



Foundational Literacy Laureates Implementation Evaluation

Prepared by the Department of Research & Performance Management

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Key Findings

The District's Foundational Literacy Laureate program is designed to strengthen foundational skills instruction by identifying a Foundational Literacy Laureate (FLL) in each SCS elementary school. The FLL is tasked with responsibilities designed to support teachers in implementing high-quality instruction during the foundational skills block. FLLs were surveyed to determine how they viewed their progress and effectiveness in their roles as FLLs.

- The survey response rate was very high. Seventy-eight (78) of 89 FLLs (88%) who received the survey provided feedback.
- Most FLLs who also served as K-2 classroom teachers in their schools indicated they were *progressing or on track* with implementing various foundational skills components in their own classrooms. These ratings mean that the components are happening fairly regularly during instruction. Most K-2 classroom teachers also rated themselves as *very effective* at using a variety of recommended instructional practices.
- There was more variation in responses about school-level responsibilities. FLLs reported the least progress on activities that require coordination with school administration or others.
- Over 90% of FLLs reported being well-prepared for their role, having a good understanding of their role, and receiving the support needed to be effective in their role as an FLL.
- Open-ended comments reveal that FLLs most often identified the related professional development as a program strength and most often identified difficulties in coordinating the additional responsibilities with their current school responsibilities as a challenge.

Introduction

In 2018, SCS developed the Foundational Literacy Laureate as a resource to support the instruction of foundational literacy skills in grades K-2 throughout the District. Currently in its second year, the program supports a Foundational Literacy Laureate (FLL) in each elementary school. The Laureates participate in in-depth professional development sessions on the instruction of foundational literacy skills that they then bring back to their schools. In their schools, FLLs are expected to implement the instructional strategies and techniques in their own K-2 classrooms. They also serve as a foundational literacy skills resource for the school. The FLL contract provides a number of activities FLLs can choose from to fulfill their responsibilities, including providing PD, coaching, and modeling for the K-2 classroom teachers in the schools on how to teach the foundational literacy skills block. They also can participate in Learning Walks with the Instructional Leadership Team and serve as a foundational literacy skills resource for the school administration team. In exchange for serving as their school's FLL, laureates receive a stipend to compensate them for the additional work required by the position.

The District's Early Literacy Team asked the principals at elementary schools to recommend a school staff member who would be a good fit for the role of FLL at their school. Principals were asked to select a K-2 teacher; however, if they thought someone in a different position was better suited to the task, that person could be chosen as the FLL. The majority of the FLLs are K-2 teachers, but there are also classroom teachers from other grade levels as well as some non-teachers (such as instructional facilitators or coaches).



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The purpose of this evaluation report is to examine the implementation of the FLL program to date from the FLLs' perspective with the goal of identifying areas of the program that are going well and areas that could use additional support from District staff. FLLs at all schools were asked to respond to a survey asking them to self-evaluate the implementation of the program in their school and to provide feedback on the PD sessions and support connected to the program.

Foundational Literacy Laureate Survey

The survey was divided into three sections. The first asked the FLLs who were K-2 classroom teachers to evaluate how well they were able to implement components of the foundational skills block for whole group and small group instruction. The second section asked all FLLs to evaluate how well they were able to implement their school-level responsibilities as a laureate. The final section asked all FLLs to reflect on the PD and support they have received as a laureate.

For each item in the classroom implementation and school-level responsibilities sections, FLLs were asked to indicate if their implementation of that item was “preliminary,” “progressing,” or “on track.” Definitions were provided for the terms and were tailored to each individual item to help guide teachers' evaluations of each item. An item was rated as *preliminary* if it was not yet occurring in the classroom or school building (e.g., “No explicit phonics or phonemic awareness is occurring during whole group instruction;” or “I have not yet participated in Learning Walk-throughs.”) Items were rated *progressing* if they were occurring sometimes or if they were scheduled to occur (e.g., “Literacy work stations or centers are operating sometimes during small group instruction;” or “I am scheduled to model effective best practices in foundational skills instruction.”) Finally, items were rated as *on track* if they were occurring regularly in the classroom or if they underway at the school level with plans to continue (e.g., “Opening routine or warm up is occurring regularly during whole group instruction;” or “School-based PD session(s) in foundational skills have been conducted and additional PD is planned.”) By using these categories to rate each item, it is possible to get a mid-year snapshot of each school's level of implementation of the FLL program requirements.

Surveys were sent by email to FLLs at 89 elementary schools during fall semester 2019.¹ Responses were monitored and reminder emails were sent to FLLs to encourage them to respond. Responses were received from 78 FLLs (88%). In some cases, FLLs only responded to part of the survey. Therefore, as the findings are presented below, the overall Ns may vary from question to question. The table below describes the FLL respondents.

FLL Survey Respondents Profile		
	N	%
K-2 Classroom Teachers	68	87%
Other Laureates	10	13%
First Year FLL	26	35%
Second Year FLL	49	65%
Attended all PD	58	77%
Attended partial PD	17	23%

¹ Two additional schools did not have anyone serving as the FLL at the time the survey was conducted.



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Eighty-seven percent (87%) of the FLLs were K-2 classroom teachers at their schools; 65% were in their second year as the school’s FLL; and 77% had participated in all PD sessions offered to date in 2019-20, either by attending the presentation or by reviewing a virtual make-up session of the PD. These three factors may impact FLLs’ perspectives on how well program implementation is going at their school. FLLs who are K-2 classroom teachers would have different work responsibilities than FLLs serving in other roles at the school.² Completion of all PD sessions and participating as a second year FLL both would be indicators of more familiarity with the program and its expectations.

