



# **Reading First**

## **Site Visits**

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**2006 Just Read, Florida! Leadership Conference**

**We've been chosen for a site  
visit?????**



# Session Objectives

- Purpose of RF site visits
- Process for site visits
- Data Collection and reporting
- Jupiter Elementary's Site Visit

# Purpose of RF Site Visits

**The purpose is to gather information on three important areas of Florida's multi-faceted Reading First Evaluation Plan:**

1. schools' progress in implementing important features of their districts' RF plan,
2. district and school support for professional development and
3. teacher use of new knowledge and skills in teaching reading.

# First Steps

- **An observation instrument was selected.**
- **Reading experts were selected and trained as classroom observers.**
- **Randomly selected schools are notified several months in advance about the dates and general process of the site visits.**

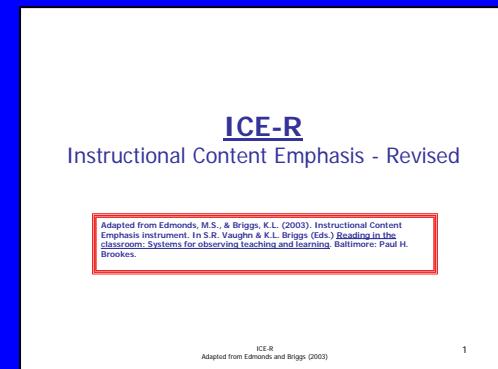
# Site Visit Observation Instrument

## Instructional Content Emphasis

An observation instrument used to systematically categorize and code the content of reading and language arts instruction

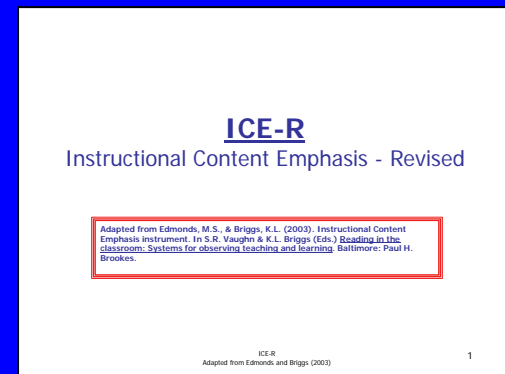
# Coding Categories

- **Four Dimensions for Descriptive Data**
  - Dimension A: Main Instructional Category
  - Dimension B: Instructional Subcategory
  - Dimension C: Student Grouping
  - Dimension D: Materials



# Coding Categories (cont.)

- **Additional Coding Categories**
  - **Instructional focus**
  - **Student Engagement**
  - **Instructional Quality**

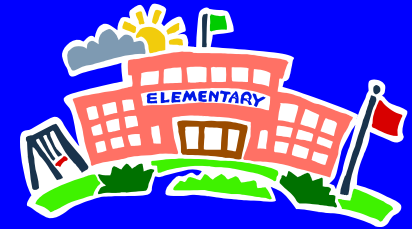


# Site Visit Process



- **Site visit team meets with principal.**
- **Randomly selected classrooms to be observed are identified.**
- **Four 45 minute observations are conducted (K, 1, 2, 3).**
- **Informal walk- throughs occur in other K-3 classrooms.**

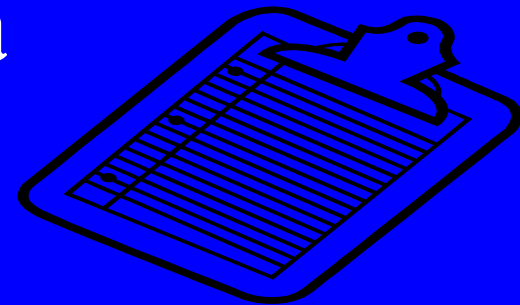
# Site Visit Process



- Interviews are conducted with the principal and reading coach.
- A teacher focus group is conducted with school-selected K-3 teachers.
- A short debriefing is held with the principal.
- A written report is sent to the principal, coach, and district RF director.

