

**GRANTS REPORT  
2014-2015**

Fund	Grant	Purpose/Priorities	Amount
Learning Forward Foundation	Learning Forward Team Grant	<p>To seek increases in student achievement through Close Reading and Writing to Sources. Also to increase teachers' knowledge and skills, change the content/text in response to Common Core expectations, and change the structure of the student learning process by:</p> <ol style="list-style-type: none"> <li>1. Teaching and requiring strategies that become routines in a process</li> <li>2. Teaching students to use rubrics/scales to structure their written response.</li> </ol> <p>The main vehicle for this is the development of a professional learning community between four neighboring schools in an urban, public school district with the scaffolded support of a consult.</p>	\$10,000.00

**Use of Funds:**

- Books for Professional Development
- Substitutes
- Consultants
- Conference registration

These funds have been awarded to Worcester Arts Magnet School

EXPENDITURE	ACTION PLAN		
<i>ex: Purchase books for participants</i>	<i>Step #1 – Book study group</i>	<i>\$ 17. ea.</i>	<i>\$ 204.</i>
Purchase Materials for Close Reading lessons and professional books for teachers	Teachers will investigate which texts to purchase.	\$10-15 each Teams will purchase 2 books each.	\$300
Host course by outside expert on Close Reading and Writing to Sources		\$4000 for 2 days	\$4000
Embedded follow up support for 3 ½ days		\$1500 per day	\$5250
Attend Learning Forward Conference		\$350 conference fee	\$450
Total			\$10,000



**Team Grant Award  
2014 - 2016  
Memorandum of Understanding**

Dr. Susan O'Neil, Principal  
Worcester Arts Magnet School,  
315 St Nicholas Ave.  
Worcester, MA 01606

Dear Susan,

We are pleased to inform you that funding in the amount **\$10,000.00** with respect to the *Learning Forward Team Grant* has been approved. Both you and your district have already signed a Statement of Commitment. That document and your signatures along with the signature of Victoria Duff, Chair of the Learning Forward Foundation on this contract activates this grant effective July 1, 2014 to June 30, 2016.

Please complete the signatures at the end of this letter and mail the original to:

ATTN: Kristin Buehrig  
Learning Forward  
17330 Preston Road, Ste. 106-D  
Dallas, TX 75252

**A signed copy of this agreement must be in the Learning Forward office by June 30, 2014.**

**Budget**

\$10,000 will be disbursed no later than August 15, 2014 to Susan O'Neil, who will communicate with Lead Victoria Duff regularly about budget plan and on-going expenditures.

In consideration of the receipt of these funds, the undersigned agrees to the following terms and conditions, of the Project:

- The funds received hereunder shall be used only in connection with this Project.
- The Project shall start on July 1, 2014 and be completed on or before June 30, 2016.
- Preparation and submission of three required formative reports of progress and one final summative report with expenditures will be due to Victoria Duff. The following schedule will be followed for submission of reports:
  - December 15, 2014 Formative report with budget update
  - July 14, 2015 Formative report with budget update
  - December 15, 2015 Formative report with budget update
  - June 30, 2016 Summative report with final financial report

### Services

The grant recipient, Dr. Susan O'Neil, Principal, Worcester Arts Magnet School, Worcester MA, agree to perform each of the following services in accordance with the terms of this statement of commitment:

**Communication with Lead of Project Victoria Duff:** (732-814-2192 and/or [victoria.duff@learningforward.org](mailto:victoria.duff@learningforward.org))

- Commit to an active role as a learner throughout the period of the grant.
- Implement the project as described in the proposal including timelines and data collection.
- Keep an ongoing email/ phone connection to the Learning Forward Foundation Project Lead Victoria Duff for your project.
- At the invitation of the Learning Forward Foundation Board, meet with the Foundation Board during the grant period at an annual conference.

**Communication with Planning and Evaluation Committee Members and Coordinator, Janice Bradley** ([jbradley@nmsu.edu](mailto:jbradley@nmsu.edu))

- Keep an ongoing email/phone connection with the assigned coordinator from the planning and evaluation committee.
- Be available for Touch Point calls during fall, winter, and spring of year one and a subsequent set of calls to be determined for year two.
- Participate in summative evaluation based on evidence collected throughout the grant/scholarship process.
- Be involved in a final evaluation conversation that will be conducted through a face-to-face meeting with an evaluation committee representative at the conclusion of the grant/scholarship. This can take place at a Learning Forward Conference.