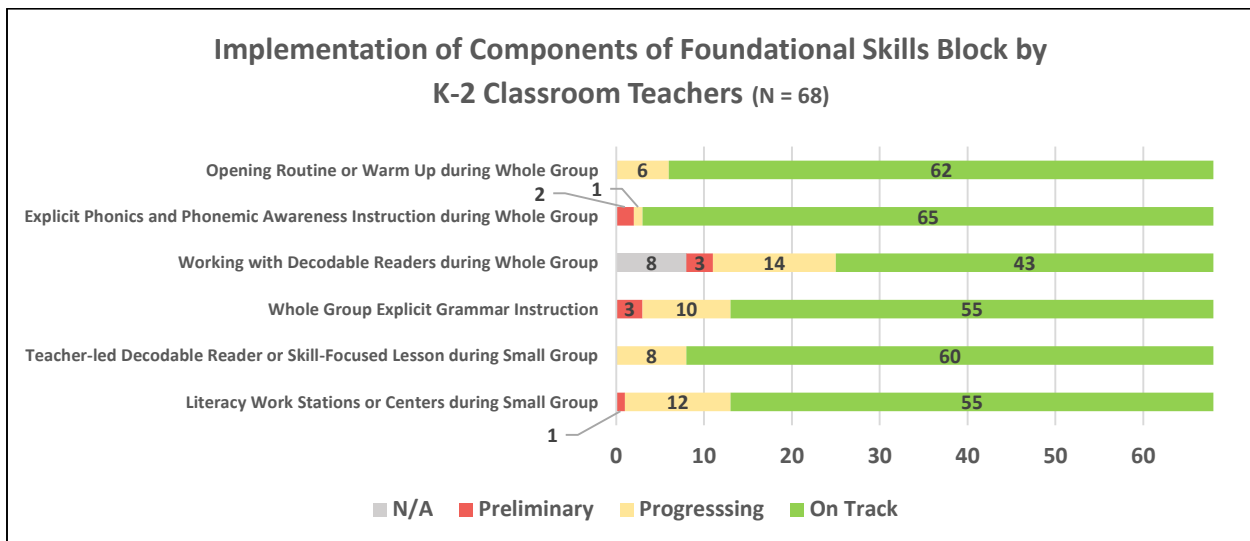
Survey Results

K-2 Classroom FLL Responsibilities

Implementation of Foundational Skills Block Requirements in K-2 Classroom

The questions in this section of the survey focused on the implementation of the foundational skills block in the FLLs’ own classrooms. Sixty-eight (68) FLLs who were K-2 classroom teachers in their schools responded. Teachers were asked about both instructional components used with whole group instruction and those used with small group instruction. The graph below shows the number of teachers responding in each implementation category for the six instructional components evaluated.

The majority of teachers indicated they were *on track* with the components meaning these instructional practices were happening regularly during their foundational skills block. One component, working with decodable readers during whole group instruction, is not a required component. Therefore, teachers were given the choice to mark that item as *not applicable*. Additionally, ratings that this component is not occurring (*preliminary*) or occurring only sometimes (*progressing*) should not be interpreted that teachers are necessarily finding it challenging to implement during the foundational skills block.



The two instructional components where fewest teachers reported being *on track* were providing explicit grammar instruction during whole group and using literacy work stations during small group.

² In all subsequent analyses, responses from K-2 classroom teacher FLLs did not differ from responses from FLLs in other school roles. Therefore, this factor is not discussed in the remainder of this report.



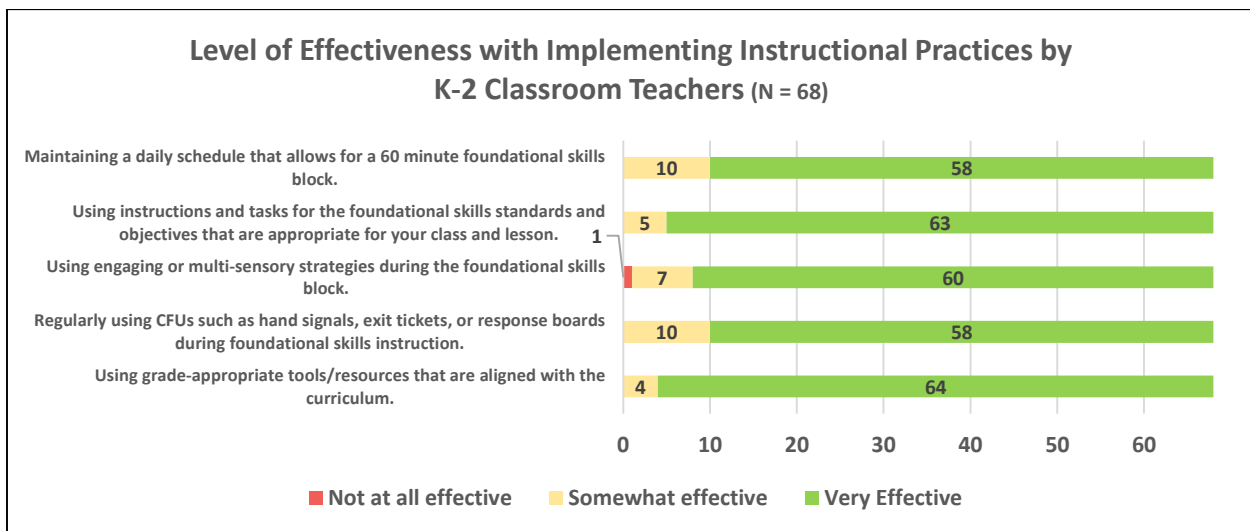
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For both these components, 13 (or 19%) of teachers indicated their implementation was *preliminary* or *progressing*. Further analyses indicated that the number of years serving as an FLL (1 or 2) does not appear to be a factor related to level of implementation for either component. Proportionally, close to the same number of FLLs reported being on track with explicit grammar instruction (81% vs. 84%) and with literacy work stations (81% vs. 80%) for FLLs in their first year compared to those in their second year. There was a bit more variation when PD participation was examined. More FLLs who attended all of the PD sessions offered rated these components as *on track* compared to teachers who had not completed all PD sessions (explicit grammar instruction: 85% vs. 77%, respectively; literacy work stations: 81% vs. 77%, respectively). It should be noted, however, that only 13 FLLs who are also K-2 classroom teachers reported not completing all the PD, so the actual number of FLLs in this category who rated these two instructional components as *preliminary* or *progressing* is very low.

