

# CR<sub>4</sub>YR

## Changing Results for Young Readers: Interim Report October 2014

[photo to come]

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Analyses are based on information about activities and results for 2013-14, as provided by Early Learning Advocates and facilitators from 53 BC school districts., including case studies and “letters to colleagues.”

### Case studies

Each participant worked alone or as a member of a team to compile a case file tracking one child from November to May. Wherever possible, the team tracking an individual child included both a classroom teacher and another teacher, administrator or support (e.g., Learning Support; Educational Assistant; Teacher librarian; Principal; Aboriginal Support; SWIS.) The number of case files roughly represents the number of **classrooms** in the project – it is difficult to estimate the number of teachers/supporters/administrators as some teachers worked individually and others had a partner; as well, in some cases, a support worker or Resource/Learning Support Teacher supported more than one classroom teacher.

Typically, a “complete” case file included 5 entries: a cover sheet, describing the child in November; 3 case records, describing the teacher’s actions and the student’s progress during the year; and a final summary, detailing the students’ progress and indicating plans for the future. Sample case studies will be posted on the CR4YR Research website, <http://cr4yr.com>

Because of job action, in 2013-14 many teachers were unable to submit the final summary; thus case files contain from 3-5 individual entries.

### Letters to colleagues

At the second last meeting, each teacher in the project was invited to write a letter or message to her/his colleagues, telling about something that would be helpful and/or interesting for other teachers. The letters were completed during the meeting, with the following prompt:

*Describe/explain ONE ONLY approach/action/strategy that worked for you. It might be new learning or confirmation of previous learning. Include how you know it worked – e.g., your observations about how it affected student(s). In length, this will probably be 1/3 to 1 full page.*

These provide both a way for teachers to review and reflect on what they have learned, and valuable resource for individual or group professional development. They will be posted on the Young Readers website; the research team is also preparing a data base of letters on specific topics that individual teachers or local districts can use to stimulate discussion and learning.

## Fact sheet: participation

**Number of primary students in CR4YR classrooms (estimate) 11 150**

This estimate is based on an average of 21 students per K-3 classroom (provincial data.)

**Estimated number of educators (1.4 x case studies) 743**

This represents the number of educators, including support staff, who contributed to planning, supporting, and documenting students (including the case student, but not exclusively).

**Number of case studies initiated 531**

This represents the approximate number of classrooms involved, and the number of individual students for whom case files were compiled.

**Complete case studies including summary 153**

This is much lower than the total number of case studies because of the provincial labour dispute that affected both meetings and information submitted in May-June. However, it does mean we have close to a 25% sample (not random, but well-distributed across the province.) In most cases, the determining factor was the date of the meetings. As well, many ERA's were able to collect the final summaries, but not submit them. When the labour dispute is settled, we may be able to increase this sample size.

**Letters to colleagues 371**

Teachers in 41 districts were able to complete and submit a letter to their colleagues before the labour dispute interfered with meetings and communication. These are being organized and packaged to support teacher-to-teacher professional development.

## **Participation beyond primary: Grade 4 and on**

As an adjunct to CR4YR, at least 17 districts have included intermediate and adolescent students in projects modeled on CR4YR. The groups are typically labeled “CR4AR” or “CR4OR.” In some cases, the teachers meet at the same time as CR4YR; in other districts, there are separate groups and facilitators. Districts with separate groups are funding them outside of CR4YR, and make their arrangements about facilitators, and about whether they submit case records and letters to colleagues for central filing. Currently, there are data for 60 students, and letters from 18 teachers in file. These are not included in the overall totals above.

### **Districts supporting groups for older students 12**

There may be more – these are the ones we know about for certain.

### **Districts including teachers of older students in CR4YR groups 5**

These are districts where at least one case study involves a student in grade 4 or above.

### **Teachers submitting case records for older students 60**

Again, this represents only the ones who chose to send the case study information to our project.

### **Teachers submitting “letters to colleagues” 18**

In some cases, these were submitted with CR4YR letters; in other cases, CR4AR or CR4OR groups chose to write and letters and send them to us for sharing.