### Reporting Process

- Submit three formative reports as described in the Budget section of this contract during the grant years.
- Complete a Final Summative Report that addresses project impact. This summative report is due June 30, 2016.
- Regularly communicate with the Learning Forward Foundation contacts assigned to the scholarship/grant.
- Submit photos, updates, and information as requested by the Learning Forward Foundation. This information will be used for purposes of publicity.

### Agreements

- Submit a proposal to present at one of the Learning Forward conferences and attend Learning Forward Conferences as appropriate including the Learning Forward conference immediately following the end of the grant.
- Grant Learning Forward full access to proposals and work products to share for research and learning purposes.
- Abide by all agreements signed by Dr. Susan O'Neil in the *Section III: Statement of Commitment* in the grant application submitted to the Learning Forward Foundation in April 2014.

If the foregoing terms and conditions are acceptable, please indicate your approval by signing both copies of this letter, and returning one fully executed original to me.

Yours truly,

Victoria Duff, Chair  
Learning Forward Foundation

APPROVED AND ACCEPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2014

By: \_\_\_\_\_  
Susan O'Neil

Title: \_\_\_\_\_

cc: Audrey Hobbs Johnson, Scholarships and Grants Committee, Learning Forward Foundation





THE PROFESSIONAL LEARNING ASSOCIATION  

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FOUNDATION

**SUBMISSION DEADLINE: April 15, 2014**

SECTION I: APPLICANT INFORMATION

Applicant Name: Dr. Susan O'Neil

315 ST Nicholas Ave

Worcester, MA 01606

School/ District: Worcester Arts Magnet School, Worcester MA

315 ST Nicholas Ave

Worcester, MA 01606

Position: Principal

Telephone (Home) \_\_\_\_\_ (Work): 508 799 3575 (Cell) \_\_\_\_\_

E-mail Address: [ONeilSP@worc.k12.ma.us](mailto:ONeilSP@worc.k12.ma.us)

Fax: 508-799-8243

Learning Forward Membership Number \_\_\_\_\_ How many years? \_\_\_\_\_

*Preference will be given to members of Learning Forward in selecting a scholarship winner if all other things are equal.*

## SECTION II: PROPOSAL

Refer to attached Learning Forward Scholarship and Grant Application Scoring Rubric for guidance.

*Children as young as second grade who believe that engaging in Close Reading, then writing to sources about what they have read is “like eating ice cream sundaes, when this used to be like eating broccoli”? Entire fourth grade classes of children who are “chomping at the bit” to get started when writing about texts they have read?*

These are direct quotes based on observations made by parents and teachers in Worcester Arts Magnet School (WAMS) this year, after students participated in pilot Close Reading and Writing to Sources instructional units this year. Student achievement results of this pilot were so powerful that media sources such as Education Week featured them in spotlight pieces they ran: [http://www.edweek.org/tm/articles/2013/10/30/fp\\_laund.html](http://www.edweek.org/tm/articles/2013/10/30/fp_laund.html)

### **Goals (What we Want to Accomplish):**

With this grant, we hope to accomplish the goal of continuing and expanding the pilot work begun in this district. This pilot work is aimed to foster a love a learning and increased student achievement in the realm of implementing Common Core’s vision for Close Reading and Writing to Sources, as we believe these are fundamental to student achievement in school, as well as lifelong success and enjoyment of learning.

Close Reading we define as a collection of practices that facilitate students engaging with texts at a deeper level than literal comprehension. Close Reading might include using complex text effectively, asking text-dependent questions that require students to synthesize evidence from text with their own thinking, leading “accountable talk” discussions about text (again centered on citing evidence and synthesizing it with independent thought), annotating text, offering culminating ‘inference-oriented’ tasks (scaffolded by earlier text-dependent questioning’s trails), along with repeated readings that go deeper with each read and scaffolded rigorous expectations throughout so that students are stretched, but supported in the process of reaching achievements well beyond a zone of comfort. By Writing to Sources, we refer to all text-linked writing. This can be constructed response questions about text (s), or extended responses that draw on evidence or stylistic imitation of texts (informative, opinion or narrative) already read in what students then produce.

