

CHANGING THE CLIMATE OF LITERACY IN PHILADELPHIA PUBLIC SCHOOLS

"Early Balanced Literacy is growing...changing the climate in the School District of Philadelphia's classrooms"

A REPORT ON THE IMPACT OF REDUCED CLASS SIZE/ EARLY BALANCED LITERACY INITIATIVES IN THE SCHOOL DISTRICT OF PHILADELPHIA

*Commissioned by **The Philadelphia Education Fund**
Conducted by **Research For Action** October, 2001*

"Balanced Literacy is the hardest job I'll ever love..."

Core Components of Early Balanced Literacy

Reading Aloud: Teacher reads aloud from high quality literature [chosen for a teaching purpose]

Shared Reading: Teacher reads a text that all students can see and join in reading

Guided Reading: Students practice reading, and with teacher support apply strategies they have learned

Independent Reading: Students read on their independent level alone [or with a buddy]

Word Study: Teacher and students analyze word chunks to assist in development of decoding skills

Modeled Writing: Teacher demonstrates writing for a specific teaching purpose

Shared Writing: Teacher and students collaborate to write text with teacher acting as scribe

Interactive Writing: Teacher and students compose together with students doing some of the writing

Independent Writing and Writers Workshop: Students write independently and conference with teachers and peers

Balanced Literacy Across the Curriculum: Teachers use components of Balanced Literacy to integrate other aspects of instruction throughout the day

"New recruits are working in District classrooms... finding success as teachers...savoring students' progress"

“Balanced Literacy has made [the children] better readers and writers than I could have hoped for. The writing-reading connection was amazing...”

INTRODUCING REDUCED CLASS SIZE/ EARLY BALANCED LITERACY IN THE SCHOOL DISTRICT OF PHILADELPHIA

In the summer of 1999, federal and foundation grants helped the School District of Philadelphia and the Philadelphia Education Fund (PEF) make an extraordinary investment in improving literacy and student achievement in city schools.

New funds enabled the Philadelphia School District to hire 250 Literacy Intern Teachers (LITs) to work in District schools in partnership with veteran teachers, many of whom were teaching in crowded classrooms of 30 or more pupils. By September of 2001, there were 1000 LITs creating two-teacher classrooms in the District.

Without building new classrooms or tapping into a limited pool of ‘new hire’ certified teachers, the District was able to reduce teacher-student ratio to 1:15 in 1000 K-2 classrooms. In these classrooms, a rigorous model of intensive literacy instruction was introduced.

This RCS/BL initiative was implemented by the District and the Philadelphia Education Fund. PEF has long served as a partner with leaders, educators and parents to develop strategies that can bring about better schools and attract the resources needed to fuel change.

In 1999, PEF commissioned **Research for Action (RFA)**, a non-profit organization engaged in education research and reform, to evaluate the effectiveness of the RCS/BL initiative. PEF asked RFA to document implementation and recommend steps for on-going improvement.

“I have never, as a kindergarten teacher, reached the heights of success with a group of children as I have this year.”

WHAT DOES EARLY BALANCED LITERACY LOOK LIKE IN THE PHILADELPHIA DISTRICT?

Early Balanced Literacy Intern Teachers reduce the student-teacher ratio by half. This has permitted both the Partner Teachers and the Literacy Intern Teachers in RCS/BL classrooms to provide one-on-one attention to students as they need it.

Students spend large blocks of time daily on the core components of Early Balanced Literacy. By combining reading and writing instruction in both small and large group settings, offering students opportunities to work directly with teachers, other students and independently, and using quality fiction and non-fiction texts, K-2 students in RCS/BL classrooms have made impressive progress, including students whose first language is not English.

RECRUITING AND RETAINING LITERACY INTERN TEACHERS

The District’s RCS/BL initiative has attracted a pool of new teachers to the city’s elementary schools. Literacy Intern Teachers have helped alleviate a growing teacher shortage, while improving student reading and writing outcomes. Despite challenges, these new teachers are finding success and earning certification as they work with experienced Partner Teachers.

More importantly, 91 percent of Literacy Intern Teachers who responded to the Spring 2001 survey by Research For Action said they want to remain in elementary teaching, earn a masters degree, and teach in a public system such as Philadelphia.

"The joy I feel when I look at my students' writing is beyond my wildest imaginings...They write pages and pages and the entries have wonderful detail ... I pinch myself because this is a kindergarten class."

SURVEY RESULTS

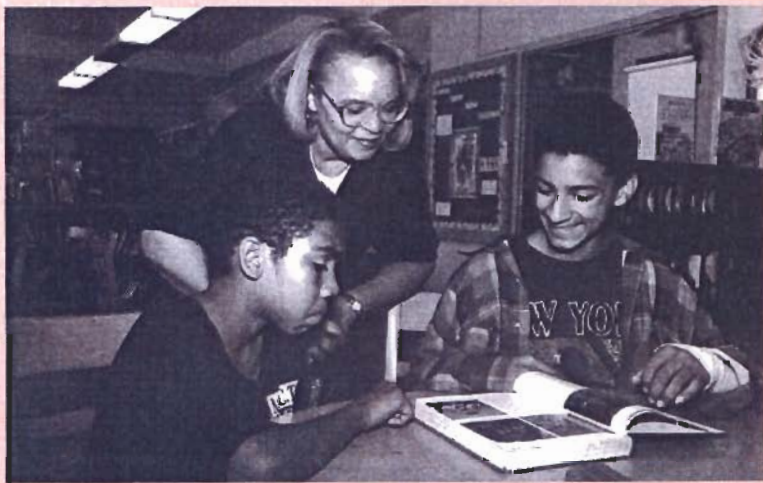
In spring of 2001, RFA administered a survey. Responses came from 225 Interns and 150 Partner Teachers.

Students and teachers are enthusiastic. Teachers are optimistic. They report that Balanced Literacy works well; students love reading and writing. Progress in Kindergarten and First Grade is unprecedented.

Early Balanced Literacy is particularly well suited to English Language Learners and others who receive special services.

"The children – every one – love to read. They all feel successful. I have more fluent readers than ever and the class as a whole reads more...better...and with more understanding...."

"It gives the ESOL kid a second chance, more attention, more of a chance to practice English...They can be more actively involved in what the other kids are doing."



"...Many more opportunities are available for addressing individual needs. I can finally 'catch' those children who are at-risk for early literacy failure or delay."

SUPPORT FOR EARLY BALANCED LITERACY

Philadelphia Education Fund has sponsored and supported highly effective Professional Development to Literacy Interns and Partner Teachers. Support for LITs also comes from their Partner Teachers, other Literacy Interns and teachers, and from the students themselves.

Unified commitment to Early Balanced Literacy is crucial. Teachers set the tone, but in many schools the principal is at the center. The principal provides time blocks and materials and leads the culture of the school toward deeper understanding of the importance of literacy. Open inquiry and further study will encourage greater depth of practice.

RESEARCH FINDINGS

An evaluation by Research For Action of implementation of the Reduced Class Size/Early Balanced Literacy initiative in the School District of Philadelphia has revealed both successes and challenges. (These appear in the report section titled Overview of Research on Reduced Class Size/Early Balanced Literacy.)



**RESEARCH ON
REDUCED CLASS SIZE/
EARLY BALANCED LITERACY
2000-2001**

**Prepared for
The
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Overview of Research for Action's Research on Reduced Class Size/Early Balanced Literacy 2001-2002

Introduction and Methodology

This overview will summarize information gathered by Research for Action in its evaluation of the second year of the Reduced Class Size/Early Balanced Literacy Initiative (RCS/EBL). This initiative combines the use of Early Balanced Literacy, a model of focused attention to reading and writing during a large block of time daily, with an effort to reduce class size by adding college graduates to classrooms as Literacy Intern Teachers. These Literacy Intern Teachers (LITs) each work with a Partner Teacher (PT) to share planning, instructional responsibilities and assessment.

This overview will examine the growth of Early Balanced Literacy implementation, looking specifically at teachers' views of student progress, the Early Balanced Literacy Framework, instructional time, materials, English Language Learners, students receiving special education services, and professional development. This report will also discuss the development of Partner Teacher and Literacy Intern Teacher partnerships, focusing on school climate and support, LIT placement, and classroom collaboration. It also reflects interns' university experiences as they prepare for teacher certification. Finally, RFA will offer recommendations for ways to build on the success of the first two years of the RCS/EBL Initiative.

Growth of Early Balanced Literacy Implementation

1. Teachers' Views of Student Progress

In RFA fieldwork, interviews, surveys, and focus groups, administrators and teachers voiced strong enthusiasm for Early Balanced Literacy. Partner Teachers expressed satisfaction with Early Balanced Literacy in a spring survey:

The greatest success is seeing the children read. I had a "wow" moment one morning last week when I was listening to a girl read a 1 Blue *100 Book Challenge* book and realized this girl came into first grade not reading – it gave me chills.

The children – every one – love to read. They all feel successful. I have more fluent readers than ever and the class as a whole reads more and better and with more understanding than pre B.L.

The first grade teachers for the first time ever came over and said, "You sent us such great readers and writers."

Over and over again, practitioners cited the value of having two teachers in the classroom as critical to their success. Students in Reduced Class Size/Early Balanced

Literacy classrooms have more opportunities to have their needs met. Teachers have more flexibility to meet with small groups and to meet with students individually. With two teachers in the classroom, RCS/EBL teachers take advantage of a smaller pupil:teacher ratio. As a result, teachers know their students better and have a deeper understanding of each student's needs. One teacher commented,

With another set of "educated hands" many more opportunities are available for addressing individual needs. I can finally "catch" those children who are at risk for early literacy failure or delay. I have never, as a kindergarten teacher, reached the heights of success with a group of children as I have this year. All know their letters, write their names, write a sentence or two.

