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Needs Assessment & Strategic Plan
ECI 508
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Phase 1: Needs Assessment

For my needs assessment, I chose to survey first grade teachers in my school about their students' performance on written comprehension. I chose the topic of written comprehension because this has always seemed to be one of the greatest challenges of assessing students' reading comprehension. During our grade level PLCs, during my time teaching both second and first grade, there has always seemed to be much discussion regarding our students' performance on the written comprehension piece of their mClass assessments. My goal of this assessment was to examine how, or if, written comprehension affects students' reading levels, and how teachers feel about written comprehension instruction.

In order to collect data, I created a six question survey using google forms. The questions consisted of multiple choice, short answer, and a linear scale. These questions were designed to get an insight on how often teachers have their students write about their reading, how their students are performing on mClass assessments when written comprehension is not a factor, and how teachers feel about written comprehension in their classrooms. Based on the results of these questions, there were some common trends between the teachers' responses.

At our school, we dig deep into our mClass data and closely analyze our students' composite scores and text reading comprehension (TRC) scores. This means that although many of my students end TRC score was a level H, which is meeting middle of year (MOY) benchmark, they may have read and orally comprehended at a higher level. When asked about this topic, teachers responded that between 12-16 of their students were reading proficiently above their MOY TRC score when written comprehension was not taken into consideration. With an average class size of 18 students in first grade, this shows that a majority of our students are not benefiting from written comprehension questions. Rather than written comprehension being a component of reading that hinders comprehension, I would like to examine how written comprehension can support students' reading comprehension.

When teachers were asked if they felt that they were provided with enough resources to successfully support their students' written comprehension, 50% answer yes and 50% answered no. This shows that perhaps our school administration should consider increasing the amount of resources that teachers are equipped with in order to ensure that they are able to best support their students.

Teachers were also asked to describe how important they feel written comprehension is to their students' reading comprehension. On a scale of 1-5, with 1 being not important and 5 being extremely important, responses ranged from 2-4. One teacher responded 2 (16.7%), one

teacher responded 3 (16.7%), and four teachers responded 4 (66.7%). Although 66.7% stated that written comprehension was important, only 50% of teachers are implementing written comprehension in their classrooms 1-2 times a week and 50% are implementing it 2-3 times a week. When asked if they would attend a professional development on teaching strategies and the effectiveness of written comprehension on students' reading comprehension, 100% of teachers said that they would attend. These questions show that teachers find written comprehension to have some importance and impact on students' comprehension, and that they are open minded and willing to improve their instruction. As Bean and Dagen (2012) stated, "In schools with such a shared leadership model, there is the recognition that the adults as well as students are learners." After reviewing this data, my overall goal is to help improve teachers' thoughts on written comprehension in order for them to use it as a tool to increase students' reading comprehension, as well as provide them with strategies to use in order to do so.

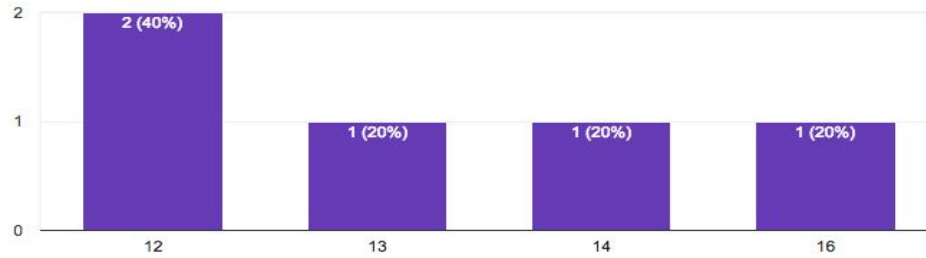
Data:

Provided on the following two pages.

How many students are reading above their MOY TRC score when the written comprehension score is not being considered?

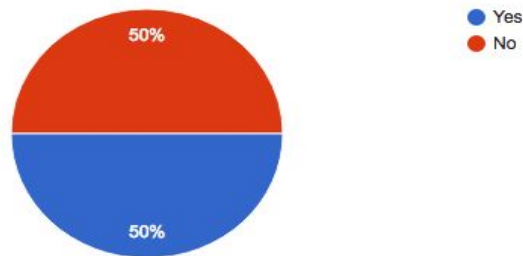


5 responses



Do you feel that you are provided with enough resources to successfully support your students' written comprehension of text?

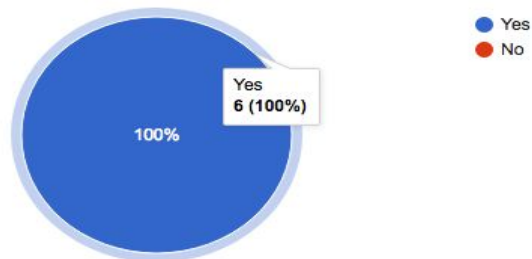
6 responses



If a PD were offered on teaching strategies and the effectiveness of written responses on students' reading comprehension, would you attend?



6 responses



What is your biggest challenge when supporting your students' written comprehension?

