



Reading Workshop Implementation

Nevada's Academic Content Standards (NVACS) place equal weight on reading and writing. Calkins, Ehrenworth, and Lehman (2012) noted teachers must "create conditions that allow you to match readers to books and to provide students with opportunities to read extensively. You will also want to accelerate their progress up the ladder of text complexity" (p. 43-44). Furthermore, Calkins, Ehrenworth, and Lehman (2012) go on to state students need "to have a crystal-clear target in mind and to be given concrete instructional feedback about his or her progress toward that target" (p. 44). Thus, a focus on Reading Workshop (Calkins, 2015) benefits students' ongoing learning needs and incorporates NVACS. The outcomes of this learning opportunity for Local School (LS, a pseudonym) teachers are as follows:

1. Students will meet or exceed expected MAP growth norms in overall reading by reading daily in a workshop structure.
2. Teachers will collaborate in a multi-grade level team to refine their Reading Workshop teaching skills, including daily reading workshop (4 or 5 days weekly), the mini-lesson, and analysis of student writing using learning progressions, and ongoing conferring with students.

LS teachers are supported in learning Reading Workshop methods through monthly structured Professional Learning meetings, as well as collaborative discussions, reflection on practice, and implementation of Reading Workshop. Improved student reading outcomes result from this intentional Professional Learning (PL).

Reading Workshop (Calkins, 2015) consists of a systematic daily reading structure. The basics of the structure include student assessment and analysis, teacher mini-lessons, student independent writing, conferring with readers, and sharing learning. Teachers use this framework to move readers forward in their reading ability based on individual needs and readiness.

Instructional Context

Northeastern Nevada encompasses a large geographical range with many small towns and rural areas. LS is a charter school and serves a student population in the Northeastern Nevada region. LS teachers and their local administration team requested Northeastern Nevada Regional Professional Development Program (NNRPDP) support for improving student reading outcomes through the use of Reading Workshop.

Initial Data and Planning

Current content knowledge and practice of Reading Workshop was informally assessed. LS teacher strengths included professional communication, team support, and a belief that reading is extremely important for learners. These strengths demonstrated readiness and willingness to learn and begin implementation of new learning, in this case, the Reading Workshop.

Based on teacher responses to questionnaires, Reading Workshop learning needs included use of learning progressions, analysis of student reading, mini-lessons, independent reading time, conferring with students, and structure of Reading Workshop. The PL was designed to address these needs and support teachers in Reading Workshop implementation.

Learning Design

The learning design of the Reading Workshop PL was informed by Guskey's Five Levels of Professional Development and based on Nevada State Professional Development Standards. This learning opportunity also incorporated readings, discussions, and reflections encompassing the Reading NVACS.

The PL was delivered through regularly scheduled monthly meeting times and teacher prep times with some outside time needed for content reading. Implementation of Reading Workshop occurred in each teacher's classroom. Coaching occurred in multiple classrooms.

Measurement

Participants' learning is measured using pre and post questionnaire responses and responses to *I used to think...Now I think* prompts. Both teacher and student learning outcomes are measured using the end of the year (17-18) and end of year (18-19) reading MAP scores.

Results and Discussion

Participants' responses to the prompt *Rate your ability to analyze student reading* are shown in Figure 1.