An update from the Early Literacy Team also indicated that for some classrooms, whole group explicit grammar instruction is occurring outside of the foundational skills block. Flexibility of scheduling when this component occurs during the school day may also contribute to how teachers rated its progress in their foundational skills block in their classrooms.

Effectiveness at Implementing Instructional Practices in K-2 Classroom

A second set of questions asked the K-2 classroom teacher FLLs to rate their level of effectiveness at implementing instructional practices in their classrooms during the foundational skills block. Once again, FLL responses were largely positive. Most FLLs rated themselves as *very effective* for each of the practices rated, as reflected in the graph below. This rating from most of the FLLs indicate their high level of confidence at being able to effectively use these practices during instruction.



School-Level FLL Responsibilities

Supporting Teachers and School Administration

The second section of the survey asked FLLs to rate the extent to which they have engaged in the school-level laureate responsibilities. Some of these responsibilities are tailored to directly assisting teachers, such as providing assistance with the implementation of District or State foundational



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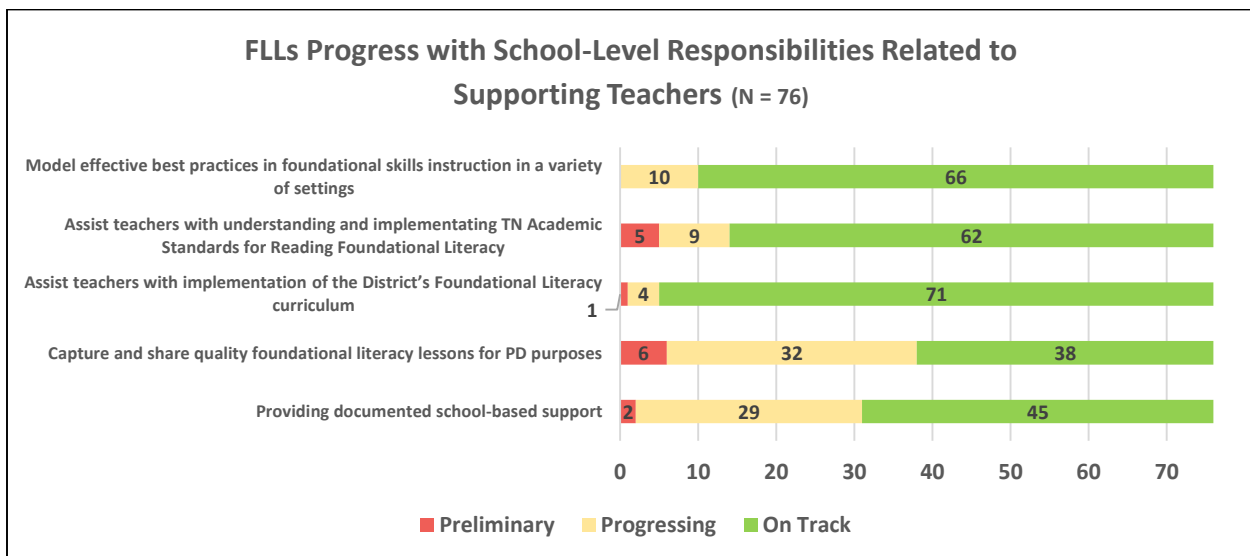
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literacy standards, or modeling best practices in foundational skills instruction. Others are tailored to providing support at the overall school level or District level. Examples of these responsibilities include serving as a resource in foundational skills instruction to school administrators, or providing District PD in foundational skills.

All FLLs, regardless of their school position, were asked to respond to this section of the survey. There were a total of 76 responses: 66 respondents were K-2 classroom teachers, and 10 respondents held other positions in their school (e.g. a classroom teacher of a different grade, instructional facilitator or coach).

The first graph below shows how FLLs rated their progress on responsibilities relating to teacher support. The majority of FLLs rated their progress on the first three responsibilities listed as *on track* meaning that these practices are occurring regularly. These three responsibilities centered around assisting teachers with implementing standards and curriculum or modeling best practices. Seventy-one (71) of the 76 teachers rated their progress as *on track* for assisting teachers with implementing the District's foundational skills curriculum, 66 teachers indicated they were *on track* for modeling best practices, and 62 teachers reported being *on track* for assisting teachers with the TN Academic Standards for Reading Foundational Literacy.

The last two responsibilities in the graph below were rated as either *on track* or *progressing* by the majority of FLLs. The response choices for the task of capturing and sharing quality foundational lessons for PD purposes asked FLLs to rate the responsibility as *progressing* if they had captured one foundational lesson and as *on track* if they had captured more than one foundational lesson. The response choices for the task of providing documented school-based support asked FLLs to rate the responsibility as *progressing* if 6-15 hours of support had been documented and as *on track* if more than 15 hours had been documented.



Taken together, these findings suggest that FLL support of teachers is occurring fairly regularly at most schools. The top three responsibilities seem to have the flexibility to occur both formally (such as scheduled classroom visits or PD sessions) and informally (such as hallway conversations to gain clarification on the standards or quick ideas about how to approach challenging aspects of the curriculum).