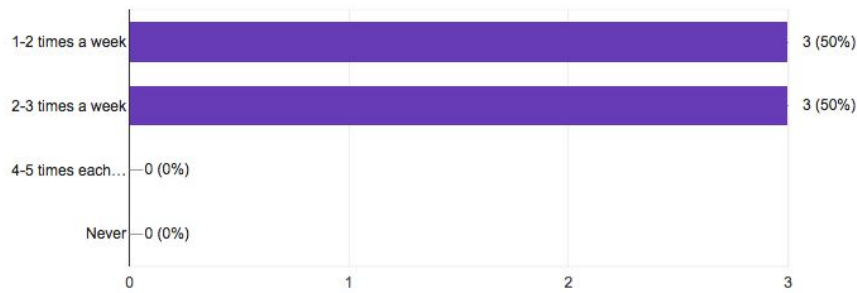
6 responses

Time
Time during guided reading groups
Having students paraphrase their answers versus copying the whole text. Copying the book doesn't show they understood the question.
Posing rigorous questions about the text
time
Teaching students strategies to recognize types of questions and how to answer them; and getting students to summarize the text

How often do your students complete a written comprehension question after reading a text?



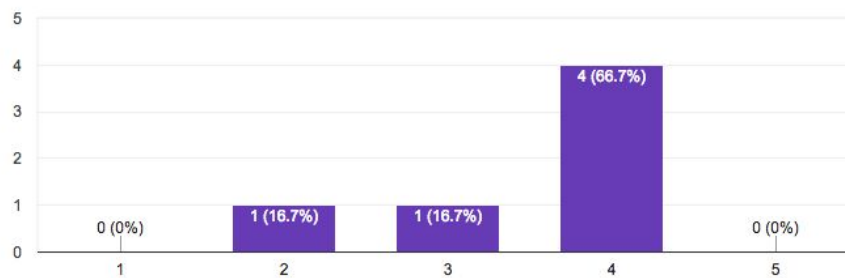
6 responses



How important do you feel written responses are to aiding students' comprehension of a text?



6 responses



Phase 2: Strategic Plan

Goal: By providing teachers with specific strategies to implement during their literacy instruction, first grade students' reading comprehension will increase through the use of written responses by June 2018.

Action Steps:

<p>When: March, 2018</p>	<p>Step 1:</p> <p>During a grade level PLC, I will share with my first grade team the data that was collected and analyzed on the Google forms survey they completed. We will look at the common trends among responses to the questions, and how this could drive our future instruction. I will share with them my goal for this strategic plan (to increase students' reading comprehension through the use of written responses). Before sharing two strategies that I would like for us to use during our literacy instruction, I feel as though it would be worthwhile to share this quote from Merideth (2007), "Taking a managed risk by introducing new teaching/learning strategies that have a research base or participating in new systems within an educational organization supports change and the possibility of new paradigms or adaptations for individuals as well as the whole." This quote helps describe how teacher leaders are willing to try new strategies, that may or may not be successful, with the goal of betterment for all students, which is what we will be doing by implementing the following suggested strategies.</p> <p>Next, we will look at the two articles as a group. We will discuss the strategies suggested in these article that will help increase our students' success in written comprehension responses. These articles explain the use of graphic organizers and Post-It notes to help students organize their thoughts and make meaning with the text. We will plan out how we can incorporate these strategies in our current literacy units. We will also think critically about what modifications will need to be made to these strategies in order</p>	<p>Materials:</p> <p>Google forms survey data</p> <p>Seven Strategies to Teach Students Text Comprehension</p> <p>Aiding Reading Comprehension with Post-Its</p>
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	to meet the needs of readers on varying levels.	
When: April, 2018	<p>Step 2:</p> <p>During a grade level PLC, we will discuss what we covered in our previous meeting. Teachers, myself included, will be given time to think about what has been working well and what could be improved. Teachers will share these thoughts by writing them on sticky notes and placing them on the “plus” and “delta” posters. These thoughts will be used to drive our conversation.</p> <p>Next, we will examine our students’ progress monitoring data. We will discuss students’ progress and how the strategies that we have implemented have affected students’ reading comprehension of a text.</p> <p>Lastly, we will discuss the strategy covered in the article Author Commentary That’s Simply App Smashing. In this article, Cooper (2014) suggests a strategy that requires students to ask and answer “thick” questions based on a text that they are reading, perhaps one from a Literature Circle. Students must write down the page number where they found the answer to their question to prove the evidence in the text. Next, students use the Scanner Pro and Explain Everything apps to bring five pages of their text (the pages that were used to create their questions) to life. Then, students will use the questions and page visuals to create an “interview” by asking and answering their questions.</p> <p>Together, we will brainstorm how we can implement this strategy in our upcoming literacy units.</p>	<p>Materials:</p> <p>Author Commentary That’s Simply App Smashing</p> <p>Poster for plus and deltas Sticky notes</p>
When: May, 2018	<p>Step 3:</p> <p>During a grade level PLC, we will continue to examine the most current progress monitoring data that teachers have on their students. As stated by Danielson (2006), monitoring students’</p>	<p>Materials:</p> <p>Progress monitoring data</p>

	<p>progress requires skill and reflection. Teacher leaders engage in critical reflection on the effects of the approach they have put in place, and how an approach has impacted student learning. It would be most beneficial to examine how all of the strategies and approaches that were set in place have impacted students' reading comprehension. By this time, I would expect to see an increase in students' reading comprehension with the help of written responses.</p> <p>By this time, end of year (EOY) mClass testing will begin shortly. We will discuss what actions we will continue to set in place as testing approaches and while testing is taking place. We should ensure that students are still are continuing to receive necessary support while the mClass testing window is open.</p>	
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References

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