We began the pilot work this year in one Worcester school. We would now like to continue and expand to other schools in the Worcester School District over the next school year. The Worcester Schools District central leadership has been so impressed with the success of the pilot that just last week they offered encouragement and permission for expanding this work to 8 of the 32 elementary schools over the next 2 years, with a view toward expanding it to all 32 next. We will replicate the same model used this year in the one school that served as a pilot. This work is described in the next section, with an emphasis on how we worked to enhance and further build professional learning that would result in



increased student learning and achievement. We have also learned critical lessons from this year that we plan to use to strengthen this work next year.

In sum the specific, measurable, and needs based goals for this project are to:

- Increase student scores on district reading comprehension and writing assessments (assessment data).
- Increase student scores on state literacy assessments (assessment data).
- Increase teacher learning about effective practices for teaching Close Reading and Write to Sources (survey self-report, and code comments made in PLC Meetings).
- Increase teacher use of new practices for teaching Close Reading and Writing to Sources (observational data).
- Increase student enjoyment of Close Reading/Write to Sources, and teacher enjoyment of teaching this (survey).
- Draw from lessons learned during the pilot to strengthen how this work is expanded in 8 of the 32 elementary schools in Worcester, with long term view of expanding to all schools.

#### **Need Basis of Goals:**

We have chosen to focus on this area, because this has been our greatest need. Our students have shown on annual state assessments for years that they struggle most with Write to Sources to reading passages. In our pilot work this year, we saw our students make tremendous growth in this areas so we would like to deepen and expand this work. As an example, students rose from using 20% of Common Core State Standards requirements for the Opinion writing genre, to using 75% in their post-assessments, while using Close Reading and Write to Sources tasks to both teach and assess these domains.

#### **Vision for Professional Learning:**

In an effort to roll out Common Core State Standards, WAMS began the year with a two full-day kick off Professional Development experience that all teachers voluntarily elected to attend before summer ended. Teachers then attended weekly Professional Learning Community (PLC) team meetings to continue the efforts begun in summer. This professional development used learning designs, based in research on optimal ways to facilitate adult learning. These included: Active engagement, job-embedded follow up to kick off professional development and data at the heart and center of all the work.

As active engagement is critical to effective adult learning, the 2 day initial professional development experience provided for teachers working in grade level team to discuss and plan how they would use the evidence-based practices being learned to strengthen their teaching. During the course, leaders modeled these evidence-based practices, then the teachers rehearsed delivering them in mock “lessons”, reflecting on how they might adapt these for their classrooms. Teachers also gave each other feedback on these “lessons” and their plans for how to use them. In sum, the initial professional development and the follow up enabled teachers to move well beyond superficial comprehension of new practices, but to actively engage with them, to plan for how they would use them, then to receive ongoing, job-embedded support in actually using them, reflecting deeply in teams all throughout.



To this end, to embed and sustain the summer work, teachers used weekly job-embedded PLC time to follow up on this work, and monthly faculty meetings provided to further sustain it. In these meetings, teachers looked at data, discussed model lessons that had been videotaped, discussed lessons and showed materials from lessons they'd done and received continuous professional development in new practices. Coaches and administrators also participated in professional development webinars periodically throughout the year to reflect on the work being done and set next steps with outside, expert consultants.

More specifically regarding job-embedded support, to deeply embed and extend the learning after the school year began, teachers modeled lessons while visiting one another's rooms, invited teachers from other classes and even nearby districts to do so and invited consultants into their classrooms to model lessons, participate in observing lessons and reflect on these in team discussions afterwards. Teachers found time to meet together after lessons during lunches, or while school administrators personally covered their classrooms to free them up for these important debriefs. Again, these lessons were all based on the evidence-based practices the teachers had learned in the two-day summer course.

Data formed the cornerstone of all work and learning. In the summer workshops, teachers closely examined Common Core State Standards, then in their grade level teams they constructed assessments for collecting data aimed to measure student learning in the various areas of focus (Close Reading and Writing to Sources). They then used these assessments during the first week of school, and met to analyze student performance on each, with a view to adapting their next teaching moves to respond to what the data was telling them. We all felt that some of the most powerful learning and understanding of the Standards (CCSS) happened in these meetings when the teachers used assessment rubrics they had developed themselves, to look at and score real student work in collegial team discussions, then to use insights gained from analyzing the final data to inform their teaching. When teachers then returned for the next round of PLCs with more data, they could examine the impact of each teaching decision they'd made in response to the data, and this then informed next decisions. For example, one teacher had stronger data in one meeting than her colleague. Her colleague probed to know what she'd done. While most of their teaching was similar, the first teacher had done more with adult feedback. When the second teacher returned to her students and established systems for providing more feedback, she saw her data rise in the next meeting as well. At least monthly, teachers continuously collected and analyzed these formative assessments. Additionally, they taught students about the assessment being used, and students learned to use these assessments and to score peer assessments with them as well.