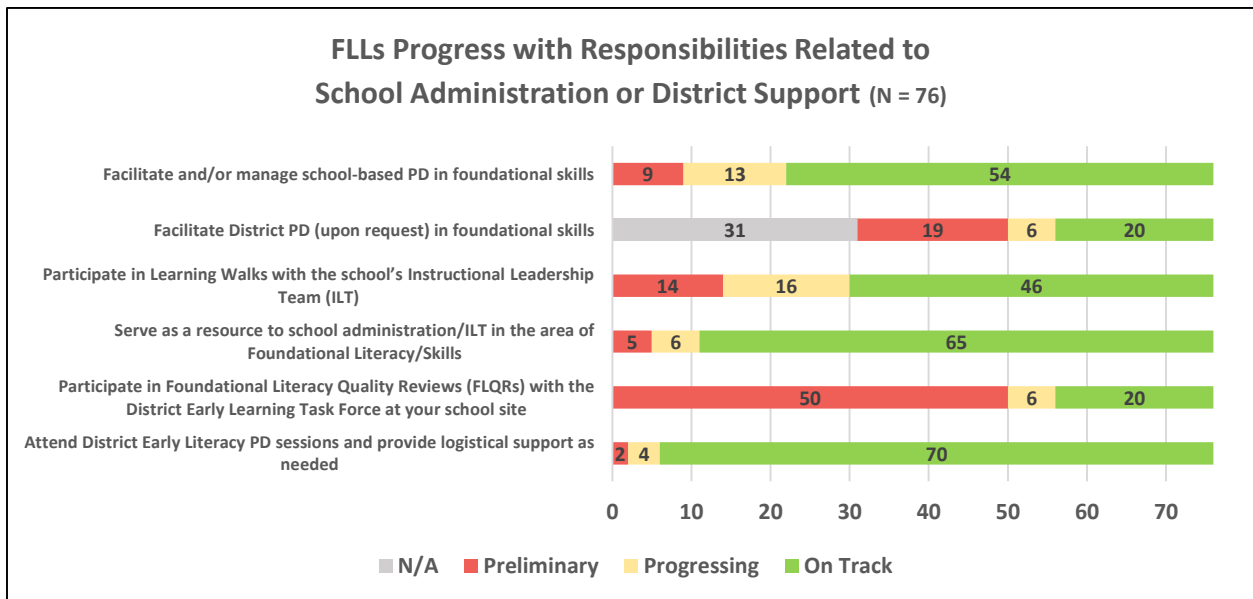
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The next graph displays FLL responsibilities that are designed to support the school administration or District-level early literacy needs. It appears that FLLs' progress on these responsibilities is somewhat linked to who is involved in initiating the responsibility. Responsibilities that are largely under the FLLs' control were rated as *on track* by the majority of FLL respondents, including serving as a resource to the school's administration on foundational skills and attending District PD in foundational skills and providing support as needed. By contrast, responsibilities that required coordination between school administration and the FLL to implement were mostly rated as a combination of *progressing* and *on track*, including providing school-level PD and participating in Learning Walks with the school's instructional leadership team. A rating of *progressing* for both these responsibilities indicates that the action has been scheduled. A rating of *on track* indicates that the responsibility has occurred and is scheduled to occur again in the future.

Finally, responsibilities that are largely dependent on District staff to initiate or utilize were rated lowest in terms of progress. For example, 31 FLLs indicated the responsibility of facilitating District PD on foundational skills was *not applicable* to them, as they had not been asked to facilitate a PD session. Another 19 FLLs rated this same responsibility as *preliminary* which was defined as having been asked to facilitate a District PD session, although none was scheduled yet. Likewise, for the expectation of participating in Foundational Quality Literacy Reviews (FQLR) at the school with the District Early Learning Task force, 50 of the 76 respondents indicated they had not participated in a FQLR yet (a rating of *preliminary*). Given the limited number of staff on the District's Early Literacy team, it is likely that FLLs at more schools will participate in these responsibilities as the year unfolds.

The Early Literacy team provided an update in which they indicated that FLLs were the facilitators at all PD sites for the January District Learning Day. Also, the Early Literacy team noted that FLLs can volunteer to facilitate District PD at any time throughout the year. Thus, the avenue for facilitating District PD is two-way, both by being requested to facilitate and by volunteering to facilitate sessions. Given the participation in the January DLD, FLLs' progress with facilitating District PD is most likely farther along at this point in the year than reported below.





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As with the classroom instruction responsibilities analyzed above, the school-level laureate responsibilities were further analyzed to gauge the impact of PD participation and number of years as a FLL. There were virtually no differences in percentages reported for each progress category between FLLs who participated in all of the PD sessions offered compared to those who participated in partial PD for any school-level FLL responsibility.

However, three school-level responsibilities, presented in the table below, did vary between first year and second year FLLs. The first responsibility had to do with facilitating District PD (upon request) in foundational skills. For this responsibility, 73% of the first year FLLs rated it as *not applicable* compared to only 22% of the second year FLLs, indicating they had not yet been asked to facilitate District PD. The remaining first year FLLs rated this responsibility as *preliminary*, indicating they had been asked to facilitate PD but it had not yet been scheduled. Only second year FLLs rated this as *progressing* (meaning that they had been scheduled to facilitate District PD) or *on track* (meaning that they had already facilitated District PD and were scheduled to facilitate additional sessions).

The other two school-level responsibilities both were related to providing school-based support (capturing and sharing quality foundational literacy lessons and documented school-based support). In both cases, the second year FLLs reported being further along with these to responsibilities than the first year FLLs. For both these responsibilities, the majority of first year FLLs rated them as *progressing* and the majority of second year FLLs rated them as *on track*.

An update from the Early Literacy team provided more details about FLLs' participation in Learning Walks and FLQRs at their school. Typically, schools use ILT team members to conduct Learning Walks, with teachers who participate as team members earning a stipend for the additional responsibilities. In the interest of spreading stipends and extra workload among teachers, some principals select a teacher other than the FLL to be on the team which can result in confusion about whether FLLs who are not ILT members should participate in the Learning Walks. The Early Literacy team clarified that FLLs can participate in Learning Walks regardless of being ILT members.

School-level Responsibilities by Number of Years as FLL			
Responsibility	Level of Progress	Year 1 FLL	Year 2 FLL
Facilitate District PD (upon request) in foundational skills	Preliminary	27%	25%
	Progressing	0%	12%
	On Track	0%	40%
	Not Applicable	73%	22%
Capture and share quality foundational literacy lessons for professional development purposes	Preliminary	11%	6%
	Progressing	50%	37%
	On Track	39%	57%
Documented school-based support	Preliminary	4%	2%
	Progressing	50%	31%
	On Track	46%	67%

Documented Support Activities

The last survey item in the school-level responsibilities section listed the school-based support FLLs could provide for the school and asked them to indicate the activities for which they had documented hours. Over 80% of FLLs had documented hours related to assisting with selection of appropriate



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materials for the foundational skills block (85%) and leading collaborative planning sessions on foundational skills (81%). One half to three quarters of FLLs reported school-based professional development on foundational skills (76%) and assisting with analyzing student data to make instructional decisions (61%). Fewer than half of the FLLs reported participating in the Cycle of Professional Learning (47%), co-teaching with colleagues (46%), or assisting with parent training around foundational skills (35%).