# Site Visit Reports

- **Summarize observational data**
- **Provide a useful snapshot**
- **List recommendations**
- **Do not provide school ratings**
- **Contribute to the overall RF evaluation for Florida**



# Fall 2005 RF Challenges Identified by Principals, Teachers and Coaches

- Lack of time for PD (36%)



- Assessments (33%)

- Lack of resources (32%)

## **RF Benefits Identified by Principals, Teachers & Coaches**

- **Resources (68%)**
- **Assessments (58%)**
- **Student reading improvement (43%)**
- **Improved teacher knowledge (43%)**



# Site Visit Data: Informal Observations

- Students actively engaged
- Room arrangement accommodated both large and small group work
- Materials accessible and organized
- Center activities reading related
- Evidence of instructional routines
- Pacing appropriate
- Explicit instruction
- Scaffolded instruction



# Second Year Schools Kindergarten

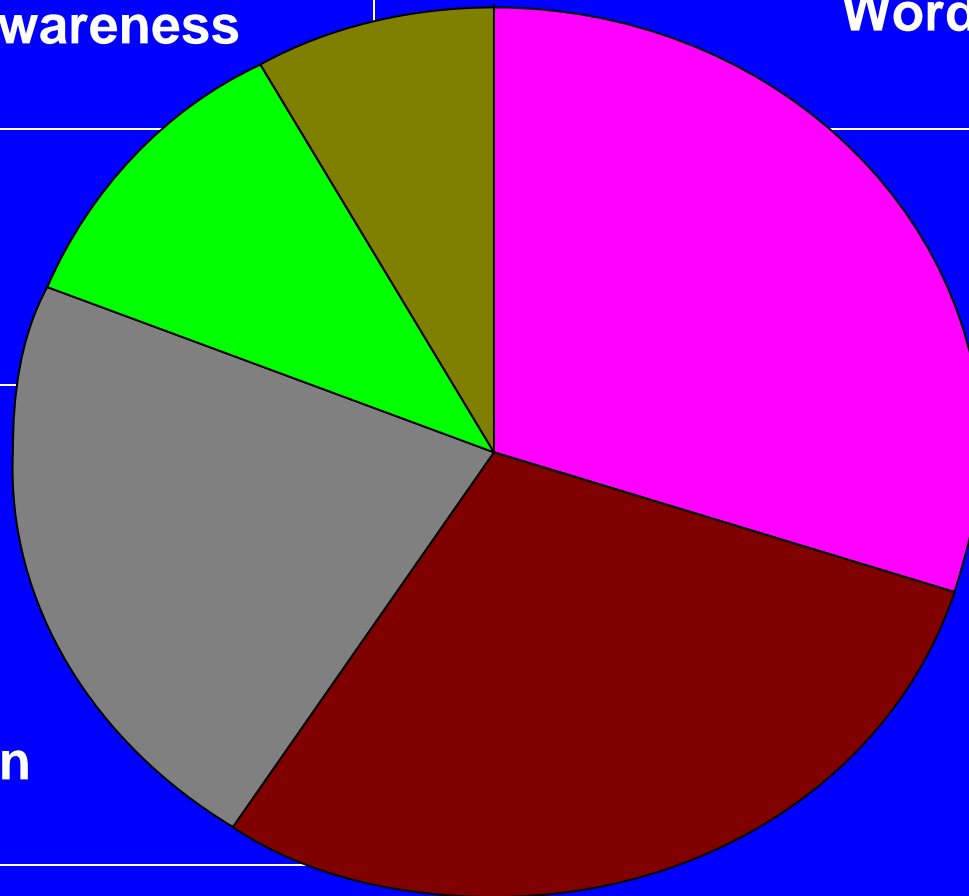
Other  
8%

Phonological awareness  
11%

Text reading  
22%

Comprehension  
29%

Word study/phonics  
30%



# Second Year Schools 1<sup>st</sup> grade

**Writing or lang. arts**  
4%

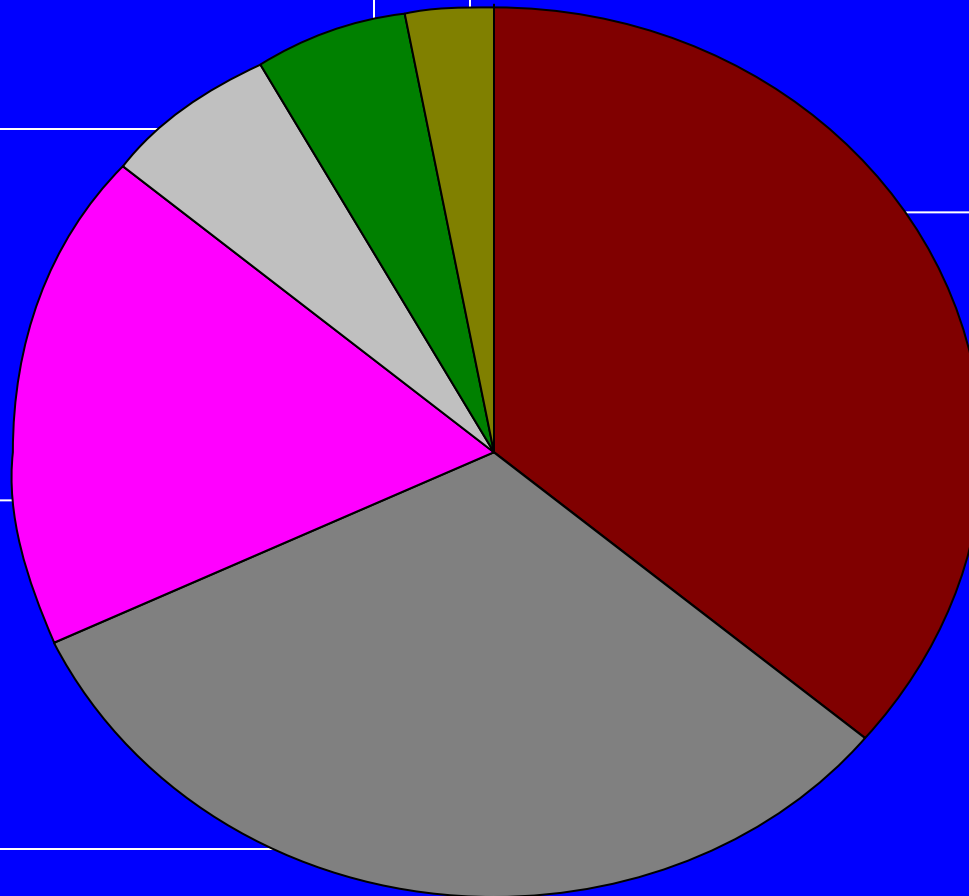
**Other**  
3%

**Fluency**  
6%

**Comprehension**  
36%

**Word study /  
phonics**  
18%

**Text reading**  
32%



# Second Year Schools 2<sup>nd</sup> grade

Writing or lang. arts  
4%

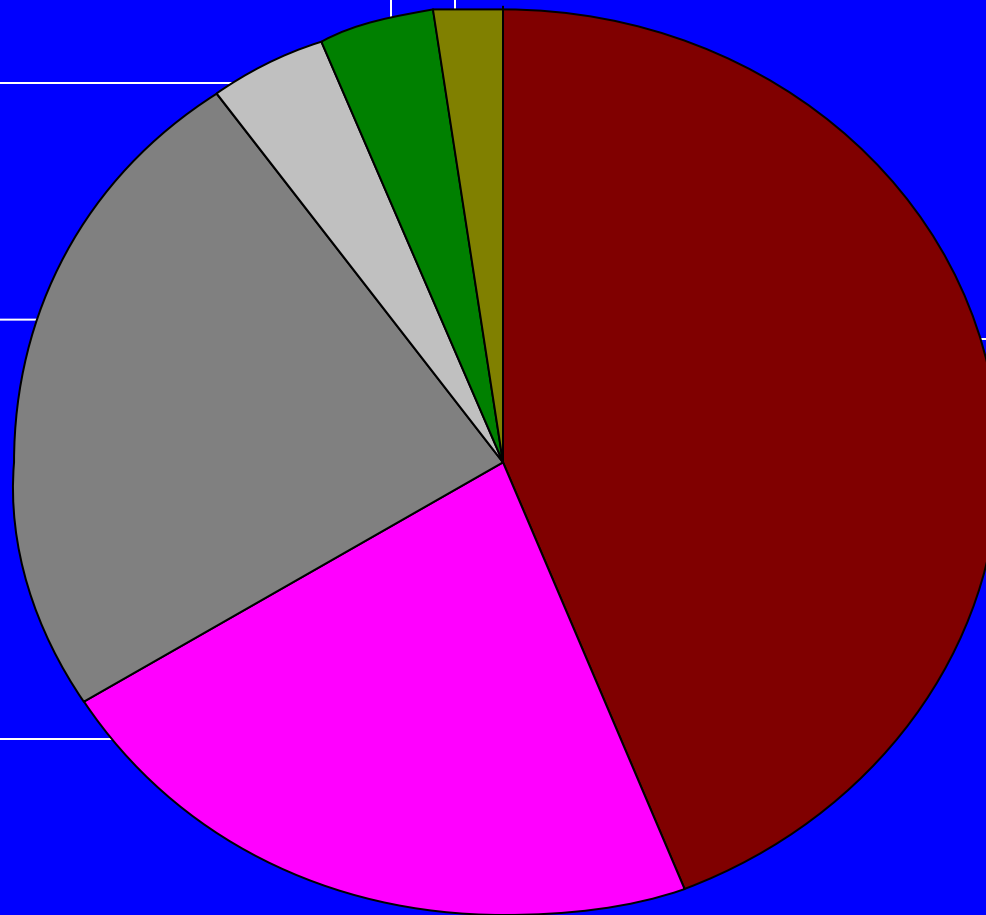