### **Number of Team Members and Students**

The teachers who will participate in this work include 25 teachers from WAMS and 75 from the 3 additional schools. Therefore, a total of 100 teachers will participate.

There will be approximately 1,200 students involved in this project. Over 70% of the students in Worcester receive free and reduced lunch.

### **Why We Want to Accomplish this Goal**

Several factors prompted our focused interest in exploring the goals in this project. Primarily, we would like to better prepare our students for their futures by offering the most



powerful, engaging, enjoyable and productive experience we can so that they launch with a love of learning and solid achievement potential. In particular, we focus on Close Reading and Writing to Sources for important reasons as well. CCSS has emphasizes Close Reading and teachers wanted support with implementing this. Some teachers were reading about Close Reading on their own, attending workshops and seeking out their own professional development. So they welcomed a chance to learn about this during professional development time in school.

Yet, even more so, teachers have shared that they do not feel adequately prepared to teach Write to Sources writing (and writing in general) from their backgrounds in their teacher preparation programs, and from the lack of on the job professional development received around this area. While they have learned a great deal on the job, they felt they could still learn even more, especially with all the research coming out recently on evidence-based practices in writing instruction, particularly for Writing to Sources. Also, our students do better on state assessment reading comprehension portions than on the written portions of these assessments. Finally, reading comprehension is critical and Close Reading offers a promise for strengthening it. Moreover, writing is growing in importance with Common Core giving so much emphasis to it, employers giving it increasingly valued importance and future academic opportunities being so heavily influenced by writing skills.

Finally, we believe that teacher learning in the greatest resource we can develop if we want to see our students optimally prepared. We would like to see our teachers learn about the topics outlined above. Yet, we also hope to nurture the learning process itself so that this will carry over to learning in all areas. This will benefit students, and also invigorate, sustain and continuously renew the outstanding faculty we are privileged to call our colleagues. As an example of the kind of learning we saw happening this year, the follow anecdote invites far larger repercussions.

This case is emblematic of how teachers worked so well together and learned so much, primarily from one another via the avenues of data and applying evidence-based practices in their teaching -- but first and foremost from conversations with one another. In one instance, teachers, during the summer workshop, originally created scales to measure students' ability to identify key details in what they read, then to explain those key details. The teachers had given students analytic rubrics to self and peer score their own answers. However, the teachers found that students were scoring themselves too generously, and were not putting facts in their own words. Instead, they just copied facts, then reiterated word for word what the fact stated. Therefore, in our monthly data meetings, the teachers decided to change the rubric in response. They added teacher score columns, and they also added points for writing responses "in your own words". They also added sections at the bottom of each rubric so students could reflect on their scores and set specific goals, linked to the data they say, in their next writing pieces. They also added "compliments" to the bottom of the scale because they were working to integrate in more evidence-based practices. One well supported practice is teaching students to use positive self-talk when they look at their own writing. We wanted students to generate positive statements they can say to themselves, and also to write positive statements after they read a scored peer writing.

TIDE Parts	Description	Point	Self	Peer	Adult
<b>Topic Sentence</b>					
	Restate question as a claim clearly in full sentence	2			
<b>Important Detailed Evidence</b>					
Evidence #1	Cite detail from text (that supports claim)	2			
	Explain detail	1			
	<i>In your own words</i>	1			
Evidence #2	Cite detail from text (that supports claim)	2			
	Explain detail	1			
	<i>In your own words</i>	1			
Evidence #3	Cite detail from text (that supports claim)	2			
	Explain detail	1			
	<i>In your own words</i>	1			
<b>Ending</b>					
	Brief ending wraps up	1			
		<b>TOTAL</b>	<b>/15</b>	<b>/15</b>	<b>/15</b>
		<b>TOTAL</b>	<b>/15</b>	<b>/15</b>	<b>/15</b>
		<b>L</b>			
<b>Notes/Compliments/Goals</b>					

**Data on Student Learning in Identifying Goal:**

The data that suggested that we should focus on this area is drawn primarily from our state assessment gains. These show that our students perform better on multiple choice items than on written constructed

**Actions to Take:**

Two days of up front professional development to be offered at end of summer to all teachers in the 3 schools that will now join the original school in this pilot work. Teachers from the one school that have piloted this approach will voluntarily (for no pay) help to facilitate the up front course. Teachers in the one school that used this approach will meet for one day to deepen their curricular work and planning.