Types of Documented School-based Support Hours Provided by FLLs	
Support Activity	% FLLs implementing each activity (N=79)
Assist with selection of appropriate materials, resources, and activities utilized during Foundational Skills block	85%
Co-plan/lead collaborative planning session on foundational skills	81%
School-based professional development on foundational skills	76%
Assist with analyzing student data to make decisions about foundational skills instruction	61%
Development and implementation of school's Cycle of Professional Learning	47%
Co-teach foundational skills lessons with colleagues	46%
Assist with planning and delivering parent training involving foundational skills	35%

Foundational Literacy Laureate Reflection Survey

The final section of the survey asked FLLs to reflect on the support they have received in their role. FLLs were asked to indicate their level of agreement with statements about preparation, understanding, and support of the FLL role. They were also provided with the opportunity to comment on program strengths and challenges.

The table below shows the percentage of FLLs who agreed or strongly agreed with each statement in the reflection survey, separated by first year and second year FLL responses. Most FLLs in both groups report having a good understanding of their responsibilities, being prepared, and receiving sufficient support. The most notable difference between the groups relates to the K-2 teachers' understanding of the FLL role. Eighty-one percent (81%) of first year FLLs agreed that the K-2 teachers in their schools understand what they do compared to 96% of second year FLLs. First year and second year responses also differed around other statements regarding K-2 teachers in their schools, but to a lesser degree. One hundred percent (100%) of first year FLLs agreed that they were effective at modeling foundation skills instruction for K-2 teachers and that K-2 teachers were implementing foundational skills curriculum in their classrooms. By comparison, 90% of the second year FLLs agreed with each of these statements.

FLL Reflection Survey Responses		
Survey Statement	% FLLs agreeing or strongly agreeing	
	Year 1 FLL (N=26)	Year 2 FLL (N=49)
I am well-prepared to serve as the Foundational Literacy Laureate for my school	92%	96%
I understand the responsibilities of being a Foundational Literacy Laureate	96%	96%
It is easy for me to implement the foundational skills curriculum in my classroom	100%*	95%*
K-2 teachers in my school have a good understanding of what I do	81%	96%



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I am effective at modeling foundational skills instruction for the K-2 teachers in my school	100%	90%
K-2 teachers in my school are implementing the foundational skills curriculum in their classrooms	100%	90%
I receive sufficient District support to be an effective Foundational Literacy Laureate	92%	92%
The foundational skills PD sessions provide what I need to be an effective Foundational Literacy Laureate	96%	92%
*K-2 Classroom teachers only (Year 1 N=21; Year 2 N=44)		

Two open-ended questions asked teachers to comment on strengths, or things going particularly well in the program, and program challenges. Major themes were identified and are summarized in the two tables below. (All open-ended comments are included in the Appendix of this report.) While the themes identified by first year and second year FLLs were similar, in some cases the percentage of comments that included each theme varied across FLL experience.

The top strength identified in the comments related to PD sessions and resources provided. This theme was included in 26% of the first year FLL comments and 58% of the second year FLL comments. Additional program strengths included being able to support teachers, improvements in foundational skills instruction, and receiving good support from the District's Early Literacy team, among others.

Themes in Comments about Strengths by Number of Years as FLL		
Theme	1st year FLL (N = 19 comments*)	2nd year FLL (N = 38 comments*)
PD sessions/resources provided are helpful and allow for collaboration with colleagues	26%	58%
Being able to support teachers and/or provide them with PD	16%	24%
My/other teachers' instruction in foundational skills is better	16%	16%
Receiving good support from District's Early Literacy team	21%	8%
FLL program creates an effective teacher support mechanism	21%	8%
FLL's own development as an educator/leader	5%	11%
*Some comments included more than one theme, therefore column total exceeds 100%		

Themes identified as program challenges are presented in the next table. By far the challenge most often stated related to difficulties with coordinating both classroom responsibilities and FLL responsibilities. Forty-five percent (45%) of the first year FLLs and 57% of the second year FLLs mentioned challenges along these lines. The second most common challenge mentioned related to the additional responsibilities in general, including that there is just not enough time to fit everything in. One quarter of all FLLs mentioned this as a program challenge. Additional challenges mentioned included wanting additional training or support from the District, FLLs' uncertainty about whether they were providing the correct or enough support to teachers, and their work/support being unwanted by other teachers or school administrators.

Themes in Comments about Challenges by Number of Years as FLL		
Theme	1st year FLL (N = 20 comments)	2nd year FLL (N = 37 comments*)
Challenges coordinating both classroom and FLL responsibilities	45%	57%
Additional duties are challenging, including not enough time	25%	27%



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Additional training/support needed from District/School admin	15%	8%
Uncertainty about providing enough/correct support to teachers	10%	0%
FLL support unwanted by teachers and school admin	5%	8%
More compensation needed for scope of responsibilities	0%	3%
Managing instructional flow in the 60 minute foundational skills block	0%	5%
*Some comments included more than one theme, therefore column total exceeds 100%		

Conclusion & Recommendations

Overall, FLLs rated their progress and effectiveness with the foundational literacy laureates program as going well. K-2 classroom teachers were especially positive with regard to both their progress at implementing various components of foundational skills instruction in their own classrooms and their effectiveness at using a variety of instructional practices during the foundational skills block. With the school-level responsibilities there was a bit more variability, both with progress on the responsibilities and with how prepared FLLs are for their role. The recommendations below focus on areas where there was variability in the responses.