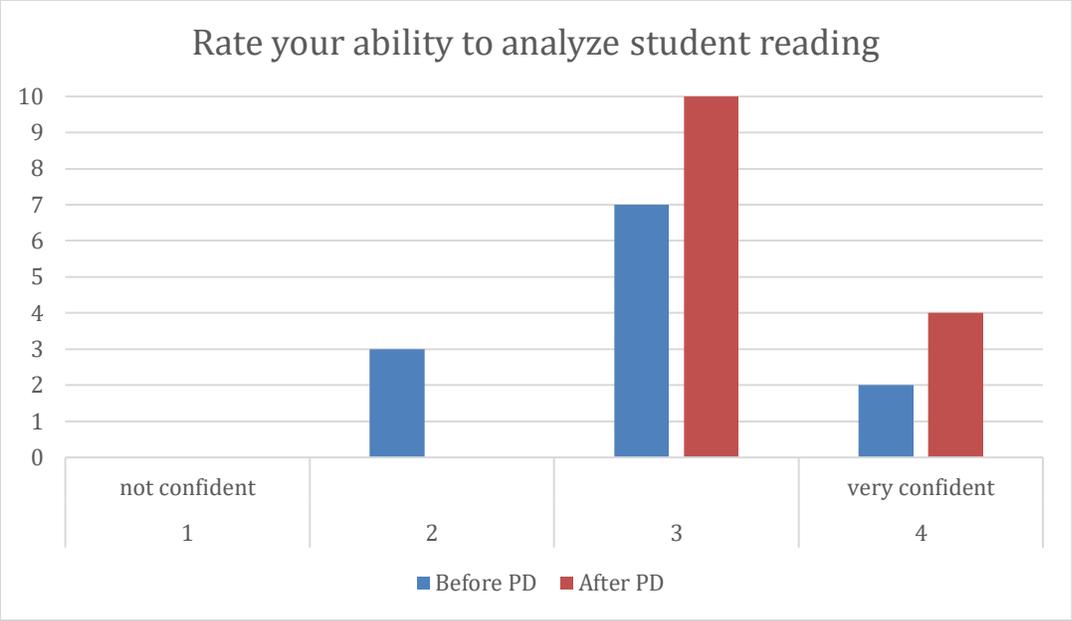


Figure 1: Ability to Analyze Student Reading

Figure 1 displays participants’ level of confidence in their ability to analyze student reading following the PL. Clear growth is noted, growing from less confident to feeling more confident in their abilities.

Participants’ responses to the prompt *Rate your ability to identify next steps in reading instruction for students* are shown in Figure 2.

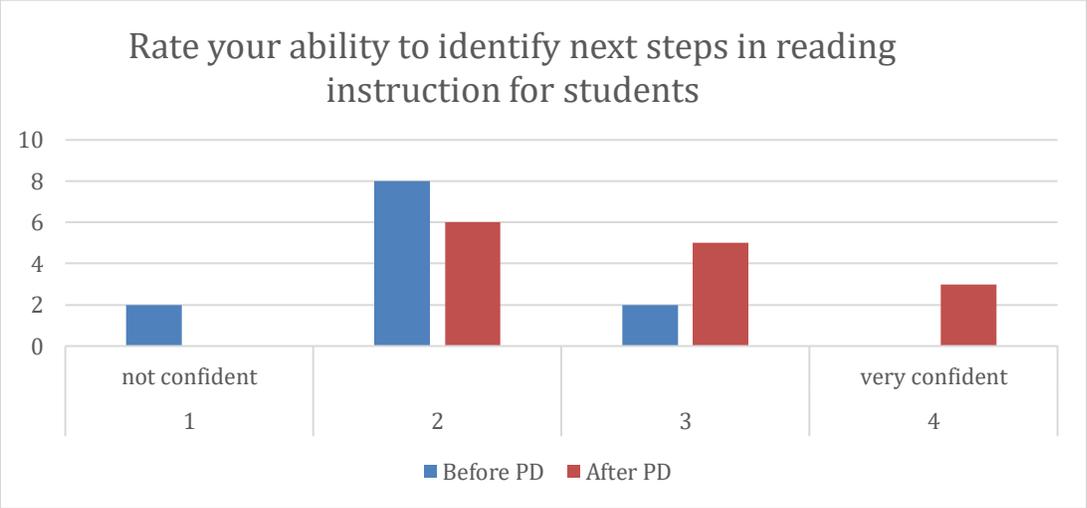


Figure 2: Ability to Identify Next Steps

Figure 2 displays participants’ level of confidence in their ability to accurately determine students’ next steps in reading instruction following the PL. Clear growth is noted, growing from less confident to feeling more confident in their abilities.

Participants' responses to the prompt *Rate your ability to create additional "Units of Study" as part of the reading workshop* is shown in Figure 3.