Other  
2%

Fluency  
4%

Text reading  
22%

Comprehension  
44%

Word study /  
phonics  
24%



# Second Year Schools 3<sup>rd</sup> grade

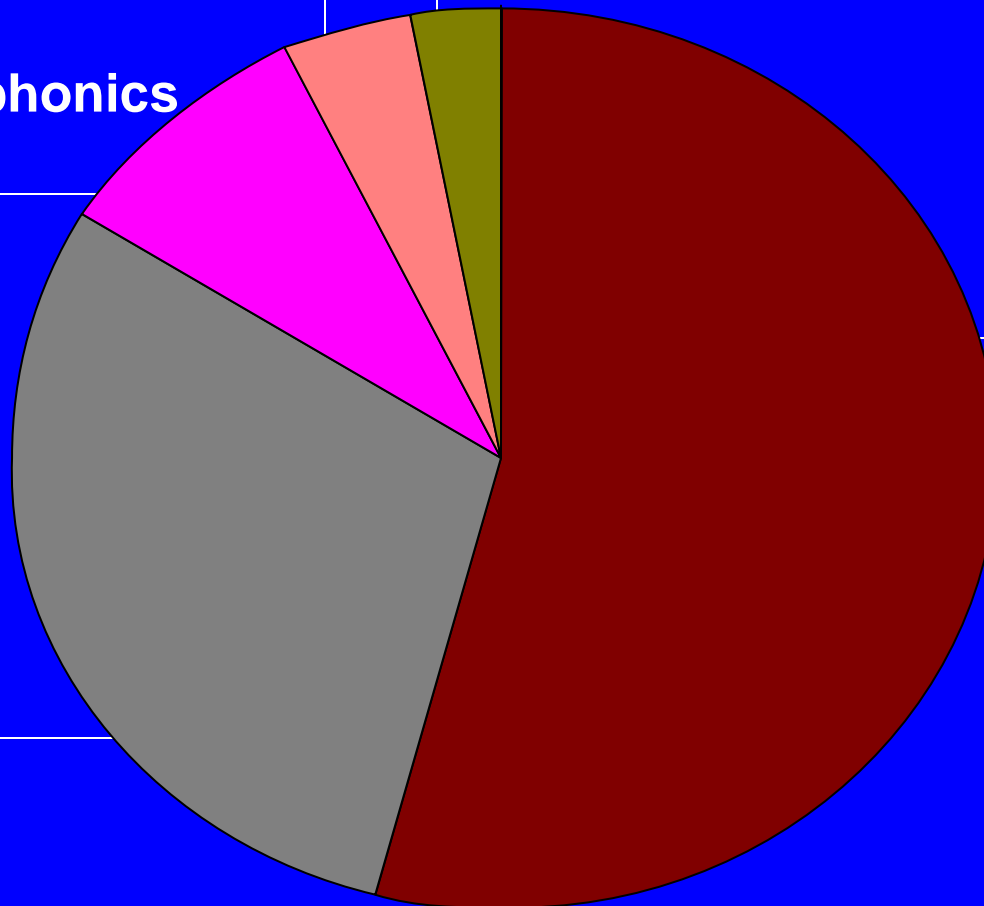
Oral lang. dev.  
4%

Other  
3%

Word study / phonics  
9%

Comprehension  
54%

Text reading  
30%



# **If your school is selected for a future site visit.....**

**Concentrate on implementing high quality instruction:**

- Using Core Reading Program**
- Differentiating instruction**
- Using data to drive instruction**
- Using data to drive professional development**



# If your school is selected for a future site visit.....

Examine what teachers are doing differently for students who are “in the red.”