Recommendation 1 – District staff should follow up with FLLs on any school-level responsibilities that require additional coordination with school administrators or District staff to determine whether additional support is needed to implement these responsibilities.

School-level responsibilities that are mainly under the control of the FLLs (such as assisting teachers with District foundational skills curriculum) were generally rated as *on track*. As the level of control broadened, such that FLLs had to either coordinate with school-level administration (e.g., participating in Learning Walks with the school’s Instructional Leadership Team) or rely on District staff to initiate (e.g., participating in Foundational Literacy Quality Reviews with the District’s Early Learning Task Force), the FLLs’ rating of progress was lower. This is not surprising given the additional coordination required before responsibilities are implemented. However, one FLL wrote in the open-ended comments that the school administration did not want her as part of the ILT. Another indicated that participation in walk-throughs and the ILT was challenging. To the extent that these comments reflect resistance to the FLLs’ work in the schools, school administrators may need a better understanding of why the work is important and learn ways to support FLLs in their buildings so they can fulfill all of their responsibilities.

Recommendation 2 – District staff should determine whether additional support is needed for FLLs to provide the documented school support activities.

The analysis above on documented support activities revealed a wide range in the percentage of FLLs documenting each activity. The activities with lower percentages may indicate that FLLs need additional support to implement. For example, co-teaching foundational skills lessons with colleagues may require schedule adjustments or arrangements for substitutes if the FLL is a classroom teacher to allow her to work in a colleague’s classroom. Requests of this nature may be better received if they are explicitly supported from the District level as well.

In an update, the Early Literacy team indicated there is a small amount of money in the budget to cover stipends for substitutes. Since this money is limited, its availability is not advertised in the beginning of the school year. However, in spring semester, when the Early Literacy advisors meet



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with the FLLs, they tell them substitute stipends are available so they FLLs can work outside of their classrooms.

Recommendation 3 – District staff should learn more about how the FLL duties create time management challenges and find ways to support FLLs struggling to fulfill both their school and FLL responsibilities.

In the open-ended comments, approximately half the FLLs mentioned the challenge of managing their classroom and FLL responsibilities at the same time, and about one quarter mentioned challenges related to additional responsibilities in general including not having enough time. By delving into this issue with FLLs, District staff may be able to identify patterns or specific aspects of the responsibilities that create the most difficulty. They could then work with FLLs on time management around those issues so they don't become overwhelmed.

Finally, this year provides an additional opportunity to strengthen the implementation this program. This spring, the theme of the Continuous Improvement Team's Stat Cycle work focuses on the Foundational Literacy Laureate program. The Stat Cycle could be a valuable mechanism to help program staff identify the details of the challenges and create solutions.



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Appendix

Please share any comments you have about aspects of the Foundational Literacy Laureate program that are going especially well.

Year 1 FLL Responses

As a result of weekly planning and Foundational Skills PD, K-2 literacy stations are beginning to be more developmentally appropriate, meaningful, and engaging.
Emails are answered in a timely manner and everyone has been very helpful.
I absolutely LOVE being the Laureate. I enjoy working with the many new teachers in my building as well as teachers new to the grade band. I feel like together we can make a difference with the students at (<i>school name</i>).
I am able to assist teachers with implementing the foundational skills curriculum. Sharing ideas with teachers to include in lessons.
I believe the aspect of having a Foundations Laureate has created an environment where teachers feel safe to express where they need help in the area of Foundations. Teachers are able to accept feedback from the foundations laureate and make improvements based on trends and walkthroughs. I think this position is imperative to improve foundations quality of teaching and learning in our schools.
I feel well supported by Ms. Bell. She is always available to answer any questions and she is always willing to offer a helping hand when she comes for visits.
I have a great Early Literacy Advisor who gives me support and feedback.
I love the engaging Professional Development sessions
I think planning sessions with grade levels have been very helpful. I can ask what's going well and find out where they need support. Many teachers seem to be implementing the curriculum effectively!
I think the foundational skills PD's are going well. We are learning information that we can use with the students at our schools to help them progress in Foundational skills.
I was very concerned about all the responsibility connected with this position. Ms Ingram has supported me and observed me and I feel more confident and I am learning new strategies as well.
I've enjoyed having meaningful resources to share with my colleagues; discussing strategies and making adjustments to improve teaching and learning; and creating tasks and activities to engage student in the learning process.
My principal allows me to offer in-house PD over foundational skills lessons, and even has asked me to offer another PD in the future.
The FLL trainings are extremely helpful with supporting k-2 teachers.
The K-2 teachers are implementing the required phonics, grammar, and small group instruction. If they encounter any problems, they find me to ask for strategies or to schedule a time for me to come in and observe their lessons and provided feedback.
The PD modules are informative and the instructors are knowledgeable.
The teachers at my school appreciate the assistance I am providing.
The teachers in my building are excited to have someone on site that they can come to for support.
This position is very time consuming. I really enjoy all the aspects of the laureate program, but to be totally committed you have to manage your time wisely. Participating in the Foundational Literacy Laureate program has allotted me the opportunity to grow as an educator. Through reading, presenting and having discussions with my assistant principal, I embrace this position with commitment and fidelity.