2. Early Balanced Literacy Framework

A range of Early Balanced Literacy implementation is in place in classrooms. Most EBL teachers teach most of the components of Early Balanced Literacy four or five days a week. The most frequent activities cited and observed include: independent reading, reading aloud, journal writing, modeled writing, and guided reading.

The writing component of Early Balanced Literacy has had a powerful effect on many teachers and has transformed their thinking about children's capacity. This component appears to be easier to implement than other components and offers an activity that students can work on more independently than other tasks. Kindergarten and first grade teachers who had not previously included independent writing in their instructional day have discovered how writing motivates students, builds self-esteem, and enhances teachers' ability to assess students' skills. As these Partner Teachers noted:

The joy I feel when I look at my students' writing is beyond my wildest imaginings. I saved their journals from September where an entry looked like loads of magic lines. Today they write pages and pages and the entries have wonderful detail, description of characters, etc. I pinch myself because this is a kindergarten class.

We write every day, and the kids are so much better writers than they were before. This is true for the challenged kids, too. They can write words like "somewhere" instead of "cat, bat, mat."

Writer's workshop lets you focus on individual students' needs. We put a lot of emphasis on that in the classroom. If they can write it, they can read it. They share with the group to talk about their writing.

This teacher went on to say that students learn to be accepting and supportive as they share their writing with their peers.

When conducted daily, the guided reading component can provide concentrated literacy instruction for students, requiring more direct interaction between students

and teachers and allowing teachers ongoing opportunities to tailor instruction to the needs of students. Teachers spoke of the valuable insights they gained through meeting with guided reading groups. One Literacy Intern Teacher said,

Guided Reading is one of the most beneficial points for Balanced Literacy because I can identify areas where the students need the most support and tackle those areas, and break it down into the smallest portions that they can do at the time.

A Partner Teacher emphasized how guided reading groups foster active participation:

I definitely see much growth in the children's development in literacy. They are exposed to much more and in smaller groups. I think smaller grouping is the key since more children are actively involved throughout the entire lesson and fewer children seem to just "be" there.

Some Early Balanced Literacy classrooms have worked to integrate science and social studies content into their Early Balanced Literacy instruction. Although this is currently the exception rather than the rule, content integration is an important goal to aim toward. A Partner Teacher spoke of the richness of this approach:

I didn't teach the old way, but I appreciate that I have the freedom to pick and choose from a wide variety of topics—I've spent weeks on butterflies, etc. So it works out that in reading, they're also learning about science and math. And the students are finding that reading is the way to do that learning; they can find answers by reading. It's all integrated and kids are seeing reading as a tool. It's not just about cute little stories. The majority of stories have real content to them. This is true of the Spanish books too. I just ordered 16 Big Books in Spanish that were related to science.

While teachers felt more confident to administer assessments this year, most classrooms still completed the major assessments (running records and emergent reader checklists) only before report cards. Teachers often spoke of feeling overwhelmed by the number of assessments they were required to administer and the significant amount of time needed to assess their students. This variety of assessments limited teachers' ability to use running records more frequently to deepen their practice.

Despite completing assessments less frequently than the program recommends, teachers reported that they still had a much better understanding of their students' needs than they had with previous reading programs. As one Partner Teacher commented,

With the new approach, it allows you to see weaknesses and strengths much earlier than if you were doing things the old fashioned way. You can really hone in on the weaknesses. Whole group instruction would have taken you a lot longer to figure out what the weaknesses are. Now the running record and emergent

reading checklist lets you know just where they are. And it lets you identify exactly what it is—decoding, comprehension, etc. that you need to work on.

3. Time

Most EBL classrooms have large chunks of time devoted to Early Balanced Literacy instruction. RFA observed that most classes spend at least one and a half to two hours a day on Early Balanced Literacy.

With literacy as a focus, however, other developmental and academic issues may be sacrificed to time constraints. Kindergarten and first grade students in EBL classrooms spend much of their day sitting listening to read alouds, sitting for shared reading, sitting for guided reading groups, sitting for writing workshop, and sitting through specials. Of the Literacy Intern Teachers surveyed, nearly a third thought that there was not enough time for physical activity. Partner Teachers also voiced concerns about this. One teacher wrote, “Children are sitting much longer than is age appropriate.” Another PT wrote, “Some days we forget to play.”

4. Materials

Most teachers reported that they have ample materials for Early Balanced Literacy. Some teachers, however, recommended that schools purchase a greater variety of guided reading books for each reading level. Teachers also have had difficulty completing assessments as often as they would like because they must share running record materials.

5. English Language Learners and Students Receiving Special Education Services

With two teachers in the classroom, the RCS/EBL initiative provides more individualized instruction for English Language Learners and students receiving special education services. Students participate in more of the daily activities of their regular classroom, and they feel less excluded.

As one principal observed,

It gives the ESOL kid a second chance, more attention, more of a chance to practice English, more support with a second teacher. They can be more actively involved in what the other kids are doing.

Another principal spoke specifically of the gains her special education students made with Early Balanced Literacy:

The number of children who moved onto grade level increased dramatically in both kindergarten and first grade. The second thing was I had very few children referred for special education but many more children referred for gifted in kindergarten and first grade. We had very few discipline problems in rooms with

two teachers and no suspensions. Two teachers were able to forge better relationships with the parents. My parents loved the program and want it for the whole school...I find that if you have two good teachers, children do better than if you put them in a special education classroom.

6. Professional Development

PEF provided thoughtful, high quality professional development with a focus on technical knowledge of Early Balanced Literacy. Many teachers took advantage of the offerings, but others were not able to attend. In addition, Adjunct Faculty supported Interns for the first part of their first year.

Development of Partnerships

1. School Climate and Support

Literacy Intern Teachers found their Partner Teachers to be great sources of technical and personal support. Three out of five Literacy Intern Teachers said that their Partner Teachers offered “exceptional” technical support, and two-thirds of respondents said that their Partner Teachers offered “exceptional” personal support.

Adjunct Faculty, hired by PEF, offered important support to Literacy Intern Teachers, and at times to Partner Teachers and Principals, as LITs negotiated their first half-year of partnership.

The majority of Literacy Intern Teachers responding to the RFA survey described their technical support from principals and cluster personnel as “adequate” or “exceptional.” Compared to support by Partner Teachers, however, principals and cluster personnel received a more mixed review, with a sizeable number of LITs stating that their principals and clusters offered little support.

Principals employed a variety of strategies to support Early Balanced Literacy teachers. In schools where principals made the RCS/EBL Initiative a focus of their responsibilities, principals met regularly with Partner Teachers and Literacy Intern Teachers, observed in EBL classrooms, designed schedules with large literacy blocks and common prep periods, set aside school-based funds for EBL materials and provided many professional development opportunities.

2. Classroom Collaboration

Strong partnerships in their second year evolved to share planning and teaching. As these Partner Teachers and Literacy Intern Teachers elaborated:

We have a real balance. I don't see us as teacher/intern. We're partners. We do report cards together.

It's kind of like we can finish each other's sentences. It's evolved into a stronger team. [LIT] feels more comfortable handling behavior problems, and I feel more comfortable letting him.

It is going very well. She knows me so well. She anticipates my next move. She has learned so much. We got off to a great start. We know what's going to happen. She has taken on a lot more responsibility for the whole group. I feel like we are a stage show; we know when to hand off to each other.

[PT] allows me to take a very active role in the classroom. That's what's made the partnership work. We balance each other very well... We switch off every week.

3. Literacy Intern Teachers' long-term goals

The School District of Philadelphia conducted individual conferences with each Literacy Intern Teacher during winter 2001. These conferences addressed the LITs' long-term goals. At that time, of the 502 LITs, 63% intended to remain in the program, 16% wanted to become apprentice teachers, 9% wanted to become certified teachers in the District, and only 1.8% planned to resign.

Recommendations

Principals, District Administration and The Philadelphia Education Fund all have roles to play as they nurture the success of Early Balanced Literacy. Major EBL attention in the past two years has been on technical knowledge concerning how to implement the different components of EBL. Administrative efforts are crucial to celebrate and enhance the successes of the first two years and to encourage teachers and principals to deepen their knowledge.

1. Deepen Early Balanced Literacy Implementation

I feel like if we are too rigidly following BL, we are too much like Arthur Murray-- you are supposed to follow the footsteps to learn how to dance, but you don't get the feeling (PT).

Review the range of District literacy strategies and the many District-required assessments. Conflicts among literacy models and assessments need to be faced and addressed.

In all professional development, emphasize the capacities of all children. Areas for focus in professional development include:

- **planning for physical movement and Developmentally Appropriate Practice** (National Association for the Education of Young Children, Washington, D. C., 1997) across the day's activities
- **integrating the content areas** more fully into EBL
- **creating more rigorous literacy centers**
- **considering literacy acquisition as meaning-making**, as opposed to simply attaining discrete language skills
- **modeling constructive teacher responses to student writing**
- **using assessment to inform instruction**

Align PEF Professional Development work with Early Balanced Literacy Professional Development that will be sponsored by the Area Academic Units at the school-based level. PEF-sponsored Professional Development has been excellent but has missed many practitioners. Offering this professional development during the school day is of critical importance since many practitioners and administrators are unable to attend Saturday or after-school sessions.

Carefully calibrate Professional Development so that practitioners are receiving appropriate, accessible instruction that matches their experience levels and needs.

Provide a greater range of guided reading books at each reading level as well as running record kits for every classroom.

2. Support Partnerships

Emphasize to principals that the tone they set is crucial. The support systems they create must be clear, and principals must be overt and active in communicating their support to Partner Teachers and Literacy Intern Teachers.

Encourage principals to use Adjunct Faculty as intermediaries and supports for problem solving.

Increase the amount of time that Adjuncts spend with Literacy Intern Teachers. Give Adjuncts more freedom to visit classrooms with challenging situations and make fewer visits to classrooms doing well. Give Adjuncts the option to attend summer institutes, summer meetings, and training with LITs.

Use teachers in strong partnerships to lead Professional Development sessions. Teachers who have worked together to share a classroom can help new partnerships work on problem solving.