## Effectively supporting young learners

### 1. Updates

A series of updates prepared in March-April provided insight into practices that CR4YR teachers were finding promising, and included teachers' observations about their students. These were made available to teachers in the project through the facilitators and ERAs, and will be posted on the CR4YR Research site, <http://cr4yr.wordpress.com>. Topics included:

- Teacher/educator collaboration
- Increasing student choice
- Increasing individual support within the classroom
- Increasing engagement
- Focusing on meaning
- Oral language
- Play
- Fine arts
- Social emotional learning
- Self-regulation

### 2. Letters to colleagues

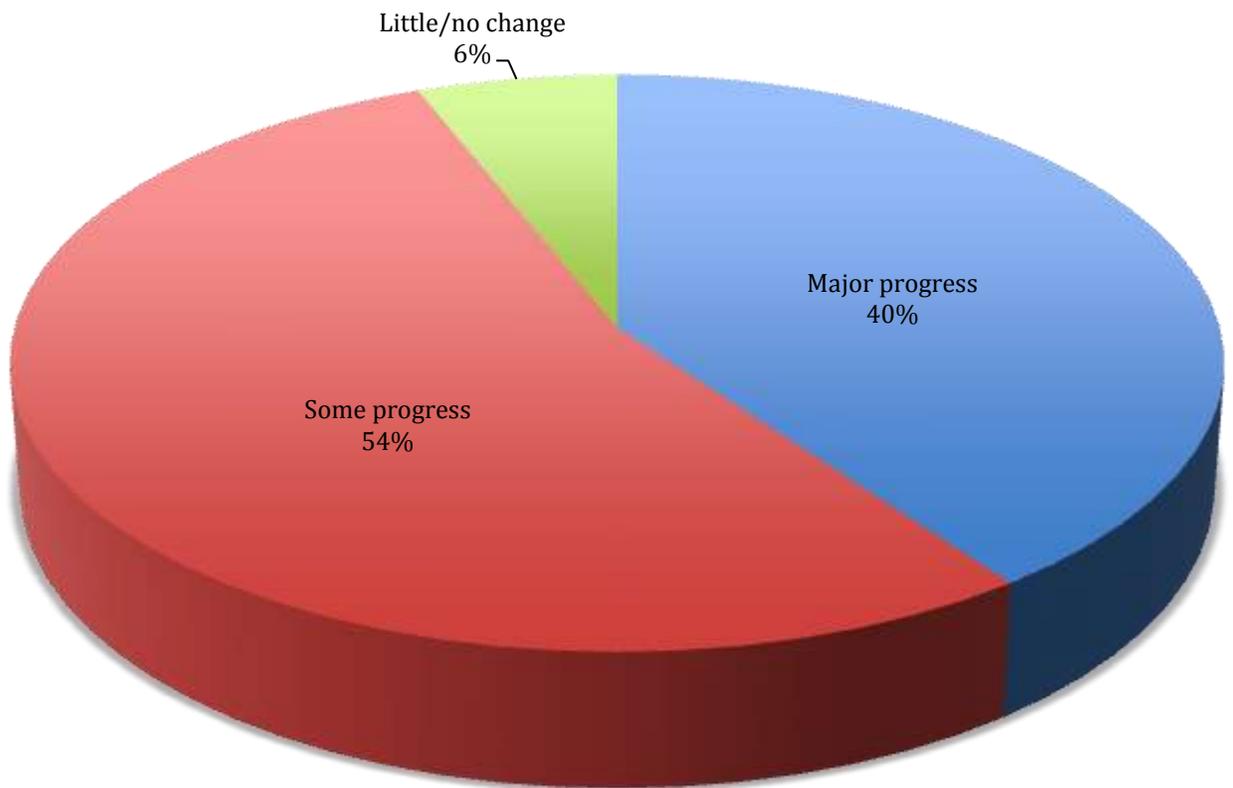
The letters to colleagues provide an extremely valuable and accessible teacher-to-teacher resource. The research team has prepared an interactive document highlighting selected letters for the CR4YR Research website <http://cr4yr.wordpress.com>.