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Year 2 FLL Responses

Being on the ILT team and leading PD for the k-2 teachers seem to be a plus for me. Sharing resources with the teachers. Having the paraprofessional in class part time
Collaborating with my colleagues during our PD sessions.
Collaborating with new teachers or teachers new to a grade on their foundational skills block with activities that can be used in whole and small group time
Great resources available, effective professional support in place, and several opportunities to exercise leadership skills
I am able to meet with the teachers to help pull resources and to model best practices in the classroom for Foundations.
I am able to support teachers in order for them to have an effective foundational skills block.
I appreciate the depths of the PD's and feel they are extremely valuable in my understanding of FD skills.
I believe the program has improved my teaching. The teachers in the school love having the extra support.
I can see the shift of emphasis toward Foundational skills. It has become more important for teachers to explicitly teach the Foundational skills.
I enjoy being the Literacy Laureate for (<i>school name</i>). It gives me the opportunity to see how my colleagues are working together to implement an effective foundation for reading. When teachers appear to be struggling with "fitting everything in," I enjoy helping them create activities, games, lessons that are differentiated to make sure the students are getting what they need.
I love that the district has classes for Laureates as well as separate courses for teachers. The district does a wonderful job providing resources for all K-2 teachers.
I love the support provided from the Early Literacy Team. They are there to teach, help and assist. Also, feedback is immediate when you have questions and concerns.
I think the focus has shifted back to foundational skills as a result of this program.
Implementing foundational skills curriculum in my classroom and sharing what I am doing with coworkers. Working with grade level peers to set up workstations. Assisting first and second grade in further implementation of workstations.
Laureate's work is tremendous. I do believe we would be more effective out of the classroom.
My entire whole group lessons are going especially well because the Early Literacy Department has given us access to additional resources (videos, ideas for using Decodable Readers, etc.). These items as well as others help keep the students interested in what they are learning.
Planning for the Content Lead standards document has been productive and impactful.
Portions of the program that are going very well are supporting my school with PD sessions. I am able to plan and deliver PD sessions where I update, clarify, and model for teachers.
Struggling teachers are coming to me with questions about instruction and students' progress. Teachers have embraced foundational skills instruction.
The aspects of the Foundational Literacy Laureate program that is going especially well is the Foundational Skills PowerPoint. Also, having a person in the building that is knowledgeable and can help struggling teachers succeed with FS.
The best part of this program has been the plethora of information I have received from the modules. I have thoroughly enjoyed the activities.
The classes are helpful to help implement foundation skills.
The district training modules have provided great instruction and knowledge to help serve in the FLL role.
The Early Literacy Department does an excellent job of presenting information to us during our monthly meetings. We receive great suggestions on activities to share with colleagues. The website is also a helpful resource to share.



Foundational Literacy Laureates Implementation Evaluation

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<p>The Foundational Literacy Laureate program has equipped myself along with the educators I support with the tools needed to implement a more effective literacy block. I am able to attend several literacy modules to further build my capacity in the content area. I then get the opportunity to share my acquired knowledge with my colleagues. This exchange comes in the form of PD sessions, classroom observations, debriefing meetings, and co-planning sessions.</p>
<p>The foundational Literacy Laureate program is going very well. I love all the planning sessions and the professional developments.</p>
<p>The information and resources given in the PD sessions have been very valuable when informing my colleagues of strategies and materials that can be useful to them.</p>
<p>The monthly PD's are very engaging and helpful. The practiced activities are awesome!</p>
<p>The PD sessions are going well. They allow the opportunity for us to continue to strengthen our effectiveness as leaders in our school. The admin at my school are always receptive for ideas that I bring to them regarding PD or time to model for other teachers.</p>
<p>The PD sessions have been informative and assist me in guiding teachers with foundational lessons.</p>
<p>The PD sessions provide us with PPT to share with colleagues which are very beneficial. The support from the advisors and other FLLs are excellent resources and every session provides a new take away.</p>
<p>The PDs offered and the support from the advisors are great and very helpful.</p>
<p>The PowerPoints that were created have helped teachers become effective teachers and took away the heavy lifting.</p>
<p>The program is going well because the teachers at my school are aware of my role and they have no problem with asking me to assist them. Whenever I am available my time is given to them so that we can be effective K-2 teachers school wide.</p>
<p>The training sessions and working with my admin.</p>
<p>The trainings are very informative. The advisors are available to provide support and help with anything I have questions about.</p>
<p>Valuable information has been provided.</p>
<p>Very well organized and early literacy team has us prepared to serve in our schools!</p>



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Please share any comments you have about aspects of the Foundational Literacy Laureate program that are particularly challenging.

Year 1 FLL Responses

<p>Any additional paperwork I have to complete is a burden. When I was completing a make-up session for PD. I could not hear the audio and the assignments took me 6 hours.</p>
<p>Because I am not a classroom teacher, I don't feel that my video captures are meeting my expectations as they would if I were teaching my own students.</p>
<p>I am a new laureate and believe it would have been beneficial to connect with a returning laureate to discuss the role and things that occur during the course of the year.</p>
<p>I feel that the training we are receiving are things we as educators already know. We need new information that we can take back and share with our peers.</p>
<p>I find that managing my time between the modules, meetings, and managing my day to day classroom instruction to be a bit challenging. When I take on a task I give 100%. 99% won't do, especially when I am responsible for providing support for my K-2 teachers and assisting them to be the best educator they can be.</p>
<p>I have struggled to find the time/coverage to complete my duties during the school day.</p>
<p>I need to be able to get a sub for my classroom at least one day per month to enable me to spend more quality time working with teachers during their Literacy Block. To date I have used my own planning time, lunch time, and left my students for brief periods with an assistant. I have also co-taught with a combined 2 classes which means 45 first graders in one room. This is VERY difficult.</p>
<p>I really don't have a lot of opportunities to visit other classrooms.</p>
<p>It is challenging because sometimes my class misses out on instruction when I observe or co-teach with a teacher. It is challenging because no one really suggested where to start with doing the duties for new laureates. I just so happen to know a returning laureate and she gave me suggestions on how to balance things.</p>
<p>It is challenging to co-teach/observe as much as I think the teachers need for k-2</p>
<p>It is very difficult to meet with larger groups spanning grade levels. But, I find that grade level meetings have been more impactful because of the smaller group size!</p>
<p>My admin does not necessarily want me to be a part of the ILT, so I am unsure of how to go about that as it's part of my duties.</p>
<p>One challenge this year has been actually being able to get into their classrooms during the foundational skills block. I make time to go see each teacher. I am also able to meet with them during collaborative planning.</p>
<p>The challenge is maintaining a class and supporting other teachers.</p>
<p>The Foundational Literacy Laureate program can be challenging in being a classroom teacher and carrying out classroom responsibilities along with juggling the Foundational Literacy Laureate responsibilities as well</p>
<p>The most challenging aspect of being the laureate is trying to get time with the teachers to thoroughly plan and provide feedback in the midst of the district/school demands.</p>
<p>The most challenging part of the program is being able to fulfill all my duties. (juggling my schedule to complete my class duties and laureate duties)</p>
<p>The only aspects that I find challenging are finding the time to meet with the other teams in my school.</p>
<p>The role of the Foundation Literacy Laureate can be challenging since I am a full time teacher. It is very hard to find time to do walkthroughs, collaboratively plan with teachers, co-teach, plan PD/parent trainings while having my own classroom and full responsibilities as a teacher.</p>
<p>Visiting the class room and trying to maintain my own class to make sure I'm on track.</p>