Give practitioners breathing room to develop their understanding and implementation of Early Balanced Literacy approaches. Acknowledge the professionalism and dedication of Partner Teachers and Literacy Intern Teachers.

Two Case Studies

Introduction

In spring 2001, three RFA researchers each spent five full days observing a classroom in one of three elementary schools. We were interested in visiting classrooms for the entire school day to observe how Early Balanced Literacy was being implemented in classrooms, and how it fit in with the rest of instruction. We chose the specific classrooms in order to help answer research questions about several aspects of Early Balanced Literacy and the Literacy Intern Teacher program, including:

- How are second year partnerships between Partner Teachers and Literacy Intern Teachers working, and what changes occur in the second year of the partnership?
- How is Early Balanced Literacy working in classrooms with a significant number of children learning English as a second language?
- How is Early Balanced Literacy working in full inclusion classrooms?
- What are examples of best practices in implementing Early Balanced Literacy?

Ideally, we were looking for classrooms that fit all of these parameters. That is, a full inclusion classroom with second year partners, a significant number of English Language Learners, and doing exemplary work. Perhaps not surprising in retrospect, we had great difficulty in finding such classrooms. Even identifying classrooms with second year partnerships proved challenging. The three classrooms that we did identify and observe had several, but not all, of these components.

As might be expected from schools so carefully chosen, the Green Tree Elementary School and Hillside Elementary School were unique cases. (We are using pseudonyms to identify the two schools.) Both had a principal who was dedicated to making literacy a central focus of the school. Both had previous experience with Early Balanced Literacy, implementing it years before it became a School District mandate. The schools also had other distinctive characteristics that supported Early Balanced Literacy, many of which emerged from their dedicated administrators and long-time commitment to Early Balanced Literacy. Green Tree had a large number of Literacy Intern Teachers in the school because the principal had committed extra resources to the program. Hillside had an unusually low student-teacher ratio because of the principal's commitment to securing funds to keep classroom size small. Green Tree staff also decided to institute "looping," allowing students to remain with the same teacher for more than one year. At Hillside, teachers had decided to try "cycling," a system of grouping children by ability level for reading, because they felt it would allow them to best address their students' needs. These endeavors departed from the norm and, as a result, depended heavily on the principal's support and the school staff's previous experience with and support for Early Balanced Literacy. Without a strong prior commitment to Early Balanced Literacy, the instructional strength of the program could have fallen through the cracks as new approaches, such as cycling, were implemented. In the cases of these schools, however, their innovations appeared only to strengthen teachers' implementation of Early Balanced Literacy.

**Hillside Elementary School
Case Study**

I School Context (Statistics from 1998-1999 school year with adjustments for 2000-2001 school year)

Enrollment:	278	Low Income:	79%
Grades:	PK-8	ESOL:	8.99%
Student Demographics:	79.86% African American	Special Education:	25.2%
	11.37% Asian American	Suspension Rate:	10%
	3.6% Latino		
	4.32% Caucasian		
	0.36% Other		

Hillside Elementary is a small K-8 school situated in a racially mixed neighborhood with a low-income and working class population. Many of the children at the school come from a neighboring low-income housing development. The school is a three-story brick building on a block of well-maintained row houses. There is an asphalt playlot behind the school with a few pieces of playground equipment. Inside, the school has a welcoming environment and appears to be well maintained. Student art is hanging on the walls, visitors are greeted by other adults, and the facilities appear to be in good repair.

II Instructional Program and School Supports for Early Balanced Literacy

In 2000-2001, Hillside was in its fourth year of implementing Early Balanced Literacy. As part of a cluster that had been a forerunner in the District in implementing Early Balanced Literacy, Hillside's instructional program had received on-going support from the cluster office for many years.

The principal at Hillside had implemented a variety of school-wide programs to support Early Balanced Literacy. In 2000, the school secured a Read to Succeed grant for extra materials. In fall of 2000 the school also started the 100 Book Challenge. Students participated in the Challenge once a week for 45 minutes during teachers' prep time. That same school year, the school's library was converted to a leveling system to make it more accessible to children who were learning through Early Balanced Literacy in their classrooms; in addition, all teachers were trained in leveling. Hillside also held an after-school learning academy that targeted students who were not on grade level for reading or writing, as well as a mentoring program for the students most at risk through which teachers met with students in groups of two before and after school and on weekends.

In addition, in the 2000-2001 school year, Hillside had made classroom level instructional changes that significantly changed classroom dynamics. The school was piloting "cycling" in grades one through three during the morning literacy block. Through cycling, students switched classrooms during the literacy block, according to their reading levels. Teachers at Hillside pushed for this change because they believed

that it could support them in addressing students' needs by reducing the range of reading levels in each classroom. It also helped to reduce class size in grades two and three. Hillside had also adopted full inclusion and, as a result, added learning support teachers in some classrooms.

II A Closer Look Inside a First Grade EBL Classroom with a Second Year Partnership

An RFA researcher observed a first grade classroom at Hillside for five full school days in March 2001. RFA chose to observe the classroom to help answer research questions about:

- Second-year partnerships between Partner Teachers and Literacy Intern Teachers,
- Early Balanced Literacy and the Literacy Intern Teacher program in full inclusion classrooms, and
- Examples of best practices in implementing Early Balanced Literacy.

RFA's observation revealed a unique situation in the classroom. First, the classroom had an extraordinarily low student-teacher ratio. Throughout the 2000-2001 school year, the class had three teachers during the morning literacy block: the Partner Teacher, a white woman in her fifties, the Literacy Intern Teacher, an African-American man in his late-twenties, and a learning support teacher, an African-American man who appeared to be in his late thirties. During RFA's observation, the class also had a student teacher, a white woman in her mid-twenties, who was active in planning and carrying out lessons. At the time of RFA's observation, there were thirteen children in the first grade class. During the morning literacy block, this number rose to approximately 25 students as a result of cycling. "Cycling" was another unique aspect of this classroom. Approximately five children left the first grade classroom that RFA was observing for instruction in the second grade classroom, and another 15 came to the classroom from the second grade and other first grade classes. Despite these distinctive characteristics, this first grade classroom provides a good example of what Early Balanced Literacy can look like in any classroom.

The classroom was a large room and appeared to have an ample supply of materials. Students were assigned seats at one of four brightly colored round tables, each seating from four to six children. The front of the room was an open space with a large, colorful rug covered in a pattern of letters and shapes. Teachers used flipchart and whiteboard easels in lieu of chalkboards. The walls were decorated with posters, teacher-produced materials, and student work. Student work was also displayed in the hallway outside of the classroom.

A Typical Day

What follows is a description of a typical day in this first grade classroom. While this schedule gives an impression of the classroom's activities, it is not an exact representation. What was most consistent across the five days was the teachers' flexibility in implementing the lesson plans. The Partner Teacher and Literacy Intern Teacher adjusted the schedule to accommodate everyday challenges, such as teacher absences, inclement weather, and lesson plans that did not work out as planned. As a result, on some days certain activities received more time than others. The teachers were consistent, however, in fitting in most literacy components each day.

8:50 - 9:05 Independent Reading

The Partner Teacher brings students in from the schoolyard and the Literacy Intern Teacher greets them with a handshake as they walk into the classroom. Without direction from either teacher, the children put their coats away in the coat closet, retrieve a tub of books, and sit in their seats reading aloud to themselves from a book of their choice. While the children read, teachers work one-on-one with them. The Partner Teacher moves around, working with two or three children during this time, while the Literacy Intern Teacher focuses his attention on one student. School announcements play over the loudspeaker at 9:00. The teachers use this time to work on lesson plans together.

9:05 – 9:30 Independent Journal Writing

The literacy block begins. Approximately five students leave to go to the 2nd grade classroom. Approximately 14 children come from the 2nd grade and other 1st grade classrooms. Again, when students enter the room, they follow an established routine. Without being told, they go to their cubbies, find their journals, sit down, and begin to write. The teachers work one-on-one with the children. At the beginning of journal writing time, the teachers tell five or six students that they will share their journals with the class. The teachers then work most intensively with these children, and underwrite their journal entries.

9:30 – 9:50 Author's Chair Time

The students who are not sharing put their journals away and all children sit on the rug facing the Author's Chair, a wooden adult-sized chair with a light blue pillowcase painted with the children's names. The teacher who underwrote his or her journal entry calls up each student who had been asked to share to the Author's Chair. Each child sits in front of the class and reads his or her journal entry aloud. After the student's reading, the teacher tells a history of the writing process, or identifies something that happened while the child was writing from which the other students might learn. The class then asks the student author three questions about the journal entry, and the author is required to respond in full sentences.

9:50 – 10:10 Morning Message and Shared Reading

After standing up as a group and singing a song with movements, the class settles down again on the rug to focus as a whole group on a morning message or a poem. The Partner Teacher typically leads this activity. She either leads the group in reading a poem together or writes a message on an easel. When she writes a message, she has the group read the message as a group and then calls on individual students to circle different parts of the message. The children pick different color markers to circle different components of the message: blue for whole words, red for capital letters, orange for punctuation.

After the morning message, the Partner Teacher leads the class in reading a Big Book. The class reads one Big Book for about a week, beginning with a picture read and leading to the whole class reciting the book aloud and the teacher asking content questions. The class reads Big Books that support their learning in other content areas. For example, while the class was learning about “the underground” in science, the class read *Everything Grows* and *The Giant Pumpkin*, books that reinforced concepts of growth.

10:10 – 10:30 Guided Reading Groups

For approximately twenty minutes, the children work in guided reading groups of four to six students. As a result of the student-teacher ratio, almost all children are able to be in a reading group at the same time. The few children who are not in groups work cooperatively at literacy-focused centers chosen by the teachers. The reading groups are divided according to ability level, but they are rotated often, giving students an opportunity to change groups and to work with different teachers. The teachers use similar strategies in the guided reading groups, leading a group activity or reading of the book and turning the children away from each other so that they can read aloud to themselves while the teacher works one-on-one with each student.

