

Creating and Sustaining a Dialogue of Instructional Change

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The study examined the *Making Meaning* curriculum in nine classrooms, including grades 1 through 4, across three schools (two of which shared a principal) in a single district in Massachusetts during the 2014–2015 school year. Each classroom teacher in the study received professional development and coaching during the year. The nine teachers remained in the same classes throughout the pilot. By the end of the year, as measured by Fountas & Pinnell Benchmark Assessment, a greater percentage of students were reading at grade level compared to students from those same grades at the end of the previous year. The increases from the previous year ranged from 3 percentage points for students in grade 1 to 16 percentage points for students in grade 4.

In the following year (2015–2016), the same district implemented *Making Meaning* across all its elementary schools, and provided professional development and coaching on the curriculum to all teachers. By the end of the year, as measured by the Fountas & Pinnell Benchmark Assessment, a greater proportion of students across the district in kindergarten and grades 1, 3, and 4 were reading at grade level compared to students from those same grades at the end of the previous year. These increases ranged from 5 percentage points in grade 4 to 18 percentage points in grade 3. There was no change in the proportion of students in grade 2 reading at grade level compared to students in grade 2 from the previous year.

In the 2016–2017 school year, the district continued with its district-wide implementation of *Making Meaning* and began district-wide implementation of the *Being a Writer* program. Professional development and coaching on both curricula were provided to all teachers. By the end of the year, as measured by the Fountas & Pinnell Benchmark Assessment, a greater proportion of students across the district in kindergarten and grade 4 were reading at grade level compared to students from kindergarten and grade 4 at the end of the previous year. The increase was 5 percentage points for kindergarten students and 13 percentage points for grade 4 students. However, students in grade 1, grade 2, and grade 3, did not see growth compared to the same grade students from the previous year.

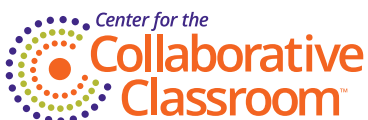
References

Every Student Succeeds Act (ESSA, 2015) 114th Congress, S 1117.

U.S. Department of Education (2016). *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*. Washington, DC. Accessed at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Level of Evidence Under the Every Student Succeeds Act (ESSA)

Based on the information provided by the author, this study meets the fourth tier of evidence under ESSA, “demonstrates a rationale.”



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