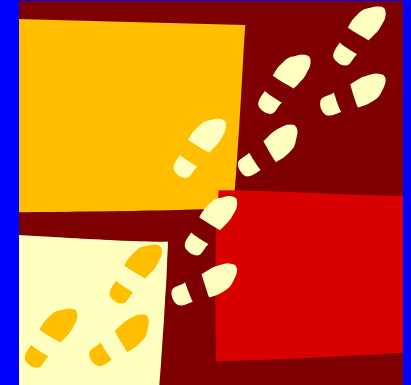
- intensity of instruction
- resources
- differentiating instruction
- organizing instruction



# **If your school is selected for a future site visit.....**

**Conduct informal classroom walkthroughs regularly.**

- Principal, AP, RF Coach**
- District personnel**
- Regional RF Coordinator**



# **If your school is selected for a future site visit.....**

**The reading coach and principal should:**

- identify early implementers who can model for other teachers.**
- identify resisters who would benefit from observing other teachers.**
- participate in grade level team meetings to ensure focus on student reading needs.**



# JUPITER ELEMENTARY

## 2006 Site Visit



**We've been chosen for a site  
visit?**



# How Jupiter Elementary prepared for a site visit...



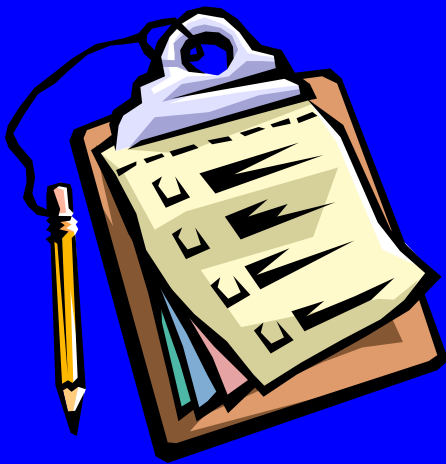
## ✓ Step 1:

**Met with Leadership Team and  
devised a plan to continue  
to be proactive**



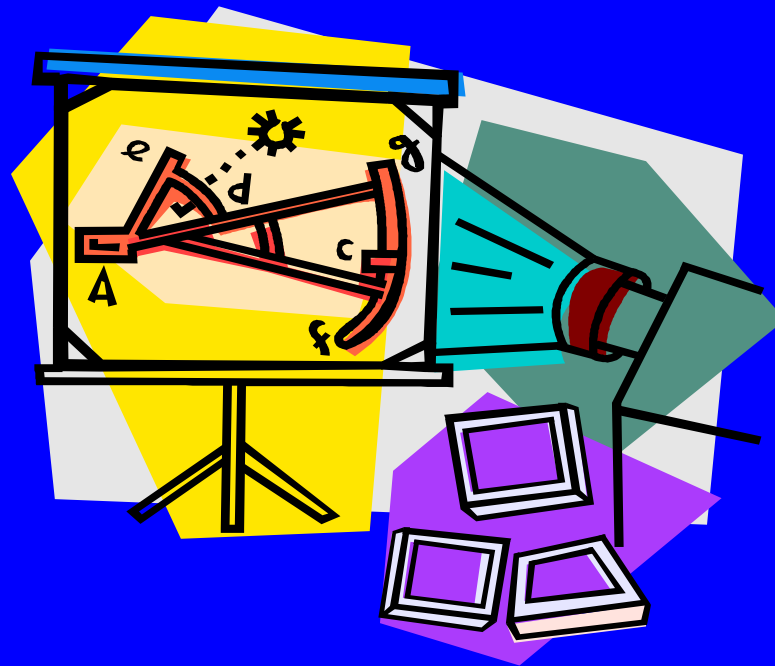
## ✓ Step 2:

Conducted walkthroughs using  
walkthrough rubric and took  
pictures of best practices in  
classrooms