10:30 – 11:00 Making Words/Read Aloud

During this time, the Literacy Intern Teacher or Partner Teacher leads the class in other Early Balanced Literacy based activities, often reading aloud to the class or leading the class in Making Words. Making Words is a word construction activity in which students are given a predetermined set of letters printed on cards. The teacher then reads words to the class, putting them in sentences, and each student spells that word by putting their letters in the correct order. The Partner Teacher and Literacy Intern Teacher both circulate the room during this activity, keeping order and helping individual students.

11:00 – 11:15 Classes Switch/Independent Reading

11:15 – 12:00 Lunch and Recess

Teachers use lunchtime as a prep period, conferring with each other about students' progress in guided reading groups and discussing future lesson plans. The teachers also

often eat lunch with the other teachers who are cycling with them, so that they can receive updates on the students they share.

12:00 – 2:00 Math/Science/Social Studies

Whereas the morning literacy block has several components that are regularly executed, the afternoon is less predictable. During RFA's observation, the class was studying "the underground" in their Science class and the afternoon time was sometimes spent on this unit. The class had planted beans at the beginning of our observation and throughout the observation they continued an experiment to find out under what conditions beans grew best. The class also had an ongoing Social Studies unit on Black History Month in progress during RFA's observation. Prior to our observation they had learned about a number of African American leaders and, for the culmination of the unit, spent time developing skits about the leaders and presenting them to each other. The afternoon time was also spent on math lessons, using the Everyday Math series. Each afternoon was a little bit different, and by the end of RFA's five-day observation, the time spent on each subject area was nearly equal.

2:00 – 2:40 Prep

During teachers' prep time, the class attends one of several rotating special classes, including gym, art, music and the 100 Book Challenge.

2:45 Dismissal

II Relationships

Partner Teacher to Literacy Intern Teacher

The Partner Teacher and Literacy Intern Teacher demonstrated mutual respect for each other. They accepted that disagreements would be a natural part of their relationship; when disputes arose, they discussed them quickly and privately. The teachers shared responsibilities for planning and leading lessons. Although the Literacy Intern Teacher had taken on more responsibility in his second year, the Partner Teacher still seemed to take personal responsibility for the class. Both teachers expressed satisfaction with these roles.

Partner Teacher and Literacy Intern to Other Instructional Leaders The Literacy Intern Teacher and Partner Teacher shared a room with the learning support teacher and were in regular contact with the other teachers with whom they shared students during the literacy block. The teachers also had an on-going relationship with the neighboring public library.

Green Tree School Case Study

I. School Context (Statistics from 1998-1999 School year with adjustments for 2000-2001 school year)

Enrollment:	750	Low Income:	95%
Grades:	K-4	ESOL:	15%
Student Demographics:	59.5% Latino	Special Education:	11%
	0.4% Caucasian	Suspension Rate	4%
	39.6% African-American		

The school is an aging, three-story building that appeared to be well maintained. Its hallways proudly display student work, attractive current notices for parents and students, and book posters. The school is situated in a low-income community with a growing Puerto Rican population. The school formed relationships with neighborhood groups who provide supports to address issues that threaten to have a negative impact on the school and the community.

II. Instructional Improvement

The school's instructional focus was literacy and it had a history with different literacy initiatives (including Library Power and the 100 Book Challenge) prior to the District's Early Balanced Literacy program. Its principal strongly supported Early Balanced Literacy and procured additional Literacy Intern Teachers, resources and materials through the school's budget.

III. Internal school supports for Early Balanced Literacy Program

The school's schedule was arranged to accommodate a two-hour block of time for classes to engage in Early Balanced Literacy. In the 2000-01 school year, teachers used a new approach to assist English Language Learners (ELL) by grouping them into two classrooms for each grade. One classroom was bilingual for students with Spanish as a primary language; the other was a regular classroom with students from Spanish-speaking homes who were proficient in English. An ESOL teacher came into the classroom for one hour a day and worked with groups of ELL students who were identified as "struggling" or with individual children one-on-one.

A small focus group of teachers who worked with ELL students emphasized the importance of one-on-one instruction with their students. They believed the LITs helped to support ELL students, but overwhelmingly credited the ESOL teacher, who played an essential role and was the key contributor to the children's success.

When asked what was built into the EBL model that meets the needs of ELL students, teachers indicated:

Having Balanced Literacy and a Literacy Intern has been really helpful. It allows for more individualized instruction and more one-on-one instruction. The reading program is especially good because all of the students are reading at their individual or instructional level. This is much better than the previous approach. It means that individual needs are met. The teacher can focus on reading strategies with students now. With EBL it's possible to group students according to their needs.

Everyone can be engaged at all times, more so than with the traditional methods of teaching. I think I give [ELL students] more special attention in guided reading groups with five or six students. I do smaller groups which is better because they are more focused and more directed. The students feel more comfortable when they're working on their communication skills.

It helps to have the intern in the room. The greatest benefit is having the ESOL teacher come in and give one-on-one help. He does Balanced Literacy with the ELL student using leveled books and sight words. The ELL student also meets with the intern for one-on-one instruction. The one-on-one attention is really important.

IV. A Closer Look Inside a Second Year Partnership EBL Classroom

A second grade teacher moved with her class from the first to the second grade in the 2000-01 school year. Her classroom was chosen by RFA researchers for a week-long observation in February, based upon an interest in second year partnerships and classrooms with ELL learners. During the observations, we found that Early Balanced Literacy lessons were planned and executed by both the Literacy Intern and Partner Teachers. Students transitioned smoothly between whole and partnered groupings. They were comfortable with the routine of daily activities and received regular one-on-one instruction and assessments from both teachers, who seemed keenly aware of each child's progress.

Below is a composite of the week's observation in that classroom taken from a researcher's notes:

A general description that applied to this room is that children were engaged in literacy events throughout the day. Even instructional times outside the designated literacy block included a great deal of reading and writing, including, for instance, children creating their own word problems during math or reading poetry out loud.

Both women were friendly and animated with children, parents and with other staff. They typically spoke very calmly to the children and their classroom management techniques included positive reinforcement. Children seemed happy and engaged most of the time that the teachers worked with them. While this is not a quiet classroom, neither does it give a sense of chaos, even at times when children were engaged in many different activities. While, as in any classroom, children are sometimes not engaged in one of the choices set for them by a teacher, it is much more common to observe children engaged in school work, in learning-related play, helping each other, or working with teachers on a task.

Teachers were typically physically close to students. When working with the whole group, teachers sat on low chairs near one of the dry-erase whiteboards with the children gathered on the carpet around them. Children also worked with teachers one-on-one at their own desks or at the teacher's desk.

There appeared to be a consistent theme in the lessons for the week that incorporated Big Book readings and writing activities. Students first engaged in a “mapping” activity of their classroom and later looked at world maps to begin discussions about continents. They wrote and revised stories about a special “kite” that would take them anywhere in the world they desired to go. Below is a general description of a typical day in the classroom:

READING

9:00 - 9:35 Reading Workshop

Children were called to the center carpet as one teacher led the “Morning Message.” She modeled writing choices and conventions such as spelling and punctuation. The teacher then engaged students in a read-aloud of a Big Book. In this class, the Big Book might be the same one for as long as two weeks, but it is read with different foci and purposes.

The other teacher conducted one-on-one work with five to seven individual children during the time.

9:35 - 9:45 Independent Reading

Children sat at their own desks and had a plastic bag of books on their independent reading level from baskets in the library which were color and number coded by level. During this time children could also write in their reading journals about a book they had finished.

9:45 - 10:30 Centers/Guided Reading

Children were called to the center carpet to choose a literacy center in which to work and were instructed not to choose the same center two days in a row. What was most noticeable was that a majority of the children were on-task most of the time during this block, even though the classroom was quite noisy and busy.

Centers included: listening, letters (an easel with magnetic letters), writing (both dry-erase and newsprint), weighing, puzzles (letters and words on interlocking blocks or true puzzles), library, partner, tent, big books, and guided. Center time appeared very enjoyable to the children who described it as “play.” It was a privilege that, if a child misbehaved, could be taken away.

Between seven and nine children were assigned to guided reading activities with one of the two teachers in groups of three to five, four being the most typical. Both Partner Teacher and Literacy Intern Teacher used similar strategies in the guided reading groups.

WRITING

10:30 - 11:00 Writing Workshop

This block looked slightly different each day depending on time, and might only last ten to fifteen minutes. Two student authors who were in the newsprint writing center read stories out loud. Children asked fairly formulaic questions of the authors such as, “Do you have any other friends?” “What other games

do you play?" Then teachers pulled out one or two aspects of the writing on which to focus a mini-lesson, most typically conventions such as punctuation or spelling.

Writing workshop also included students writing in their journals about books they had read or working on paragraphs and stories that they drafted from a prompt, such as the kite stories described above.

1:40 - 2:00 Writing Workshop Continuation

One-on-one work and independent writing continued during this block.

2:00 - 2:30 Literacy "Games"/Poetry

The teachers used this time to reinforce reading and writing skills through activities. The children were excited when they were called on and when they answered questions correctly.

11:00 - 11:45 Lunch and Recess

12:00 - 12:50 Prep

Teachers had a prep period to plan lessons while children engaged in another activity, sometimes outside their own classroom, such as Performing Arts or PE.

MATH

1:00 - 1:40 Math

This block typically began with a strip of a photocopied word problem. The problems were pasted into children's math journals and the children solved them individually. Most typically children sat on the floor in a group at this time. Teachers continued with more practice problems done in a group rather than individually. It is worth noting that a great deal of reading, writing and creativity happened during this period, and children seemed to enjoy this block.