Next, the coach from the one experienced school will visit the other 3 schools to help them get started with scoring days, analyzing assessments, modeling lessons and offering general support. Additionally, the same outside expert consultant who worked with the one original school will continue to work with that school, and the new 3 schools.

*How Often Teachers will Meet*

Teachers in all school will meet at least 2x monthly and devote at least 4 faculty meetings per year, and the entire full day PD day in October to deepening, supporting and extending this



work. All of the processes for facilitating sustained, job-embedded meaningful learning and implementation support described in the opening sections of this proposal will be used in the new schools joining the project.

Over the next year, 3 schools will join. In SY 15-16, 4 more will join the work. For SY16-17, if all goes as well as it has, all 32 schools will be invited to join the work.

### **Grant Money Usage and District Support**

The grant money will be used in various ways. We plan to use funds to cover substitute coverage so teachers can have additional meeting time for PLCs and for debriefing after lesson observations. We also plan to bring in an expert consultant to lead workshops, and support us with strengthening the PLC process. We also hope to send representative to Learning Forward conferences to present on this data, and learn further strategies for strengthening this work.

Our district will support us by offering to contribute additional funds to the project, though the amount has not yet been specified. Additionally, we have sought grant funding from several other agencies. We approached our local Staples and submitted a grant proposal to them. They responded with an award of \$2,000. We have a list of further foundations we are approaching for funding as well.

#### **1. How often will team members meet to collaborate on meeting the goals?**

##### **Evidence Goals Accomplished (Specific Changes in Behaviors of Students and Adults):**

- Increase student scores on district reading comprehension and writing assessments measured by assessment data that will show growth of at least 200% (Students will go from pre-assessment average of 5/15 to post of 15/15 before June)
- Increase student scores by at least 20% on average on state literacy assessments related to Close Reading and Writing to Sources (constructed response) measured by state assessment data.
- Increase teacher learning about, and usage of, effective practices for teaching Close Reading and Write to Sources (survey self-report, and code comments made in PLC Meetings, Observations). (See next section for exactly how we will track this)
- Increase student enjoyment of Close Reading/Write to Sources, and teacher enjoyment of teaching this (survey). Students will grow at least 50% on surveys of enjoyment of writing.
- Draw from lessons learned during the pilot to strengthen how this work is expanded in 8 of the 32 elementary schools in Worcester, with long term view of expanding to all schools. This will be compiled in a final report.



**\*More on Documenting Teacher Learning Goals:**

As teachers learn to use more evidence based practices, we will support them by having them self-report which they are using and which they are struggling to use. Then we will also observe whether teachers mention using these in PLCs. We will use a template so teachers can self-report which strategies they are using when they teach. Here is an example of one used that shows one teacher implementing the practices, and another not using as many. Each teacher was invited to highlight those practices they had been using from the full set of evidence-based practices intended to be implemented. This self-reported information guided us in knowing what next steps to take in our professional development, and in knowing which teacher might benefit from additional support.