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Year 2 FLL Responses

As stated in the section above, there is a LOT of work to be done in this capacity. It's difficult to be effective when you have the responsibilities of a classroom. I would like to see Laureates be paid more money with the work we are being asked to do.
Being able to observe and co-teach/plan with colleagues is difficult when my planning time during and after school is taken by sessions planned by admin.
Being in the classroom provides a huge challenge in effectively supporting and guiding K-2 teachers in foundational literacy. With our district having a huge amount of new teachers and/or teacher fellowship programs, it would be very beneficial to be more hands on and spend most of our time as FLLs with those teachers during the school day observing, providing feedback, co-planning and co-teaching.
Finding time to be outside of my classroom during the day.
Having a classroom and being the laureate can be difficult at times. Would be great if it were a role outside the classroom.
I find it very challenging to get into other teachers' classrooms during the school day. It is easy to meet before or after school but challenging to schedule visits during the day.
I wish my Foundational Skills Reading Block was longer than 60 minutes. Sometimes I feel as though I have to rush through some of the components in order to get everything done.
I would like to co-teach a foundational skills lesson, but I'm not quite sure how to get started or how to effectively co-teach.
It can be challenging to meet with teachers on a regular basis because I am also a classroom teacher.
It is challenging sometimes to maintain my classroom and provide support to teachers.
It is difficult to manage the different responsibilities in addition to managing my own classroom. It is also a bit challenging to figure out the most effective ways I can help my colleagues.
It is difficult to observe other teachers and give them explicit assistance with their foundations block. I am only able to assist via their own reflections.
It is very challenging to fit it all in while still maintaining my own classroom of students. It is also very limiting to focus only on decodable readers. How do we challenge readers who are ready to go beyond?
It would be nice if we were provided with the power point presentations that we view during training, rather than having to create our own.
It's a challenge to balance my time as a Laureate AND a K-2 teacher in my own classroom.
It's challenging to get into classrooms to actually co-teach lessons and do observations. It is also hard at times to get the opportunity to provide professional development. There are so many other things that we receive PD on. There are very few times that a faculty meeting is not scheduled. People are ready to go home on those rare occasions that a meeting is not scheduled.
Keeping up with a colleague's class as well as my own class. Making sure my class doesn't fall below all while maintaining my responsibilities as a Laureate.
Other duties are continuously being added to the requirements that were already apart of the program. It is becoming somewhat challenging to complete the additional duties plus the many requirements of a teacher.
Participation in walkthroughs and ILT.
Recording lessons and finding time to meet with teachers to provide support, while also performing the duties of the job assigned is challenging.
The challenge is finding a balance between classroom teacher and Laureate. Managing time to do things for the K-2 teachers as well as make sure my students in my class are getting the things they need to be successful.
The challenges that I see is being able to model and co-teach during the day with the teachers due to schedule conflicts.
The challenging aspect is trying to maintain my classroom and be there for my K-2 teachers as well. Time is a major problem of being a Literacy Laureate because you want to give all of your time to your teachers and their students, however your class is important and plays a major role as well. So, balancing time for your classroom and others is very challenging.



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The daily schedule is a challenge, assisting colleagues that need assistance (timing), and getting the administration on-board to make time to support colleagues.
The drive time to attend meetings. It seems so rushed.
The main challenge of the Foundational Literacy Laureate program is being a full time teacher. It is challenging to maintain a classroom full time and to be an effective Laureate with my colleagues.
The most challenging is supporting other teachers while being a classroom teacher. I know that I could better serve the K-2 teachers in my building and be an even better support to them if I did not have my own classroom and set of students to teach.
The most challenging thing for me as the Laureate is having the K-2 teachers follow the 60 minute Literacy Block. I do my best to provide resources and examples of what the Literacy Block should look like but some teachers still have trouble being able to implement a 20-30 minute whole group with at least 2 small group rotations following in a 60 minute block. I see the teachers focusing a lot of time on the PowerPoints and trying to go through each slide accurately. However, once whole group is finished and transitions begin to occur, the majority of teachers only get to complete one small group (other students in workstations) before going to their Support class for the day.
The Returning Laureates were told to sign up for committees that where not part of the original contract.
Time available is challenging with other existing professional responsibilities. There are extensive make up modules. Suggestions: -offer an opportunity of one make up session (for excused absences) - a conference phone/video session
Time is the most challenging aspect of this position. The answers to questions 5 and 6 indicate a neutral response because my planning time (afternoon) is the time I am free to model a lesson for another teacher. In the lower grades, afternoon is reserved for math instruction.
Time to present additional materials at school site and district sites.
To implement professional development.
Trying to teach in my classroom and making time to observe and help other teachers with their needs
We need more time, the problem is we do not have enough time in the day.
What is challenging are the added expectations from the early literacy team- for example the extra videos and the planning of activities for every standard in a specific grade band. It seems like that is in addition to what we signed for. Another challenge this year is experiencing teachers who are not receptive to you helping them.
When I served as a classroom teacher, finding the time to observe and plan with my colleagues was the greatest challenge. They were excited to have someone as knowledgeable as I was in the building, yet they didn't like the fact that I was not easily accessible to them. They would need assists delivering a lesson or wanted to collaborate on their planning time, which would be impossible due to scheduling conflicts.