V. Relationships

Partner Teacher and Literacy Intern Teacher. This second year partnership appeared strong. The teachers showed mutual respect for each other, worked well together, alternated responsibilities and engaged in regular lesson planning. The Literacy Intern Teacher took on more instructional responsibility this year and incorporated many of her own ideas. She was adept at "multi-tasking," working with a guided reading group and keeping an eye on students in centers.

Partner & Literacy Intern Teachers and Students. Teachers and students appeared to have a very respectful relationship. Many of the students had both teachers last year for first grade. Teachers valued one-on-one instructional times and seemed to have a good grasp of each student's abilities.

Partner & Literacy Intern Teacher and Other Instructional Leaders. The teachers frequently collaborated with the librarian on students' research projects and consulted with the ESOL teacher to assess ELL students' progress.

CHALLENGES FOR PRINCIPALS REDUCED CLASS SIZE/EARLY BALANCED LITERACY INITIATIVE

It is clear that principals set the tone for much literacy focus in schools. They use varied strategies: conferencing with teachers; observations in classrooms; scheduling large literacy blocks and common prep periods; and providing many professional development opportunities.

Principals also take an active role in selection and placement of Literacy Intern Teachers. They make certain that Partner Teachers understand commitments to the Early Balanced Literacy framework, and that these Partners want to work with LITs in their classrooms.

Through the above actions, principals can help to place literacy at the center of a school's work, be proactive about problems that might arise, and show by example the respect due Literacy Intern Teachers as they enter the Philadelphia School District.

To maximize the principal's impact, can the expectations of key stakeholders -- teachers, interns, families, leadership -- be aligned? Can Partners and Interns, as well as principals, become better informed about the many facets of Early Balanced Literacy? When partnerships are struggling, they need close, sensitive attention from the principal and a common knowledge base about the program.

Can study groups and professional development sessions happen during the school day so that all have equal access to increasing knowledge?

Can the technical aspects as well as the theoretical and confidence-building bases of Early Balanced Literacy be nurtured?

Is it possible to build confidence in the success of Early Balanced Literacy within the school community?

Can the entire school community contribute to the success of the EBL program, based on a common understanding of the initiative?

There has been a significant increase in effective materials for the EBL program. As student ability grows, can principals continue to provide adequate and appropriate materials for classroom reading and assessment work?

Teachers crave and deserve recognition. Can principals find appropriate ways to give it?

Balanced Literacy Survey Results

Prepared by Kutzik Associates

A survey was undertaken to answer questions about participation, opinions and attitudes of PEF Balanced Literacy interns. A questionnaire consisting of 81 closed ended and 9 open ended items was administered at the PEF-sponsored workshop session on April 21, 2001. This resulted in 137 records. Questionnaires were mailed to the remaining interns during a two -week period ending May 15th. An additional 98 completed questionnaires were thus collected, yielding a total of 225. It should be noted that the questionnaires were completed with sufficient care and attention to detail that all of them could be used in the analysis.

Analysis of the closed ended questions entailed examining the percentages for categorical variables and means with standard deviations for the continuous variables. The open ended items were subjected to content coding and tabulated into frequencies and percentages for graphical display in the form of pie charts.

This report details the univariate and multivariate findings of the questionnaire. It is organized in sections corresponding to the order of item groupings on the questionnaire. Note that all percentages are rounded to the nearest whole digit and that the expected error of any item is less than or equal to +/- 2%, unless otherwise specified. Missing data was not included in the percentages and "not applicable" or "don't know" responses were treated as missing data unless otherwise indicated. In addition, all percentages are rounded to the nearest whole percent; therefore total cumulative may not equal 100% due to rounding errors.

Characteristics of the Sample

Of the 225 respondents, nearly four out of five (78%) were first year interns and 22% were second year interns. One third (33%) were recent college graduates, having received their degrees in the last three years (2000, 1999, 1998), with nearly three-fifths of the interns (57%) graduating since 1991. The major fields of study were reported. The four most frequently indicated majors accounted for nearly two fifths of the total (39%). These were Psychology (14%), Business (10%), English/Literature (8%), and

Communication (7%). More than three-fifths (63%) of the interns taught first grade, with an additional 35% teaching kindergarten and 2% second grade. The average number of interns placed in a school was reported to be 3.3 (s.d.=2.1), meaning that the typical intern was placed along with two others in a school. In terms of additional credits needed to meet Early Childhood Education requirements, the average number of credits yet to be taken by the interns was 16 with a standard deviation of 7. This means that approximately two thirds of the interns had between 9 and 23 credits to complete.

Balanced Literacy in the Classroom

Respondents were asked a series of questions about frequency of use and amount of time dedicated to Balanced Literacy practices in their classrooms. First respondents were asked to estimate the amount of time spent on all Balanced Literacy activities “on a typical day.” The results of this item are summarized below in Table 1.

Table 1: Time Devoted to Balanced Literacy Program in Typical Day

<i>Amount Of Time</i>	<i>Less than 30 Minutes</i>	<i>30 Min</i>	<i>60 Min</i>	<i>90 Min</i>	<i>120 Min</i>	<i>150 Min</i>	<i>180 Min</i>	<i>More than 3 hours</i>
%	1%	3%	10%	14%	22%	13%	21%	17%

As can be seen in Table 1 above, the typical amount of time spent on Balanced Literacy was quite varied, ranging from less than half an hour to more than three hours. Using the median to represent the “typical” amount of time spent on Balanced Literacy, it appears that in most classrooms the time spent on program activities was between two and two and a half hours daily. Closer examination of the data, however, reveals a bi-modal distribution expressing two clusters of modal responses: a larger one around two hours and a smaller one around three and three or more hours; approximately half (49%) of the interns indicated between 1.5 and 2.5 hours per day with nearly two-fifths (38%) reporting three or more hours devoted to Balanced Literacy activities in a typical day.

The second part of this section of the questionnaire focused on the frequency of use of specific classroom practices in a typical week. The surveyed interns were instructed to rank a list of items representing specific Balanced Literacy activities in their

classroom in terms of the frequency they are used in their classroom “in a typical week.”

The results of these data are summarized below in Table 2.

Table 2: Frequency of Specific Balanced Literacy Classroom Practices in a “Typical Week”

	<i>Never</i>	<i>One Day a Week</i>	<i>Two Days a Week</i>	<i>Three Days a Week</i>	<i>Four Days a Week</i>	<i>Five Days a Week</i>
Guided Reading	6%	5%	12%	14%	25%	39%
Shared Reading	1%	5%	12%	21%	12%	49%
Read Aloud	1%	4%	3%	9%	18%	66%
Indepen. Reading	2%	5%	6%	11%	9%	68%
Word study	6%	5%	11%	18%	13%	44%
Model Writing	2%	3%	11%	19%	8%	56%
Shared Writing	6%	13%	20%	22%	8%	29%
Interact. Writing	10%	13%	21%	21%	10%	21%
Journal Writing	2%	3%	7%	8%	18%	62%
Non-Fict. Science	6%	24%	22%	24%	6%	12%
Non-Fict. Soc. Study	6%	27%	23%	22%	7%	9%

As can be seen in the above table, there is considerable variance in how often the different activities were reported used in the classroom; all activities received ratings from “never” to “five days a week.”

Ranking the relative frequency of each specific activity was done by rank ordering the means of these items on a six point scale with 0 representing “never,” 1 representing “one day a week,” and so on up to 5 for “five days a week.” The results of this ranking in descending order of frequency for each activity were as follows: independent reading, reading aloud, journal writing, modeled writing, shared writing, word study, guided reading, shared reading, interactive writing, non-fiction science, and non-fiction social studies. It may be helpful to picture the first five listed activities as occurring on approximately twice as many days of a typical week as the last three listed activities.

Emergent Reader Inventories and Running Record Assessment

The next section of the questionnaire asked questions about the number of students in the class and the relative numbers of students for whom Emergent Reader Inventories (ERI) and Running Records (RR) are prepared as well as how often these assessment materials are collected. The respondents were asked to report the frequency of collection for ERI and RR on a “weekly,” “bi-weekly,” “monthly,” and “report card time” scale. In addition a “not applicable” category was included to capture the percentage of classrooms in which these assessments were not used. The results of these items are summarized below in Table 3.

Table 3: Frequency of Collection for Emergent Reader Inventories and Running Records

Frequency by Assessment Type	<i>Weekly</i>	<i>Bi-Weekly</i>	<i>Monthly</i>	<i>Report Card Time only</i>	<i>Not Applicable</i>
Emergent Reader	6%	2%	30%	49%	14%
Running Records	4%	4%	40%	48%	4%

Based on these data, approximately half of the interns reported collecting both assessments at report card time only (49% for ERI, 48% for RR). Monthly reporting was the second most frequent; 40% of the RR and 30% of the ERI were collected on a monthly basis. A small percent reported weekly collection (6% ERI, 4% RR). The remaining percentage of responses included the very small number of bi-weekly reporting and the “not applicable” categories. The “not applicable responses” correspond to those interns in whose classrooms these assessment methods were not used. Thus Emergent Reader Inventories were reported not to have been used in 14% of the classrooms and Running Records were not used in 4% of the classrooms.

Technical and Personal Support

The sampled interns were asked to think about the quantity and quality of technical support they were receiving from their principal, partner teacher, and other relevant personnel. They were also asked about the level of personal support they were receiving from parents and students, as well as from colleagues in the school and from the District. Specifically, they were asked to rank on a four point scale (“exceptional,” “adequate,” “too little,” and “no support at all”) the extent of “technical support” and “personal

support” they were receiving. The results of these items are summarized in Tables 4 and 5 below.