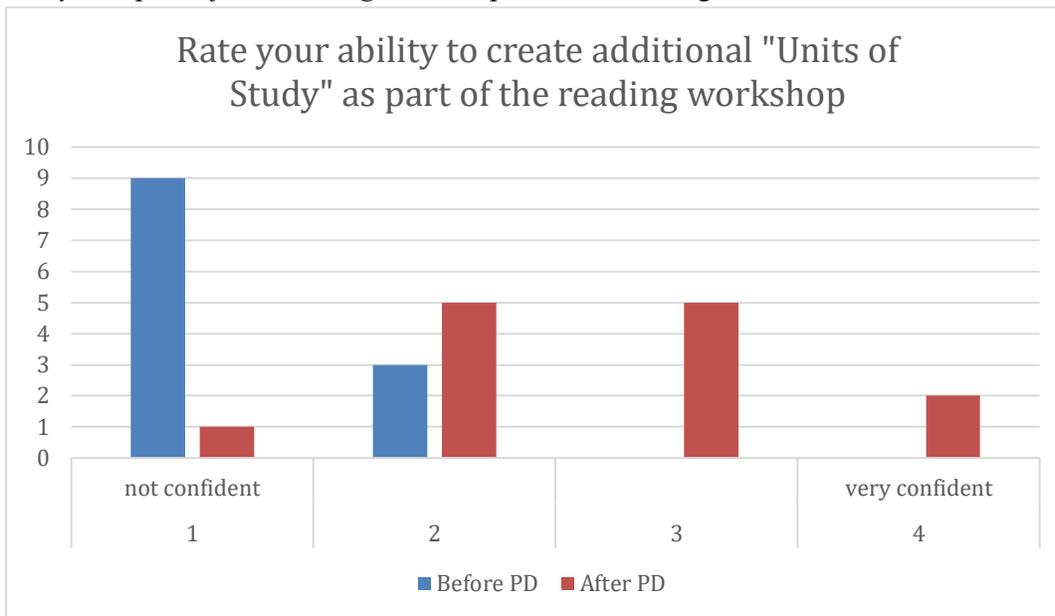


Figure 3: Ability to Create Additional "Units of Study"

Figure 3 displays participants' level of confidence in their ability to create additional units of reading instruction based on the needs of their classroom following the PL. Clear growth is noted, growing from less confident to feeling more confident in their abilities.

Responses collected from *I used to think...Now I think...* prompt indicated a significant change in perception. In personal communications with participants all noted surprise at the increased reading abilities exhibited by their students.

- *I used to think Reading Workshop was overwhelming. Now I think Reading Workshop is the teaching model I really needed to help me do a better job growing my readers.*
- *I used to think it was just another gimmicky reading curriculum...This year I was really able to jump in with both feet and really the proof is in my test scores. This curriculum works, and I feel it is best practice for my students. As I get more and more comfortable with it, my students are going to benefit more and more.*
- *I used to think reading workshop was letting the kids loose to cause chaos. Now I think reading workshop is a way to allow students to own their own learning.*

Responses collected from *What effect has using a reading workshop model had on student learning outcomes* prompt indicated significant changes.

- *I believe the workshop model has impacted my student's reading proficiency this year. I have seen growth in their reading stamina and their reading levels have*

increased over last year's class.

- *My students test scores have improved incredibly.*
- *My students have built positive relationships with reading!*
- *Students' scores have improved on assessments.*
- *We have seen a noticeable increase in student data and performance*
- *I have experienced tremendous growth and the love of reading.*
- *More reading in the classroom*

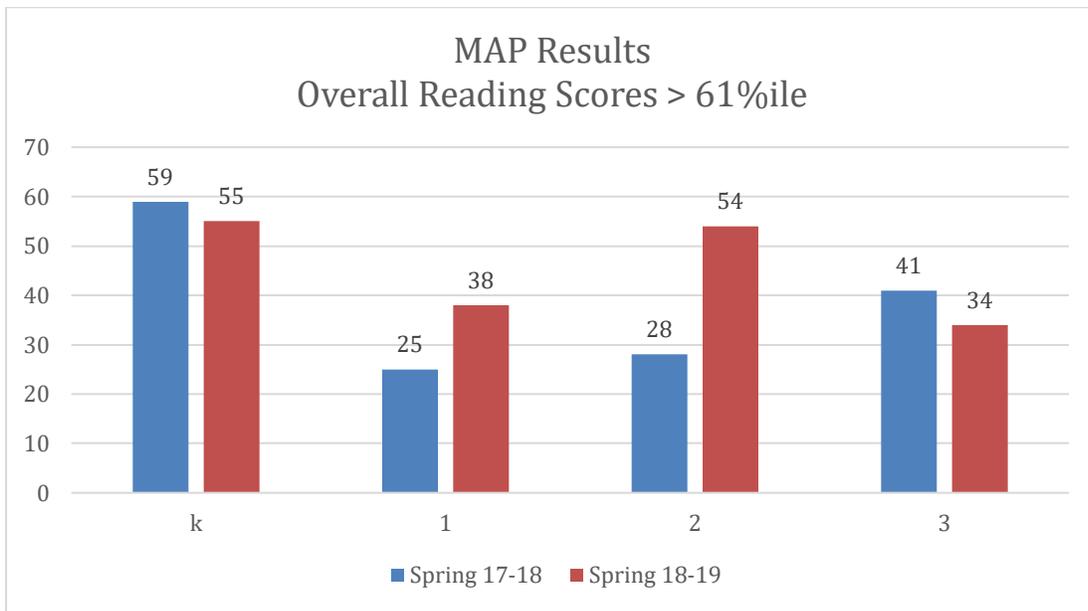


Figure 4: MAP Results-Overall Reading Scores

The *MAP Results Overall Reading Scores > 61%ile spring 17-18 to spring 18-19* (Figure 4) displays participants' classes overall reading scores in the spring of two consecutive years (different students, same teacher). The 17-18 data constitute the baseline of reading scores before Reading Workshop implementation. The 18-19 data provide reading scores after one year of implementation. These data provide a comparison at the teacher level, i.e. the overall reading scores of the class at the end of the year in spring 17-18 (prior to Reading Workshop implementation) compared to the end of the year spring 18-19 class scores (following the first year of Reading Workshop implementation). The ongoing goal for the Reading Workshop is to collect yearly data to look for patterns or trends. Growth is noted in grades one and two.

