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FULL DETAILS AND TRANSCRIPT

How to Use Data Profiles
Indiantown, FL • April 2007

Topic: Teaching Literacy in English to K-5 English Learners

Practice: Screen and Monitor Progress

Highlights

- Warfield Elementary's reading coach describes her schools' assessment system, including what assessments are used, frequency of administration and how data are organized.
- Phonemic awareness, phonics, and spelling are areas of instructional focus for Warfield.
- Warfield's writing coach describes the progression of writing skills across K–3 and how data are used to drive writing instruction.

About the Site
Warfield Elementary School (K-4)
Indiantown, FL

Demographics
75% Hispanic, 5% White, 17% Black
96% Free or reduced-price lunch
67% Limited English proficient

Warfield Elementary School uses an inclusive, English immersion approach for their English learners, the majority of whom are of Guatemalan descent and speak either Spanish or one of several Guatemalan Indian

dialects, which lack a written language. Distinctive features of the school include:

- A continuous improvement model for instruction; data disaggregation and analysis, facilitated by a reading coach and writing/math coach, drive all instruction

- Instructional calendars for all content areas and grade levels that show standards being taught, instructional activities, and assessments to monitor student progress

- A schoolwide reading program based on an external model, along with a core textbook program

- Data available to teachers on fast turnaround, either in profiles produced by the reading coach or through reports from district and state databases

- Whole-group instruction based on the instructional calendars, combined with flexible small-group instruction based on students' needs

- Interventions provided within the classroom, including several that are technology-based

- Instructional strategies that are research-based; for example, a vocabulary program that is based on Isabel Beck's research

- All teachers with an ESOL endorsement on their teaching certificates

- Paraprofessionals who speak the children's native languages to ease the transition into school and support teachers in working with students

Full Transcript

I am Jeanne Tubb. I am the reading coach at Warfield Elementary School. I've been the reading Coach for 8 years, and I've actually been at Warfield for 20 years.

We monitor progress by assessing the children at least three times a year in vocabulary, phonemic awareness, phonics, and fluency, and obviously, comprehension is ongoing. We were a Literacy First school, which is with Bill Blokker. So, that is where we really started learning about how to take the assessments, get the data, and work with that data. We decided that in order for the teachers to use the data in the best way, we would put the data on spreadsheets—classroom spreadsheets—so that teachers would be able to pull small groups where they saw children were having problems or they saw deficits.

We have three distinct areas that we really focus with, and that is phonemic awareness, phonics, and spelling. In each one of those areas, we came up with a class profile that is a continuum from pre-kindergarten to third grade, and the teachers are teaching those specific skills. The teachers pull small groups, but when they see there are three or four children that are having a problem or an area that they are having difficulty with, the teacher will pull those children and do small group instruction, and then reassess as they go along to see when they have those deficits. That's with the phonological awareness and with the phonics.

The spelling is from Words Their Way, by Donald Bear, spelling inventory, and he's divided his spelling into five different phases. He has developed spelling inventories that, again, is on a continuum, so you have different spelling inventories for each grade level. The words get more difficult as they

go up in grades. Also, easier words are given at the beginning, harder words at the end. Then when we pull that inventory out, we can then see what areas of spelling the children need. So again, we have small groups, and we have different spelling groups, so it isn't the traditional spelling. If the child is having problems with beginning sounds, they would have words to work with where they are learning the beginning sounds. If a child is having problems with long vowel patterns, they would be in a group with just long vowel patterns, and they would be learning all the different long vowel patterns. So those are the three areas where we really started looking at the data.

We do assess with DIBELS three times a year. We also have reading benchmarks that the district is giving four times a year, and obviously the benchmark reading tests that are within the Scott Foresman reading program.

Even though the children are not native English speakers, we have found that they are still going to develop their language (English language) pretty much in the same order as (native) English speakers. So, we use these assessments to watch the progress of our children. I make sure that everything the teachers need in order to assess the children is ready for them. All they have to do is say, "I'm ready to give the PASS assessment," and all the materials are given to them. They do give the assessments themselves: the PASS, the phonics, the Bear Spelling, and the San Diego Quick. Some of these assessments are quite time-consuming, especially the phonics assessment. We do have some help for them. I do go in and help them sometimes to do those assessments. I am the one that will organize the profiles for them so they do not have to do that. I'm pretty good about getting the materials back to the teachers within a day's period of time—as you can see from this phonics survey, where the teachers have written dates on it—and they use these to drive their instruction. Some of the teachers will even tape the profiles on their teaching tables (their small group tables), so they will know who to call back. I have set up the charts so they can see it better, and then I give them the information back.

Hi, I'm Gail Tomer, and I'm the writing and math coach here at Warfield Elementary.

At Warfield, our writing program is based on a book by Katherine Robinson. She actually has books for K through fourth grade, and that is the basis for our program, and of course, we change things to meet our needs. One of the changes we made was creating calendars so that we make sure that the children are receiving instruction in every area needed. In kindergarten, we start with writing journals, where the children basically start out with pictures, and we move on to, hopefully, initial consonants, and by the end of the year, we are seeing many children who are able to create short paragraphs on a subject that they draw a picture about.

In first grade, we start them with the expository form of writing, and they write a lot about field trips. In second grade, we move on to the beginnings of a five-paragraph essay, and where it doesn't have detail, it does have form. Then they go on to narratives, which are based a lot on literature. In third grade, of course, it's expository and narrative writing, and our fourth grade scores have turned out to be terrific, but it's based on the work of all of our K–4 teachers.

We use data to drive our writing program by using prompts: the higher the grade the child is in, the more prompts they are given. The papers are read by two people, and they are given an average score. At different times of the year we will target, for example, a second grader, who at the beginning of the year we may just be hoping that on a rubric that they would be scoring a two, and as the year goes on, of course, we'd like to see a higher score. When the children aren't receiving that score, we look for what we need to do, what interventions we will need based on the data that we have from them.

When it comes to fourth grade, we start looking very early on because that's a tested grade. We will break them into small groups to give them further instruction, based on the data.

If I had to choose one thing that ensured success at Warfield, it would be how data driven we are. In every area we collect the data, the teachers are very much a part of it. In the beginning, they weren't sure what the purpose was, I find now that they come back a day after they handed me something. They are looking for the results, and they want to see it because they know that the next day, that's where they should start; they know that is driving everything they do. With that, we've been very successful. I think that instead of the idea of teaching a class, now they feel like they're teaching individual students, and it has come across to students. Students want to learn because they know that the teachers see them as individuals, and they know it's supporting what they need and what's being taught.