Table 4: Technical Support from Colleagues

	<i>Exceptional Technical Support</i>	<i>Adequate Technical Support</i>	<i>Too Little Technical Support</i>	<i>No Technical Support at all</i>
Principal	22%	34%	23%	18%
Partner Teacher	59%	30%	8%	3%
Other Teachers	24%	42%	20%	9%
Other Interns	32%	37%	10%	12%
Cluster Personnel	22%	37%	17%	19%
School Leadership	21%	35%	15%	17%

The data in Table 4 show the relative ratings of technical support to the interns from their colleagues in the school and at the district level. A majority stated that they received adequate to exceptional technical support from other teachers in their schools. On the other hand, sizeable proportions of the sampled interns indicated insufficient technical support from the principal, cluster personnel and school leadership. With regards to the partner teacher, approximately three out of five interns (59%) reported “exceptional” levels of technical support. Combining this percentage with the 30% that indicated “adequate” support from the partner teacher, approximately nine out of ten (89%) of the respondents rated their partner teachers as providing at least adequate technical support. On the other hand eight percent claimed “too little” and three percent “no support at all.” A smaller majority (56%) rated their principals as providing exceptional or adequate support with 44% indicating “too little support” or “no support at all.”

Table 5: Personal Support from Colleagues, Parents and Students

	<i>Exceptional Personal Support</i>	<i>Adequate Personal Support</i>	<i>Too Little Personal Support</i>	<i>No Personal Support At All</i>
Your Principal	27%	37%	15%	20%
Your Partner Teacher	66%	22%	8%	4%
Other Teachers	31%	47%	15%	7%
Other Interns	47%	40%	6%	6%
Cluster Personnel	21%	38%	18%	24%
Parents or Guardians	14%	41%	32%	13%
Students themselves	38%	50%	9%	3%

The data in Table 5 on “personal support” show patterns that parallel the findings for the Technical Support data. As in the case of technical support, a majority of interns indicated that they receive at least adequate personal support from each category listed. On the other hand, parents and guardians, principals and cluster personnel showed a sizeable proportion of little or no support: 24% indicated no support at all from cluster personnel and 20% from principals.

Classroom Practices

The next section of the questionnaire was designed to answer two questions related to classroom practice. The first set of items dealt with quality of implementation. These questions focused on how well Balanced Literacy practices were working in the classroom from the point of view of the intern. The second set of items measured the extent to which the Balanced Literacy practices might negatively affect the other classroom activities by limiting the amount of time devoted to them.

The issue of quality of implementation was approached from several angles. First, the respondents were instructed to “think of the ideal classroom practices of Balanced Literacy as taught and demonstrated by PEF.” They were then asked to rate their own classroom’s implementation of Balanced Literacy classroom practices in terms of closeness to this “ideal.” Next, a series of questions and statements were designed to measure how well the Balanced Literacy activities were working in the interns’ classrooms. Seven agree/disagree formatted Likert scales were used to assess perceived quality of the classroom practices. Three of these items measured the intern’s perception of the program activities, while the other four items were about other learning activities that might be negatively impacted by the use of Balanced Literacy in the classroom. Tables 6 and 7 below summarize the results of this section of the questionnaire.

Table 6: Specific Classroom Practices and Time Usage

<i>Balanced Literacy...</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree Nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Works well in class	44%	44%	8%	4%	1%
Children are enthusiastic about BL	41%	47%	10%	3%	0%
Helps children learn non-language arts subjects	33%	45%	16%	6%	1%
Children have ample time for physical activity	15%	30%	15%	25%	14%
Children have enough opportunities for “hands on” learning	31%	41%	9%	17%	3%
Not enough time to get everything done	27%	35%	16%	16%	6%
Balanced Literacy takes time away from other activities	2%	14%	17%	42%	25%

Looking at the data in Table 6 above, the first three items indicate aspects of the quality of implementation. Nearly nine out of ten interns (88%) agreed with the statement “Balanced Literacy works well in my classroom;” half of these (44%) “strongly agreed” with this statement. Similarly, nearly nine out of ten (88%) agreed with the statement “children are enthusiastic about Balanced Literacy activities,” with 41% strongly agreeing with this statement. Nearly four fifths (78%) of the interns agreed with the statement that Balanced Literacy “helps children learn non-language arts subjects,” with one third (33%) strongly agreeing. On the other hand, only very small percentages “disagreed” or “strongly disagreed” with these statements: 5% didn’t agree that Balanced Literacy works well in class; 3% didn’t agree that the children are enthusiastic about the program activities in the classroom; and 7% didn’t agree that Balanced Literacy helps children learn non-language arts subjects.

The last four items in Table 6 focus on time use and opportunities for physical activity and hands-on learning. With regard to physical activity, less than half (45%) of the interns thought there was enough time for physical activity (29% felt there was not

enough time for this; the remainder were neutral). As for hands-on learning, nearly three quarters (72%) indicated that there were “enough opportunities” for this (20% disagreed). In terms of time use, over three fifths (62%) of the respondents agreed with the statement that there was not enough time to get everything done (more than one fourth (27%) “strongly agreed” with this statement). As for Balanced Literacy activities “taking time away from other activities,” only 16% agreed with this statement (2% strongly agreeing), while two thirds (67%) disagreed that the program took time away from other activities (the remainder were neutral).

The last two items look at whether interns feel that Balanced Literacy is too time consuming and takes time away from other classroom activities. According to the findings, this does reflect the perceptions of a 16% minority of the interns.

Finally, Table 7 below summarizes the findings of the question, “How close to the ideal Balanced Literacy practice is the implementation in your classroom?” The results show that more than a third of the surveyed interns viewed their classroom practices as coming “very close to the ideal” (36%). Just over half (51%) considered their practices to be “somewhat close to the ideal,” while approximately one out of eight (12%) indicated “not at all close to the ideal” (one percent indicated that they “didn’t know”).

Table 7: How Close to the Ideal of PEF Balanced Literacy is the Implementation in Your Classroom?

<i>How close to the ideal?</i>	<i>“very close to the ideal”</i>	<i>“somewhat close to the ideal”</i>	<i>“not at all close to the ideal”</i>	<i>“don’t know”</i>
%	36%	51%	12%	1%

While the data in Table 7 above are a subjective gauge of implementation success, it is nonetheless striking that about one third feel that their classrooms come very close to the ideal while approximately one eighth (12%) judge their classrooms as not at all close to the ideal.

Usefulness and Effectiveness of Program Elements for Professional Development

Respondents were asked a series of questions about the perceived usefulness or effectiveness of selected elements of the PEF Balanced Literacy training program. Information was collected about both university programs and PEF training as a whole.

The surveyed interns were instructed to rate the “usefulness” of their first semester Adjunct, professors, reading materials and course assignments on a three point scale of “very useful,” “somewhat useful,” and “not at all useful.” The results of this analysis are summarized in Table 8 below.

Table 8: Usefulness of Elements of University Program

	<i>Very Useful</i>	<i>Somewhat Useful</i>	<i>Not At All Useful</i>
Your 1 st semester Adjunct	53%	33%	14%
Your University Professors	54%	40%	6%
Reading Materials	54%	44%	1%
Class Assignments	36%	54%	10%

The data in Table 8 show that a little more than half (53-54%) of the interns found their adjunct, professors and reading materials “very useful,” whereas 36% felt this way about the class assignments. Combining the “very useful” and “somewhat useful” categories together, the percentages of interns finding each element at least “somewhat useful” were: reading materials (98%); professors (94%); class assignments (90%); and first semester Adjuncts (86%). Conversely the percentages indicating “not at all useful” for each category were: Adjuncts (14%); classroom assignments (10%); professors (6%); and readings (1%).

The respondents were asked to rate selected elements of the PEF training program on a three-point scale of effectiveness (“very effective,” “somewhat effective,” and “not at all effective”). The results are summarized below in Table 9.

Table 9: Effectiveness of PEF Program Elements for Teacher Preparation

	<i>Very Effective</i>	<i>Somewhat Effective</i>	<i>Not At All Effective</i>
Address my needs as a teacher	49%	46%	6%
Help me work with the BL program in my school	32%	46%	22%
Expand my understanding of BL	30%	43%	28%
Help me reflect on what was going on in my classroom	57%	40%	3%

The data in Table 9 show that the program was seen as being most effective at helping the intern reflect on their classroom activities; fully 97% of the respondents indicated at least “somewhat effective” for this item, with 57% maintaining that the program was highly effective in this regard. Similar strong ratings of effectiveness were obtained for the item “PEF addresses my needs as a teacher”; 94% overall rated the program as at least “somewhat effective,” with 49% indicating that it was “very effective.” On the other hand, the program was regarded as somewhat less effective in “helping me work with the Balanced Literacy program in my school” and “expanding my understanding of Balanced Literacy.” In both of these items sizeable minorities indicated that they found the program “not at all effective”; 28% rated the item about expanding understanding as “not at all effective,” and 22% rated the item “helping me work with the program in my school” as “not at all effective.”

Attendance at PEF and Non-PEF Sponsored Workshops

A series of questions provided the surveyed interns with the opportunity to check off whether or not they attended various PEF and non-PEF sponsored workshops and gatherings relevant to the program or to professional development. These items were intended to provide a picture of how involved the respondents were in terms of participation in these activities. Table 10 below summarizes the findings in terms of percentages attending each listed workshop or institute.

Table 10: Attendance at PEF and non-PEF Sponsored Workshops and Events

Workshop or Event	% Attending
1999 PEF Summer Institute	24%
2000 PEF Summer Institute	84%
1999 and 2000 PEF Summer Institute	7%
Adjunct Faculty Seminar(s)	87%
PEF Workshop October 14 th	71%
PEF Workshop November 18 th	71%
PEF Workshop January 6 th	70%
PEF Workshop March 31 st	64%
PEF Workshop April 21 st	59%
Non-PEF Balanced Literacy	52%
Non-PEF Classroom Management	45%
Non-PEF Record Keeping	26%
Non-PEF Assessment	55%
Non-PEF Other Topic (specified)	33%

As can be seen from Table 10 above, more than four-fifths (84%) of the respondents reported attending the 2000 Summer Institute, with 24% attending the Summer Institute for the previous year. Nearly nine out of ten (87%) of the surveyed interns attended at least one Adjunct Faculty seminar. Further analysis of this item showed that the typical respondent attended nearly four of these seminars (mean = 3.8; s.d. = 2.0) with more than a quarter of the interns (28%) reporting that they attended five or more of these events. The table reports the percent attending the five PEF workshops listed by calendar month. Looking at these attendance data, it is clear that the number of participants declined over the five-month period from about seven out of ten interns in October to six out of ten interns in April. Further analysis of these items revealed that the interns attended an average of 3.3 workshops (s.d. = 1.5), ranging from those attending no workshops (8%) to those attending all five workshops (28%). In terms of the non-PEF workshops that are

listed by topic, the respondents' attendance ranged from a high of 55% for the workshop on non-PEF assessment to a low of 26% for record keeping. The non-PEF Balanced Literacy workshop was the second most popular, drawing 52% of the surveyed interns. On average, the interns reported attending two workshops out of the five listed (mean = 2.1; s.d. = 1.6). In percentage terms, slightly more than half (51%) of the respondents indicated attending four or five workshops, while one out of five (20%) attended fewer than three.