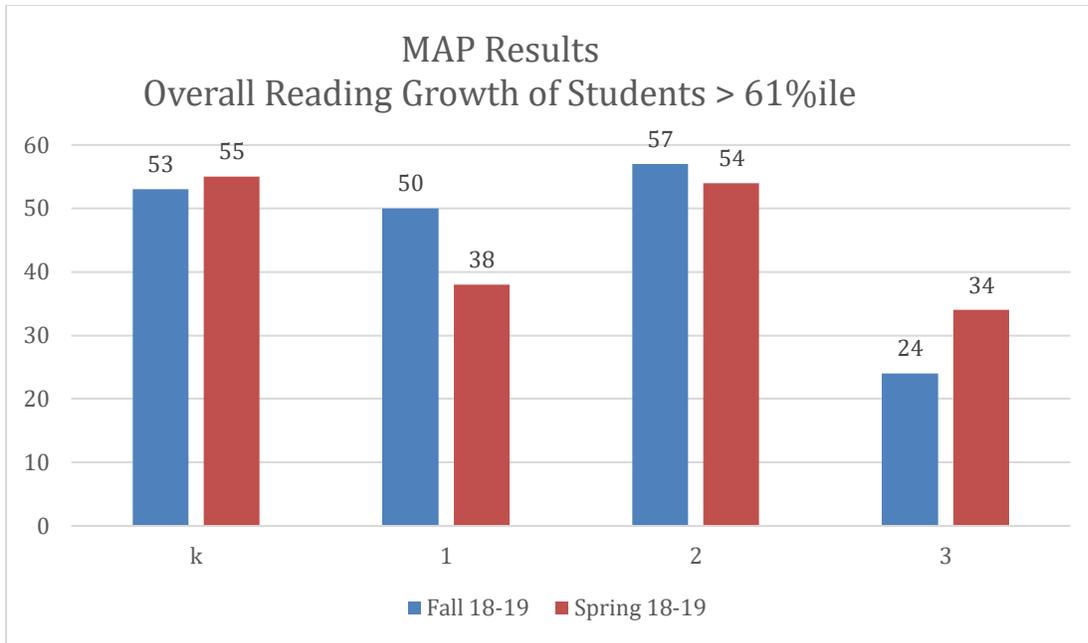


Figure 5: MAP Results-Overall Reading Growth of Students

The *MAP Results Overall Reading Growth of Students > 61%ile Fall 18-19 to Spring 18-19* (Figure 5) displays student overall reading scores from the fall 18-19 to the spring of 18-19. These data show students who met expected growth norms throughout the current school year, the first year of Reading Workshop implementation. Growth is noted in kinder and third grade.

Conclusion

Based on these data the LS teachers met the outcomes. **Evidence** is provided for each outcome:

1. Students will move forward as readers at least one grade level by reading daily in a workshop structure.
 1. Beginning-of-year and end-of-year student MAP data indicated clear growth of at least one year in the majority of students.
2. Teachers will collaborate in a multi-grade level team to refine their reading workshop teaching skills, including daily reading workshop (4 or 5 days weekly), the mini-lesson, and analysis of student reading using learning progressions, and ongoing conferring with students.
 1. The staff consistently collaborated about implementation, analysis of student reading, student progress, and use of student conferring.
 2. Teachers implemented reading workshop basic structure into their classrooms, encouraging daily independent reading, partner reading, and the management techniques needed to ensure the effective use of independent and partner reading.
 3. Reading instruction occurred at minimum 4 or 5 days per week.

4. Teachers refined their use of a reading mini-lesson including pacing of the NVACS.

LS teachers indicated a need for follow-up professional learning about reading workshop in the areas of conferring with students, management of student data, and logistics and management as they continue with implementation of reading workshop into the next school year. Further professional learning opportunities are imperative to support LS teachers as they learn and apply strategies, skills, and develop pedagogical expertise in reading that benefits student achievement.

References

Calkins, L., Ehrenworth, M., & Hehman, L. (2012) *Pathways to the common core*. Portsmouth, NH: Heinemann.