## Progress of Case Study Students

Completed case studies have been coded and summarized to gather evidence about student progress. Analysis of 153 complete case records available to date indicates that teachers have observed:

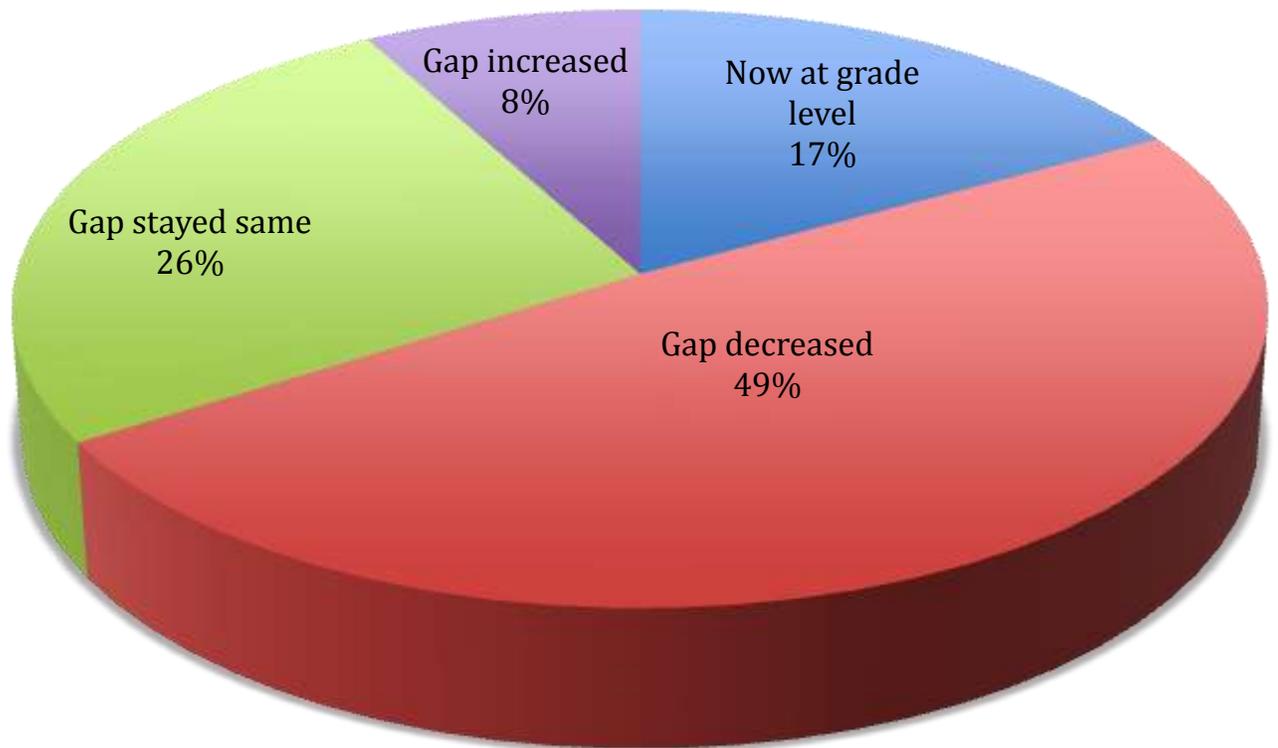
- Strong growth in student literacy; results at this point are extremely positive and almost identical to the results of 2012-2013.
- Substantial decreases in the gaps between student literacy achievement and grade level expectations – again, similar to 2012-2013.

**Change in reading with understanding: Percent of submitted case studies (n=153)**



Note: based on results for approximately 30% of case study students for 2013-14; because of job action, not all teachers were able to submit completed case studies.