Class A		Class B	
Self-Regulated Strategy Development's Stages and Tasks SRA, C.1		Self-Regulated Strategy Development's Stages and Tasks	
Stage 1: Activate and Develop Background Knowledge	<ul style="list-style-type: none"> <li>Build enthusiasm for genre</li> <li>Develop background knowledge (and pre-writing)</li> <li>Read and discuss models</li> <li>Teach genre vocabulary</li> </ul>	Stage 1: Activate and Develop Background Knowledge	<ul style="list-style-type: none"> <li>Build enthusiasm for genre</li> <li>Develop background knowledge (and pre-writing)</li> <li>Read and discuss models</li> <li>Teach genre vocabulary</li> </ul>
Stage 2: Discuss It	<ul style="list-style-type: none"> <li>Teach strategy (demonstrate)</li> <li>Model out models with graphic organizers</li> <li>Review and repair poor models, together then alone</li> <li>Establish benefits of strategy use</li> <li>Explore when / where to use strategy (generalization)</li> </ul>	Stage 2: Discuss It	<ul style="list-style-type: none"> <li>Teach strategy (demonstrate)</li> <li>Model out models with graphic organizers</li> <li>Review and repair poor models, together then alone</li> <li>Establish benefits of strategy use</li> <li>Explore when / where to use strategy (generalization)</li> </ul>
Stage 3: Model It	<ul style="list-style-type: none"> <li>Introduce self-talk</li> <li>Introduce focused model think alouds</li> <li>Model its personalization and record self-statements</li> <li>Introduce collaborative writes</li> <li>Practice self and peer scoring with scales</li> <li>Begin graphing</li> <li>Introduce goal setting</li> </ul>	Stage 3: Model It	<ul style="list-style-type: none"> <li>Introduce self-talk</li> <li>Introduce focused model think alouds</li> <li>Model its personalization and record self-statements</li> <li>Introduce collaborative writes</li> <li>Practice self and peer scoring with scales</li> <li>Begin graphing</li> <li>Introduce goal setting</li> </ul>
Stage 4: Memorize It	<ul style="list-style-type: none"> <li>Internalize strategy via mnemonics</li> <li>Internalize personalized self-statements</li> </ul>	Stage 4: Memorize It	<ul style="list-style-type: none"> <li>Internalize strategy via mnemonics</li> <li>Internalize personalized self-statements</li> </ul>
Stage 5: Collaborative Practice	<ul style="list-style-type: none"> <li>Continue collaborative writing experiences</li> <li>Support students' strategy use, fading support when ready</li> <li>Support self-regulation (self-talk, checking off steps in mnemonics etc), fading support when ready</li> <li>Provide feedback on writing and self-regulation</li> <li>Fade prompting strategy use and self-regulation</li> </ul>	Stage 5: Collaborative Practice	<ul style="list-style-type: none"> <li>Continue collaborative writing experiences</li> <li>Support students' strategy use, fading support when ready</li> <li>Support self-regulation (self-talk, checking off steps in mnemonics etc), fading support when ready</li> <li>Provide feedback on writing and self-regulation</li> <li>Fade prompting strategy use and self-regulation</li> </ul>
Stage 6: Independent Use	<ul style="list-style-type: none"> <li>Students use strategies and self-regulate independently</li> <li>Fade overt self-instruction to covert ("in your head")</li> <li>Ensure transfer and buy-in to strategies and self-regulation</li> </ul>	Stage 6: Independent Use	<ul style="list-style-type: none"> <li>Students use strategies and self-regulate independently</li> <li>Fade overt self-instruction to covert ("in your head")</li> <li>Ensure transfer and buy-in to strategies and self-regulation</li> </ul>

We will also note whether we see teachers using them when we are in classrooms, as well as whether we see artifacts that demonstrate these practices have been used. These practices are described in the latest (2012) Institute of Educational Sciences (IES) Practice Guide titled, Teaching Elementary School Students to Be Effective Writers. These practices include: daily time for writing, teaching multiple text types (also a Common Core State Standard for writing), using model papers (particularly written by peers of all ability levels), modeling think alouds (particularly focused on using strategies to plan writing, goal setting,



encouraging self-talk), teaching directly specific strategies to support students using the writing process effectively, teaching foundational skills directly but also supporting students in bridging their use of these to actual meaningful writing tasks, teaching sentence construction and creating communities of engage writers through making use of research based practices such as structured peer feedback. Samples of structured ways in which teachers and peers offer feedback to students are included in Appendix A. A sample excel spreadsheet of how the data will be compiled, tracked and presented to teachers for analysis is presented in Appendix B. Qualitative anchor writing samples showing typical patterns of writing will be included with these data charts, as done just below this chart.

Further evidence of teacher learning will be collected through having teachers complete self-assessments of practices they currently use, then collecting these again after the project to note growth in teaching practices. Additionally, comments made in PLCs will be collected and coded for patterns. For example, some 4<sup>th</sup> grade teachers in PLCs where we piloted this approach noted in PLCs that they appreciated how they had new tools they could draw on to support their students such as having students score peer model papers with a structured, student friendly scoring system. Others noted appreciating that all classes were using the same mnemonic (RIDE – Restate prompt, Include Important Details, End.) Teachers of students with special needs commented on how helpful it was to have all students in the grade using the same language and strategy steps while writing. Other teachers commented that they found their students to be deeply engaged when using these writing lessons. Teachers seemed to develop a comprehensive sense of ownership for all students as we engaged in practices designed to facilitate this in PLCs such as discussing all students' progress and scoring samples from each class. These comments will be coded for patterns (reactions to using new practices, finding value/gaining buy in toward using new practices) and summarized in terms of what growth they show, and what insights they reveal.