## ✓ Step 2:

Power point of best practices  
created and presented to staff



# Print Rich Environment Best Practices



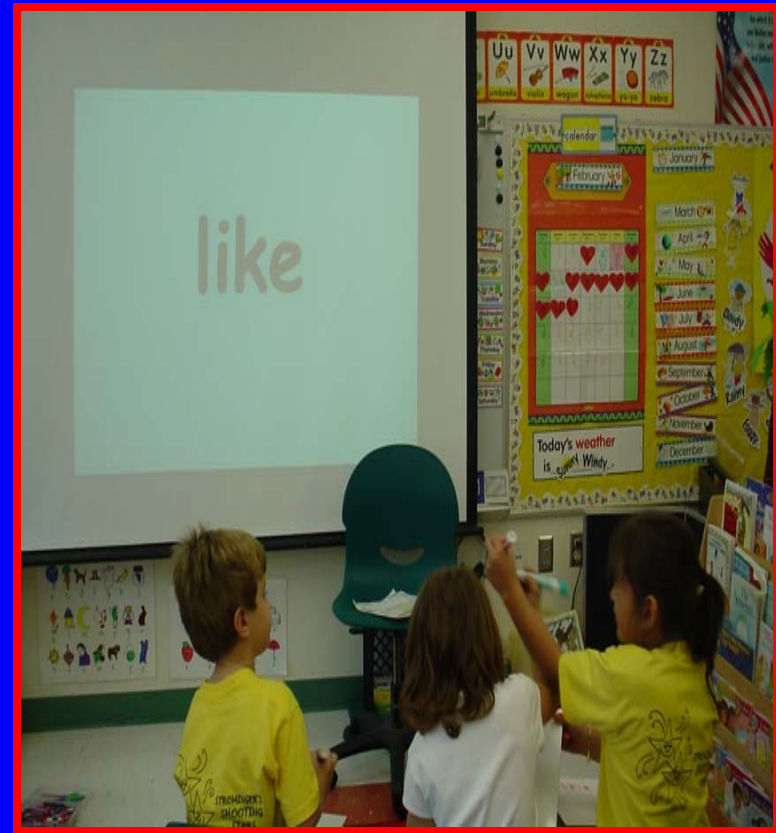
# Classroom Library Best Practices



# Best Practices in Centers

| Reading Rotation Schedule |   |   |   |  |   |
|---------------------------|---|---|---|--|---|
|                           | Green<br><ul style="list-style-type: none"> <li>① Wyatt</li> <li>② Kayla</li> <li>③ Emily</li> <li>④ Ryker/Leo</li> </ul> | Blue<br><ul style="list-style-type: none"> <li>① Ryan</li> <li>② Carter G.</li> <li>③ Walker</li> </ul> | Red<br><ul style="list-style-type: none"> <li>① Ethan</li> <li>② Mason</li> <li>③ Tyler D.</li> <li>④ Carter</li> </ul> | Purple<br><ul style="list-style-type: none"> <li>① Carter</li> <li>② Bailey</li> <li>③ Mason/Leo</li> <li>④ Liviana</li> </ul> |   |
| 1 <sup>st</sup>           | Guided Reading<br>                       | Listening<br>         | Leap Pad<br>                         | Computers<br>                               |    |
| 2 <sup>nd</sup>           | Computers<br>                            | Guided Reading<br>    | Listening<br>                        | Leap Pad<br>                                |    |
| 3 <sup>rd</sup>           | Leap Pad<br>                            | Computers<br>        | Guided Reading<br>                  | Listening<br>                              |   |
| 4 <sup>th</sup>           | Listening<br>                          | Leap Pad<br>        | Computers<br>                      | Guided Reading<br>                        |  |
|                           |                                        |                      |                                     |   |  |

# Use of Manipulatives and Technology in Centers

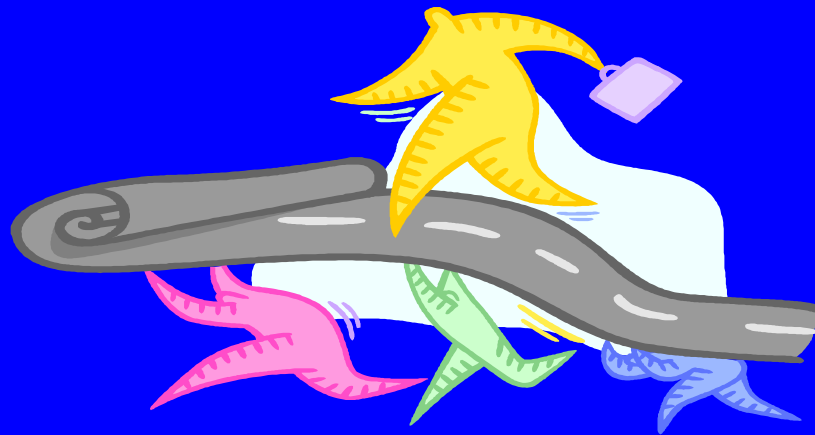


# Differentiated Instruction Best Practices



## ✓ Step 4:

Continue to conduct walkthroughs,  
provide professional development  
and support to teachers with  
Reading First implementation



## ✓ Step 5:

Conducted mock site visit:  
observed in 4 randomly selected  
classrooms and conducted  
walkthroughs in all classrooms



## ✓ Step 6:

Coaches videotaped 2 teachers implementing 90 minute reading block and shared with grade groups





**End Result:  
Successful Site Visit and  
Increased Student Achievement**



**Success = Pressure + Support**



# Success



**Thank You!!**

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