**Comparison of overall reading level to grade-level expectations: Percent of submitted case studies (n=151)**



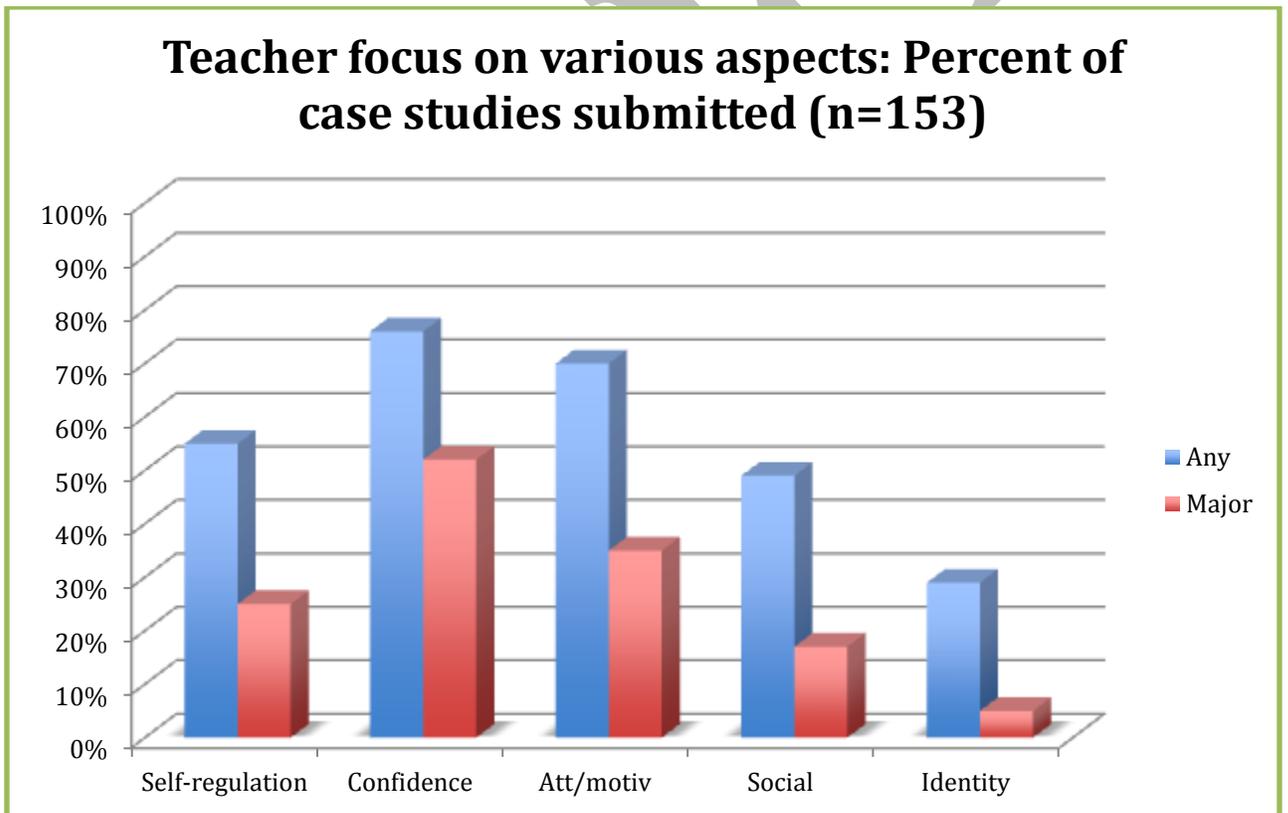
Note: based on results for approximately 30% of case study students; because of job action, not all teachers were able to submit completed case studies.