### SECTION III: STATEMENT OF COMMITMENT

Review and sign the attached Statement of Commitment

### SECTION IV: LETTER OF SUPPORT

Application must be accompanied by a signed letter of support from the applicant's chief executive or direct supervisor. The letter should indicate that the system endorses the proposal, supports the applicant's continuous improvement efforts, and will provide fiscal support to pay travel and lodging expenses to required conferences. The letter must also indicate the supervisor's agreement to provide necessary time to meet all requirements of the



grant, including travel to conferences, an evaluation meeting and documentation requirements.

### COMPLETED APPLICATIONS

Submit all application materials electronically. Send completed Word documents as attachments to e-mail messages to the Team Grant Learning Forward Foundation representative. Be sure to include your last name in any electronic file names.

Placement of your name on the signature line of this application constitutes your signature and commitment to these statements.

Send all of your application materials as attachment to e-mail messages to your contact for this grant:

Victoria Duff

Phone: 732-814-2192

E-mail: [duff4@comcast.net](mailto:duff4@comcast.net) or [Victoria.duff@learningforward.org](mailto:Victoria.duff@learningforward.org) (please copy e-mails to both addresses)

\*If you do not receive confirmation of receipt of materials within 5 days, contact your foundation representative.

### ACTION PLAN TEMPLATE

Full Year Action Plan is included in Appendix A

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ACTION (What?)	TIMELINE (When complete?)	PERSON RESPONSIBLE (Who?)	RESOURCES NEEDED	RESULTS ANTICIPATED
<i>ex. Form study group to study job</i>	<i>ex. Jan. – June 2015</i>	<i>ex. Jose Alvarez</i>	<i>ex. Books for each participant</i>	<i>ex. Understand and plan effective PD</i>

<i>embedded PD</i>				
Convene to review/map out curriculum and lessons for year	August 20/22, 2014	Susan O'Neil Deb Mantyla Rachel Kodra Consultant	Consultant to facilitate work done Lap tops Reference Core	Have year mapped out by end of sessions
Collect Pre Assessment data – constructed and extended response samples	Every month	Susan O'Neil Deb Mantyla Rachel Kodra Consultant Teachers	Score Write to Sourcess with District scales	Determine where each student/class is and set next steps
Implementation Meetings	2x monthly hold PLC implementation meetings	Susan O'Neil Deb Mantyla Rachel Kodra Teachers		Analyze how the work is going in each classroom and offer support
Collect Pre Assessment data – constructed and extended response samples	Every month	Susan O'Neil Deb Mantyla Rachel Kodra Consultant Teachers	Score Write to Sources with District scales	Determine where each student/class is and set next steps
Classroom visits	Every month	Teachers and Coaches	Time to debrief (subs)	Teachers will see and do lessons, to learn from one another

**BUDGET TEMPLATE**

Name of Scholarship or Grant \_\_\_\_\_

EXPLANATION OF	ACTION THIS SUPPORTS FROM	UNIT COST	TOTAL
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## STATEMENT OF COMMITMENT

**Purpose:** This document describes the responsibilities and obligations of the applicant for the Learning Forward Foundation Team Grant. Please indicate your acceptance of these responsibilities by checking each box and signing the document at the end. The Statement of Commitment must be signed and submitted with the grant application.

### Responsibilities – I will:

- Maintain active membership status with Learning Forward during the two years of the grant.
- Commit to an active role as a learner throughout the period of the grant.
- Implement the project as described in the proposal including timelines and data collection.
- Participate in, prepare, and submit required formative reports of progress and expenditures, due in the summer and at the annual conference.
- Maintain a log of significant events during the grant period to guide submission of reports and support discussions with the evaluation committee.
- Participate in a summative evaluation based on evidence collected throughout the grant/scholarship process. (Final evaluation conversation will be conducted through a face-to-face meeting with an evaluation committee representative at the conclusion of the grant/scholarship.)
- Complete an Annual Report that addresses project impact. This is a formative report and due November 15 before the first and second annual conferences. This will include meeting with the Learning Forward Foundation Board at an annual conference.
- Regularly communicate with the Learning Forward Foundation contact assigned to the scholarship/grant.
- Participate in three touchpoint conversations annually with a member of the Planning and Evaluation Committee
- Submit photos, updates, and information as requested by the Learning Forward Foundation.
- Submit a proposal to present at one of the Learning Forward conferences during the grant period.
- Attend one annual Learning Forward conference.
- Grant Learning Forward full access to proposals and work products to share for research and learning purposes.

