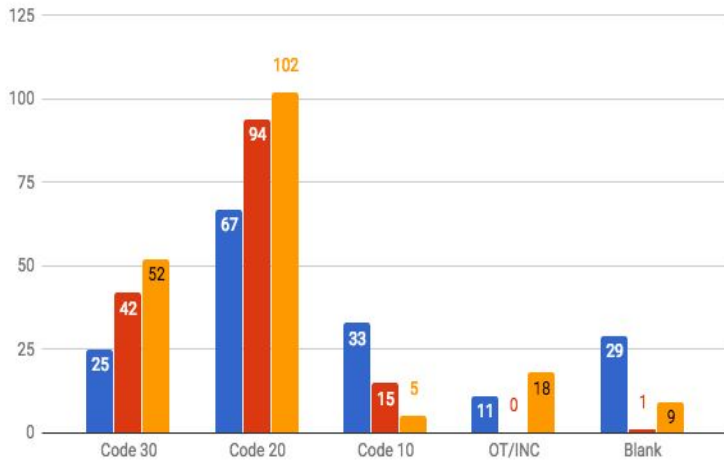
30 at Code 50 or above



# Reflection-on-Action - How well did we do it?

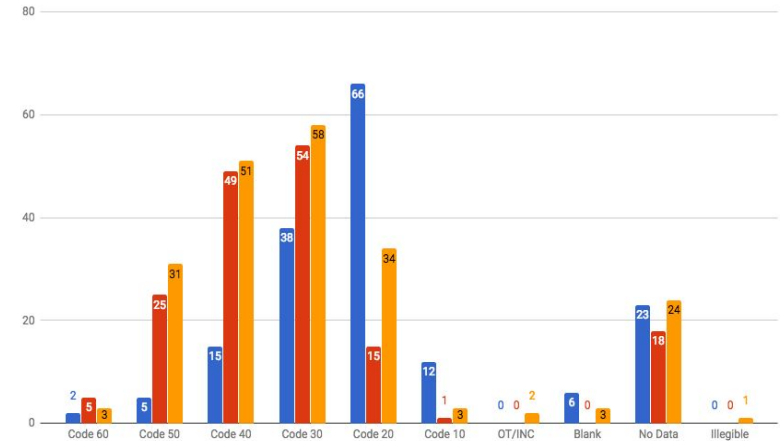
## LDSS's Grade 9 Story – Chapter 3: Spring Practice Test

Short Writing Task Comparison



52 at Code 30

Series of Paragraphs Expressing an Opinion Comparison



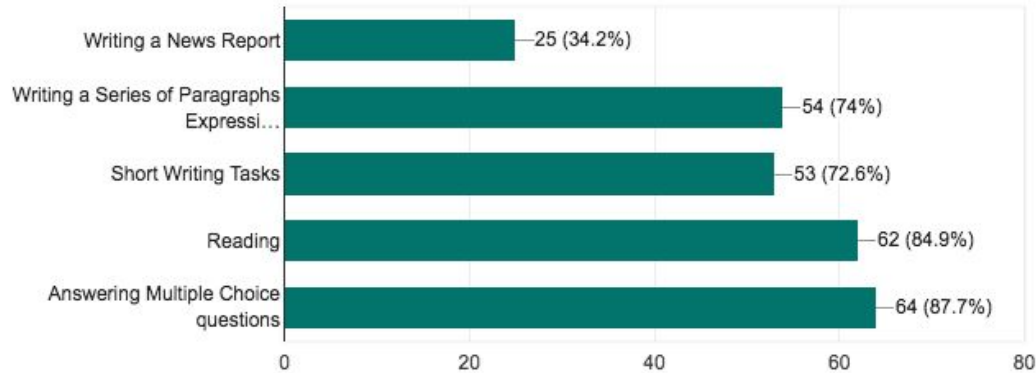
34 at Code 50 or above

# Reflection-on-Action - Who is better off?

## Students - LDSS student survey after Spring Practice Test

Which OSSLT tasks do you feel you are well prepared for? (please check all that apply)

73 responses

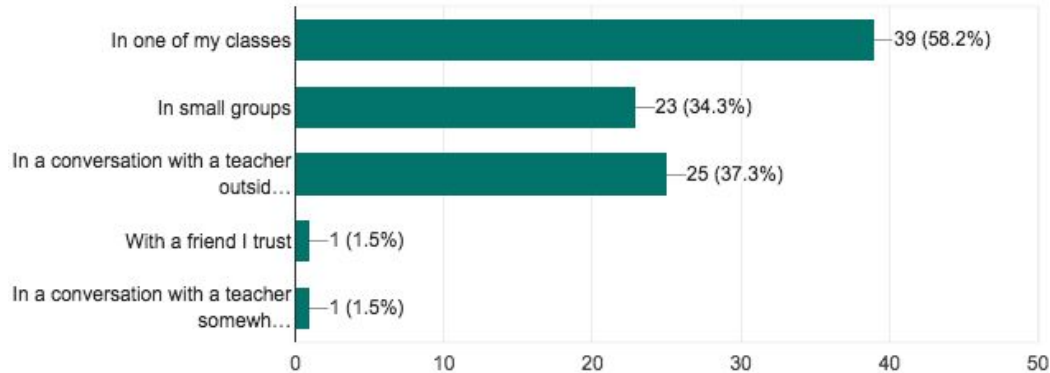


# Reflection-on-Action - Who is better off?

## Students - LDSS student survey after Spring Practice Test

How do you feel most comfortable asking for help on OSSLT tasks? (please check all that apply)

67 responses



# Reflection-on-Action - Who is better off?

## Feedback from Administrators After Fall Practice Test Moderation

We are using the data in our Literacy PLC, which includes grade 8, 9, and 10 teachers, to inform our instructional and student needs.

trying to align practices, have grades focus on common tasks, build into cross panel and cross discipline conversations

Using the moderation process and the observations from it to build capacity as literacy teachers amongst staff.

# Reflection-on-Learning - What have we learned as a result?

## Emerging Factors Related to Success

- ❑ a Literacy Team of teachers (grades 7 - 10, multiple disciplines), with identified Literacy Lead
- ❑ central support (embedded coach, coordinator - present or past)
- ❑ accommodations in place for Practice OSSLTs
- ❑ explicit teaching of common lessons
- ❑ structured interventions (planned, targeted and consistent)
- ❑ use of OSSLT descriptors and exemplars with students
- ❑ structured approaches to providing feedback (return of Practice OSSLTs with time to look at and discuss areas of strength and suggested next steps)
- ❑ if “blitz” activities occur, they are highly structured (cohesive, differentiated for teachers, some form of monitoring)
- ❑ AEAC Gap Closing Grants
- ❑ new, purposeful energy

# Reflection-on-Learning - What does this mean to next steps?

## Answers to “How can the Program Team help?” during Literacy Reflection Visits (June 2018)

- support development of grade 7 - 10 teams (identified by staff as a need in most schools)
- facilitation of effective practice sharing - provide answers to “What is working?”
- access to data and Sandy Kunkel
- provide an “outside perspective”
- co-planning and co-teaching partnerships
- on-going support of Practice OSSLT process (providing tests, facilitating moderation and creating data file)
- support new Literacy Leads