## Progress in other aspects

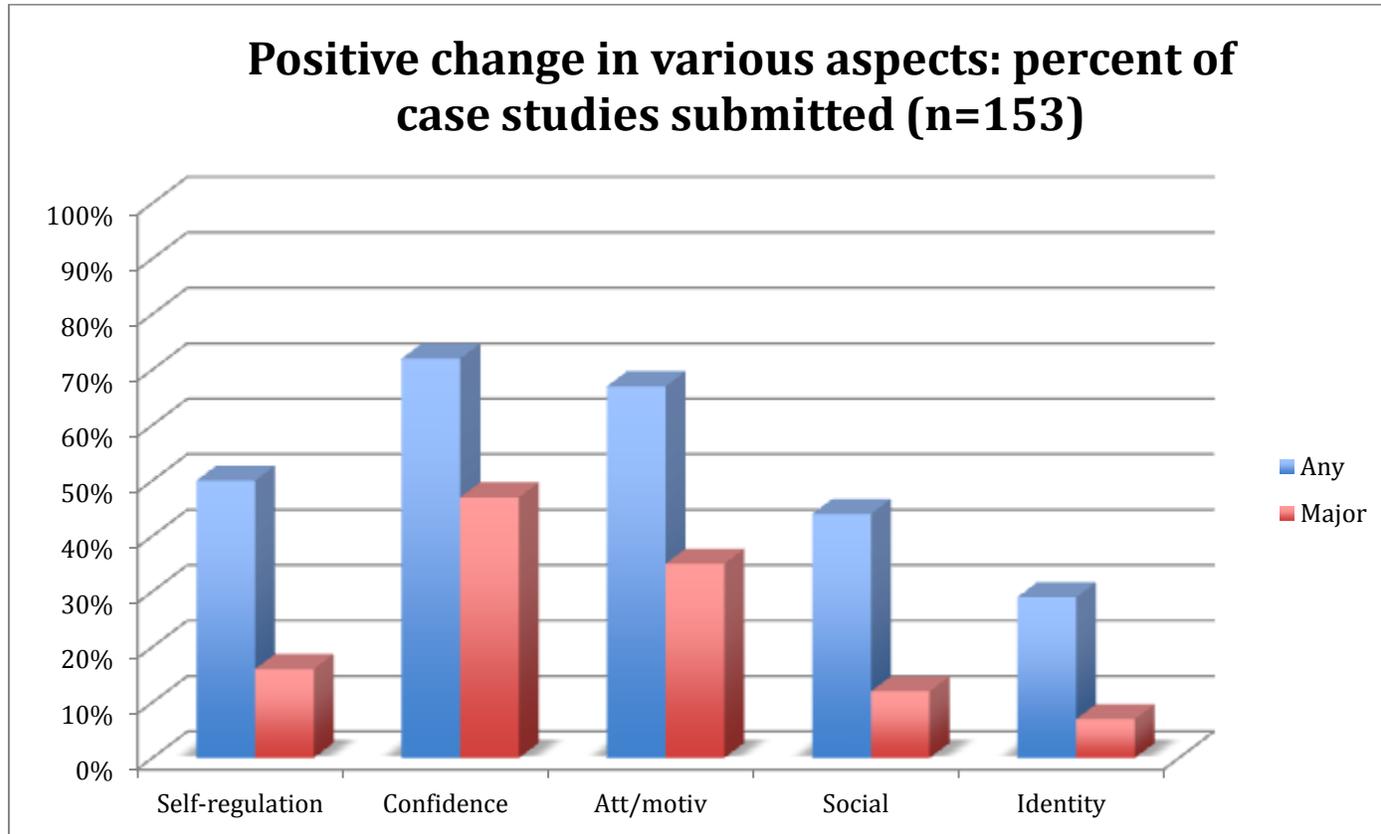
Teachers also described the extent to which they incorporated a focus on other aspects in their work with the case study student:

- social responsibility
- personal responsibility and motivation
- social competence and awareness
- personal and cultural identity

As shown in the following graphs, they were most likely to incorporate a focus on *increasing student confidence*; followed by *personal responsibility and motivation* (labeled on graph as “att/motiv”); *self-regulation*, and then *social competence and awareness*. A smaller number of teachers focused on *personal and cultural identity*.



Generally, when teachers did report focusing on one of these aspects, they reported significant success. The highest levels of success appeared for *increasing student confidence* and *personal responsibility/motivation* (labeled on graph as “att/motiv”).



## Related documents

- Participation table (by district)
- Data collection forms
- Updates:
  - Teacher/educator collaboration
  - Increasing student choice
  - Increasing individual support within the classroom
  - Increasing engagement
  - Focusing on meaning
  - Oral language
  - Play
  - Fine arts
  - Social emotional learning
  - Self-regulation
- Sample completed case studies
- CR4YR: Message to My BC Colleagues <http://cr4yr.wordpress.com>
- Case Study Analysis: 2012-13
- CR4YR main website: <http://youngreaders.ca>