Personal and Professional Goals

Professional development can entail the internalization of a wide range of goals on the part of the interns. A series of survey items was used to get a picture of the value attached by the interns to goals such as passing professional tests, obtaining a masters degree, teaching gifted or special needs students, teaching elementary or middle school, remaining in Philadelphia or leaving for another district, etc. The respondents were first asked to rate these goals in terms of desirability on a three point scale measuring the extent to which they would like the goal to be achieved ("would like very much to happen to me," "would like somewhat to happen to me," and "would not like to happen to me"). These items were followed by a second listing of the same goals but this time the respondents were instructed to rate them on a "likelihood of occurrence" scale in order to measure the interns' perception of probability of achieving each of these goals. This likelihood of occurrence scale used three points ("very likely to happen to me," "somewhat likely to happen to me," and "not likely to happen to me") which parallel the structure of the desirability scale. By using the same structure for "like to happen" and "likely to happen," it is possible to identify both the perceived value of a goal and its achievability. The following section examines the desirability and likelihood of attainment of selected goals and outcomes as well as the relationship between the perceived value of goals and the perceived likelihood of attainment.

Table 11 below summarizes the respondents' views of the level of desirability for each goal.

Table 11: Personal Goals--What Interns Want to Happen in the Future

Goal	Would like very much to happen to me	Would somewhat like to happen to me	Would not like to happen to me
Pass all professional tests	91%	6%	3%
Teach outside of Phila.	27%	43%	31%
Teach in Phila. District	57%	33%	10%
Teach private/parochial sch	8%	26%	66%
Leave profession after few years	6%	14%	80%
Teach elementary school	85%	11%	5%
Teach middle school	7%	24%	69%
Teach special needs	11%	33%	56%
Teach gifted	29%	43%	28%
Get masters degree	94%	4%	2%

As can be seen in the above table, more than nine out of ten interns strongly desired to pass all their professional tests and obtain their masters degrees (91% and 94%, respectively). The next most strongly desired goal to reach was teaching elementary school (85%). The next three most frequently indicated highly desirable goals were to teach in Philadelphia (57%), to teach gifted children (29%) and to teach outside of Philadelphia (27%).

Looking at the “would not like to happen to me column,” the least desired outcome is to leave the profession after a few years (80%). This was followed by teaching middle school (69%), teaching private school (66%), teaching special needs kids (56%), and teaching outside of Philadelphia (31%).

This data suggests that the sizeable majority of interns want to remain in the profession, earn a masters degree, and teach elementary school in a public system, most of them in the Philadelphia District. On the other hand the interns as a whole tended to not want to teach middle school or special needs kids. Opinions were more divided with regard to teaching gifted students and teaching outside the Philadelphia area.

Turning to the interns’ predictions about the attainment of these goals in the future, summarized in Table 12 below, the five outcomes indicated most likely are passing all tests and getting a masters’ degree (89% and 88%, respectively, indicated

“very likely”), teaching elementary school (80% “very likely”), teaching in Philadelphia (58% “very likely”) and teaching outside of Philadelphia (28% “very likely”). Conversely, the five outcomes predicted “least likely to happen to me” were: leaving the profession after a few years (75%), teaching in a private or parochial school (65%), teaching special needs students (57%), teaching middle school (50%) and teaching gifted students (42%).

These data are summarized in Table 12 below.

Table 12: Outcomes--What Interns Think Will Happen in the Future

Goal	Very likely to happen to me	Somewhat likely to happen to me	Not at all likely to happen to me
Pass all professional tests	89%	9%	3%
Teach outside of Phila.	21%	48%	31%
Teach in Phila.	58%	30%	12%
Teach private/parochial sch	3%	32%	65%
Leave profession after few years	9%	16%	75%
Teach elementary school	80%	14%	6%
Teach middle school	11%	39%	50%
Teach special needs	16%	26%	57%
Teach gifted	14%	44%	42%
Get masters degree	88%	9%	3%
Teach in school of choice	35%	44%	21%

Comparing the top five “most desirable” goals with the top five “most likely outcomes,” one finds that the first four of the five are the same goals/outcomes in the same order. The fifth goal desired, teaching gifted kids, was not considered a likely outcome. Looking at the five “least desired” outcomes and the five “least likely” outcomes, again the first four are the same. Conversely, four of the five most frequently listed “least desired” goals correspond to the “least likely” outcomes with a little reshuffling of the order (leaving profession after a few years, teaching in private school, teaching middle school, and teaching special needs students). The only shifts in the lists are that teaching outside of Philadelphia is among the five least desired goals but not among the five least likely outcomes and teaching gifted students is not among the five least desired goals but among the five least likely outcomes.

The picture which emerges from this analysis of goals and outcomes is that the interns’ belief that a goal is desirable seems to have a strong correspondence with their belief in the probability of attaining that goal in the future. There is, therefore, no evidence of a perceived gap between professional goals and likelihood of achieving them.

Appendix 1

Balanced Literacy Survey Results Prepared by Kutzik Associates

Open Ended Questions

The final part of the survey questionnaire contained open-ended questions for the Interns to fill out. The answers were content coded and the results tabulated in Excel.

This short report analyses the findings of four open-ended questions. It should be noted that the percentages in the first three tables (A, B, and C) are percentages of the total number of coded responses. Since individual interns could give multiple responses or no responses at all, these percentages do not represent the proportion of respondents giving the response. On the other hand, in the last table (table D) the percentages represent the actual percentages of respondents answering the item.

Question 1: Do you have any concerns or reactions not fully addressed in the questionnaire?

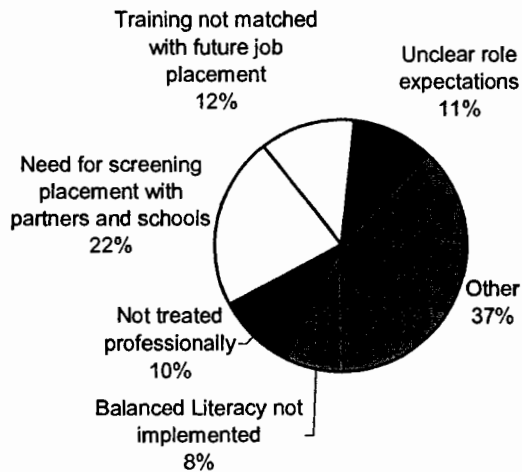
Table A: Additional Concerns or Reactions

Question 1	number	percent
Balanced Literacy not implemented	10	7.63%
Not treated professionally	13	9.92%
Need for screening placement with partners and schools	29	22.14%
Training not matched with future job placement	16	12.21%
Unclear role expectations	14	10.69%
Other	49	37.40%

Table A shows that the leading concern was that there be a screening process for placing the intern with partners and schools (22%). The second most frequent concern was that training was perceived as not matched with future job placement (12%). It should be noted that many of these indicated the lack of training in the program for older grades and/or middle school despite a likelihood that one would be placed there. Unclear role expectations (11%) focused on lack of clarity on the part of the intern and/or other professional staff about the role of the intern. Not treated professionally (10%) covered a listing of complaints about principals and teachers treating interns as if they were mere assistants or less. Finally, Balanced Literacy not implemented (8%) were comments claiming that little or no Balanced Literacy was taking place in the interns' classrooms.

CHART I provides a visual representation of the distribution of responses:

CHART I: Do you have concerns or reactions not fully addressed in the questionnaire that you would like to mention?



Question 2: Can you describe your greatest success(es) as an intern?

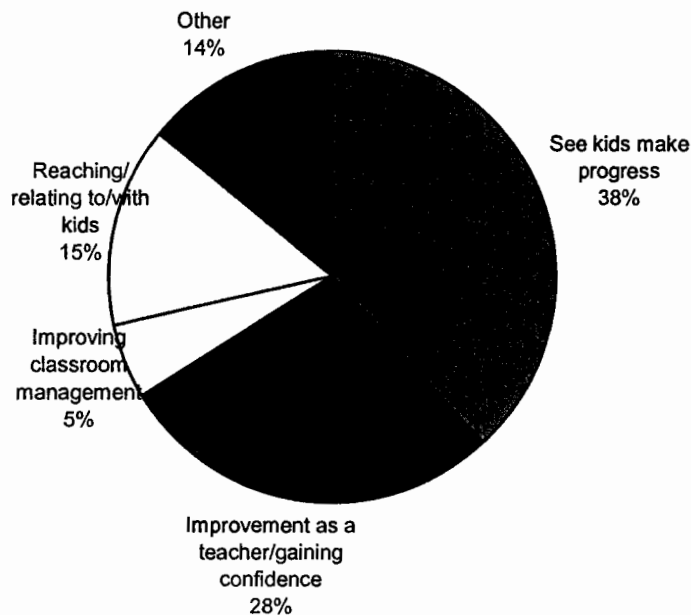
Table B: Successes

Question 2	number	percent
See kids make progress	81	38.03%
Improvement as a teacher/gaining confidence	60	28.17%
Improving classroom management	11	5.16%
Reaching/relating to/with kids	31	14.55%
Other	30	14.08%

Table B shows that the most frequently reported success was seeing kids make progress (38%). This was followed by improving as a teacher/gaining confidence (28%). Approximately fifteen percent indicated their greatest success was reaching/relating to the children. Five percent indicated improving classroom management in relation to learning how to keep order in the classroom.

