

**CLASSROOM LITERACY ACTIVITIES: Grades PK-2 (n= 178)**

In your classroom, approximately how often are students engaged in each of the following practices to develop their literacy skills?

<i>(Sorted by total of Daily up to/more than 15 minutes)</i>	Less than once a week	A few times a week	Daily, up to 15 minutes	Daily, more than 15 minutes	<i>Daily (Total)</i>
Phonemic awareness activities (practice with letter sounds)	10%	15%	39%	37%	75%
Practice with word sounds (rhyming, segmenting, blending, singalongs)	8%	19%	37%	36%	72%
Teacher read-aloud to whole class	7%	22%	34%	37%	71%
Practice with word attack skills	17%	20%	33%	30%	63%
Student-to-student conversation and activity (free choice, dramatic play)	22%	24%	25%	29%	54%
Students read aloud to a group or partner	19%	32%	31%	19%	49%
Discussions where students generate the topic and do most of the talking (show and tell, current events, etc.)	33%	26%	28%	13%	40%
Teachers and students write together	21%	40%	25%	14%	39%
Students writing on topics of their choice	29%	43%	19%	10%	28%
Students listen to a digital text	44%	31%	18%	7%	25%
Using texts to model/study specific kinds of writing	39%	39%	19%	4%	22%
Students give each other feedback on their writing	60%	28%	8%	4%	12%

**CLASSROOM LITERACY ACTIVITIES: Grades 3-8 (n= 140)**

In your classroom, approximately how often are students engaged in each of the following practices to develop their literacy skills?

<i>(Sorted by total of Daily up to/more than 15 minutes)</i>	Less than once a week	A few times a week	Daily, up to 15 minutes	Daily, more than 15 minutes	Daily (Total)
Students read aloud to a group or partner	14%	36%	31%	19%	49%
Teacher read-aloud to whole class	14%	38%	28%	20%	48%
Practice with word attack skills	24%	34%	26%	15%	41%
Phonemic awareness activities (practice with letter sounds)	34%	28%	26%	12%	38%
Student-to-student conversation and activity (free choice, dramatic play)	27%	38%	25%	10%	35%
Practice with word sounds (rhyming, segmenting, blending, singalongs)	34%	31%	24%	11%	35%
Discussions where students generate the topic and do most of the talking (show and tell, current events, etc.)	36%	34%	23%	6%	29%
Students writing on topics of their choice	34%	39%	23%	4%	27%
Using texts to model/study specific kinds of writing	31%	44%	18%	6%	24%
Teachers and students write together	34%	45%	11%	9%	21%
Students give each other feedback on their writing	56%	33%	9%	3%	11%
Students listen to a digital text	65%	26%	6%	3%	9%

**CONFIDENCE IN LITERACY PRACTICES**

How confident are you in each aspect of your literacy practice?

<i>(Sorted by % Very Confident)</i>	Not very confident	Somewhat	Moderately	Very confident
<i>Using small-group instruction to meet different student literacy needs</i>	6%	15%	39%	40%
Helping students develop the vocabulary and background knowledge needed to read grade-level texts	2%	17%	42%	39%
Assessing my students' literacy strengths and weaknesses in order to shape instruction	3%	18%	42%	38%
Helping students learn and apply comprehension strategies	2%	17%	44%	37%
Developing my students' motivation to read	4%	17%	43%	37%
Matching kids with appropriate texts	5%	17%	44%	34%
Facilitating text discussions that get beyond facts to deeper ideas	4%	20%	52%	25%
Making effective instructional use of independent reading time	9%	26%	42%	23%
Access to an appropriate range of texts for my students' needs and interests and our curriculum	6%	26%	45%	22%
Supporting the literacy development of students with special needs	14%	32%	32%	21%
Supporting students writing development	8%	30%	43%	19%
Engaging my students' families in their literacy development	17%	41%	32%	9%

## PROFESSIONAL LEARNING TOPICS/PRIORITIES

In what TWO areas would you like to see your school focus professional learning around literacy over the next 18 months

	# of teachers	# of sites (of 12)
Comprehension	59	11
Writing	78	8
Students with special needs (including ESL)	29	7
Other PD formats (teacher collaboration, peer observation)	39	7
Differentiation/small groups	38	7
Literacy across disciplines/non-fiction	17	6
Family engagement	39	6
Curriculum alignment (standards, scope and sequence)	21	6
Phonemic awareness	23	4
Assessing student strengths and weaknesses	8	3
Student motivation	25	3
Close reading	20	1

**PROFESSIONAL LEARNING FORMATS****Over the last 12 months, how often have you engaged in each kind of professional learning focused on literacy?**

	Never	Once	A few times	Monthly	Weekly or more
<i>(Sorted by total % Monthly + Weekly or More)</i>					
Analyzing data or student work	4%	5%	22%	21%	49%
Collaborative instructional planning time with colleagues	8%	2%	30%	18%	42%
Independent reading/research (online or offline)	11%	3%	34%	26%	26%
Inquiry group or professional learning community	11%	4%	38%	26%	22%
School- or district-provided professional development	4%	6%	54%	29%	7%
Informal online networking/collaboration	34%	11%	34%	11%	10%
Job-embedded training or coaching	29%	9%	44%	12%	6%
Conferences	21%	21%	45%	10%	4%
Formal online learning (courses, Web seminars, etc.)	39%	19%	30%	6%	6%

**COLLABORATIVE PRACTICES**

How often have you done each of the following activities while working with colleagues on literacy instruction (for example, in a grade-level team or PLC) over the past 12 months?

<i>(Sorted by total of Frequently + Very Frequently)</i>	Never	Rarely	Occasionally	Frequently	Very frequently
Examined student work relative to a specific learning goal	9%	13%	20%	40%	19%
Talked about our shared literacy goals for students	2%	9%	32%	35%	22%
Talked about what specific literacy learning goals are asking students to do	5%	10%	33%	35%	17%
Reviewed materials to determine alignment with learning goals	13%	15%	25%	35%	12%
Mapped learning goals against existing curriculum	20%	19%	27%	26%	8%
Discussed literacy strategies across subject areas	10%	25%	32%	23%	9%
Co-created an assessment of whether students are reaching a specific learning goal	27%	21%	22%	21%	9%
Co-created a lesson to help students reach specific learning goals	23%	24%	24%	17%	12%
Discussed literacy expectations across grade levels	10%	22%	40%	21%	8%
Observed another teacher during literacy instruction	38%	30%	19%	10%	3%