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Signature of Applicant

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Date



## Close Reading and Writing to Sources Professional Development Activity Time Line

Date	Activity (Due dates for assessments in red)	Person	Days	Goal
June 13, 2014	Principals from 4 participating schools meet together to overview and agree on shared logistics	Leslie	½ day	
Aug 20-22 2014	Quadrant's 3 Schools: 2 day SRSD course (8:30-3:30) Quadrant's 3 and WAMS: Learn TWA for Close Reading (1:00-3:30 on Day 2 of Course) WAMS - Design full year scope and sequence templates for all participating schools (8:30-12:30, then join Day 2 of course)	Leslie	2 days	1, 2, 5
Week of Sept 8, 2014 <b>Opinion</b>	<b>Opinion (Write to Sources) Pre-assessments due Sept 5<sup>th</sup></b> Score <b>Opinion</b> in team meetings. (Faculty mtg finish) <i>3 quad schools' reps attend, then score following days in own schools (WAMS sends support)</i>	Leslie Coach	1 day	3, 4
Month of Sept, 2014	1. Narrative (Write to Sources) Pre assessment due Sept 30 2. 2 Constructed Response Pre assessments: responses to narrative & informative texts, both due Sept 30	Teachers		
Sept 15	Data Meetings – Analyze Opinion pre assessment data for next steps <i>3 quad schools' reps attend, then lead these in own schools with WAMS support</i>	Coach		
Sept 22	<i>Lessons Modeled at WAMS and in 3 quad schools (reps from all attend 1)</i> 1. <i>Self-assessment and charting gains</i> 2. <i>Leading peer assessments – setting routines</i>	Leslie	1/2 day	4
Oct 6 <b>Informative</b>	<b>Informative Constructed Response Scoring Day (due Sept 30)</b> Opinion Mid-assessments due by October 9 <sup>th</sup> Score CR in team meetings during the day. (Faculty mtg finish) <i>3 quad schools' reps attend, then score following days in own schools (WAMS sends support)</i>	Leslie	1 day	3, 4
Oct 10 FULL PD Day	Review <b>Informative Constructed Response</b> Data Meetings Set instructional steps – Introduce Constructed Response (TIDE) Score Opinion Mid-assessments in pm-Plan transfer/maintenance (Score Narrative Pre-assessments – or have this done for teachers)	Leslie	1 day	4
Nov 3 <b>Narrative</b>	Informative Constructed Response Mid-assessments due Oct 30 Scoring day for Constructed Response <i>Faculty Meeting on Narrative Writing, and set next steps</i> <i>Teach revision and grammar in Narrative Unit</i>	Deb		3, 4

Nov 10	Data meetings – look at Informative mid assessment scores and discuss next teaching steps	Deb		
Dec 2 <b>Informative</b>	Narrative Mid Scoring Day. Mid-assessment due Nov 21 Teachers score narrative mid-assessments. Students will self-score pre and mid	Leslie Deb	1 day	3, 4
Dec 16	Implementation Meetings on <b>Informative Constructed Response</b>	Leslie		
Jan 7, 2015	Informative Scoring day	Leslie	1 day	
Jan 16 <sup>th</sup>	Informative Constructed Response scoring model lessons	Deb		
Feb 2	Informative Constructed Response Mid-Assessment Due Jan 30	Deb		
Feb 10	Informative Constructed Response implementation day	Deb		
Feb 27	Practice assessments for MCAS due – Narrative 4 <sup>th</sup> Grade does a full day write. All other grades 4 <sup>th</sup> RIDE sample (due by Feb 28)	Teachers		
March 3 (or sooner)	Post Assessment + revision full day due by Feb 27 Scoring day and faculty meeting on RIDE  Extra time for fourth – they will have longer assessments	Leslie Grade levels	1 day	3
March 7	Data meeting on narrative/revision unit – plan for MCAS – plan for final lessons (revision/flair focus) – 4 <sup>th</sup> grade	Leslie	1 day	
May / June <b>Narrative revisited</b>	Informative / Report Unit (Write to Sources) Revisit Narrative	Deb Teachers		