CHART II provides a visual representation of the distribution of responses:

CHART II: Can you describe your greatest success(es) as an intern?



Question 3: Can you describe your greatest challenge(s) as an intern?

Table C: Challenges

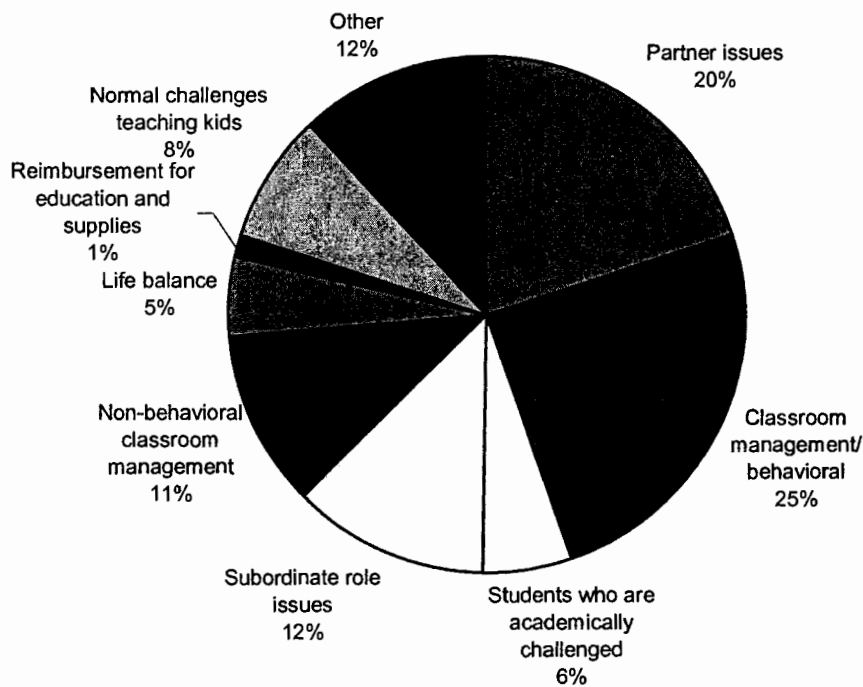
Challenge	number	percent
Question 3		
Partner issues	47	20.00%
Classroom management/ behavioral	58	24.68%
Students who are academically challenged	13	5.53%
Subordinate role issues	29	12.34%
Non-behavioral classroom management	26	11.06%
Life balance	12	5.11%
Reimbursement for education and supplies	3	1.28%
Normal challenges teaching kids	19	8.09%
Other	28	11.91%

The leading challenge reported by the interns was “classroom management,” i.e. dealing with children’s classroom behavior; one in four comments were about this issue (25%). The next most frequently reported challenge had to do with the partner teacher; one in five (20%) of the responses described difficulties in getting along with the partner teacher. Subordinate role issues (12%) were problems relating to being treated as “low man on the totem pole” within and outside

the classroom. Non-behavioral classroom management (11%) covered such issues as paper work and time management. Normal challenges of teaching kids (8%) expressed the positive challenges of teaching, while the category “students who are academically challenged” tended to express themes of how academically needy the children were. “Life balance” included the challenges of balancing teaching, training, formal education, family, etc. on a daily basis. Finally “reimbursement for education and supplies” included complaints about the need for better tuition remission and/or reimbursement for buying supplies used in the classrooms.

CHART III provides a visual representation of the distribution of responses:

CHART III: Can you describe your greatest challenge(s) as an intern?



Question 4: Can you tell us about your partnership?

This question focused on the partner teacher-intern relationship. The responses were coded on a five-point scale from very negative to very positive.

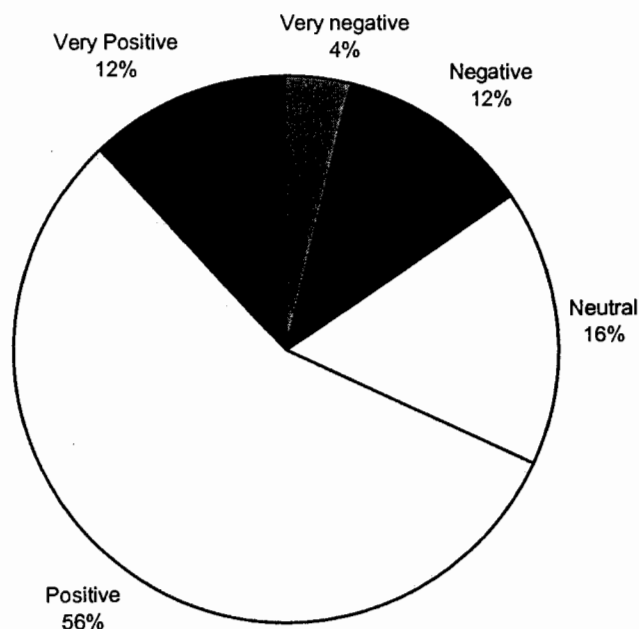
Table D: Quality of Partnership

Question 4		
Very negative	8	4%
Negative	24	12%
Neutral	34	16%
Positive	116	56%
Very Positive	25	12%

As can be seen from the Table D above, two thirds of the interns reported “positive” or “very positive” relations with their partner teacher. On the other hand, about one out of six interns indicated “negative” or “very negative” relations with their partners. An equal proportion (16%) was “neutral.”

CHART IV provides a visual representation of the distribution of responses:

CHART IV: Can you tell us about your partnership?



Appendix II

Balanced Literacy Survey Results

Prepared by Kutzik Associates

Differences Among Clusters and Schools with Respect to Selected Items

This short section presents an analysis of differences among clusters in terms of the following factors: 1) perceived quality of Balanced Literacy classroom implementation; 2) perceived level of technical support received by the intern from other personnel in their schools; and 3) perceived level of personal support received by the interns from other professionals, parents and children in the schools. The purpose of this analysis is to look for unevenness of support for Balanced Literacy Interns and to gain information as to which clusters need further assistance in supporting this program.

The perceived quality of the classroom implementation was measured by means of an additive index consisting of the responses to the following four items: “Balanced Literacy works well in my classroom”; “Balanced Literacy takes time away from other classroom activities”; “Balanced Literacy activities help the children learn non-language arts subjects”; and “the children are enthusiastic about Balanced Literacy.” Each of these items was rated on a one to five scale with one being “strongly agree” and five being “strongly disagree.” In addition, the single item “how close does your classroom come to (the) ideal of Balanced Literacy” was used to make comparisons among the clusters. This variable was coded in the following manner: 1= “very close to the ideal”; 2 = “somewhat close to the ideal”; and 3= “not at all close to the ideal.”

Both the additive index and the “close to ideal” item provide information in which the lowest mean scores for each cluster represent the most positive appraisal of implementation quality.

One-way analysis of variance using cluster as the grouping variable was executed to examine differences of means among and within the clusters. Statistically significant results were detected at the .025 level for the single item (closeness to ideal) but no

significant differences were obtained for the additive index. The results are presented in Table 1 below. In interpreting these data, look at the column for the “mean” and compare the relative size of the mean. The closer to “1,” the closer to perceived ideal implementation; the closer to “2,” the less likely the respondents in the given cluster were to rate their classroom implementation “close to the ideal.” The smaller chart at the bottom gives a reading of statistical significance.

Descriptives

How close does your classroom come to the ideal?	Cluster	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
audenreid	16	1.8125	.6551	.1638	1.4634	2.1616	1.00	3.00	
bartram	6	2.1667	.7528	.3073	1.3767	2.9566	1.00	3.00	
edison	10	1.6000	.5164	.1633	1.2306	1.9694	1.00	2.00	
fels	7	2.0000	1.0000	.3780	1.0752	2.9248	1.00	3.00	
frankford	9	1.3333	.5000	.1667	.9490	1.7177	1.00	2.00	
franklin	6	1.8333	.4082	.1667	1.4049	2.2618	1.00	2.00	
furness	14	1.4286	.5136	.1373	1.1321	1.7251	1.00	2.00	
germantown	13	1.6923	.7511	.2083	1.2384	2.1462	1.00	3.00	
gratz	10	2.0000	.4714	.1491	1.6628	2.3372	1.00	3.00	
king	7	2.0000	.8165	.3086	1.2449	2.7551	1.00	3.00	
kensington	11	1.4545	.5222	.1575	1.1037	1.8054	1.00	2.00	
lincoln	5	1.2000	.4472	.2000	.6447	1.7553	1.00	2.00	
northeast	11	1.6364	.6742	.2033	1.1834	2.0893	1.00	3.00	
olney	16	1.8125	.5439	.1360	1.5227	2.1023	1.00	3.00	
overbrook	10	1.8000	.4216	.1333	1.4984	2.1016	1.00	2.00	
roxborough	7	1.7143	.4880	.1844	1.2630	2.1656	1.00	2.00	
south phila	7	2.0000	.5774	.2182	1.4660	2.5340	1.00	3.00	
strawberry mansion	5	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00	
university city	7	2.0000	.8165	.3086	1.2449	2.7551	1.00	3.00	
washington	8	1.7500	.7071	.2500	1.1588	2.3412	1.00	3.00	
west philadelphia	11	2.0000	.8944	.2697	1.3991	2.6009	1.00	3.00	
william penn	7	2.2857	.7559	.2857	1.5866	2.9848	1.00	3.00	
Total	203	1.7488	.6607	4.637E-02	1.6573	1.8402	1.00	3.00	

ANOVA

How close does your classroom come to the ideal?	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.018	21	.715	1.769	.025
Within Groups	73.169	181	.404		
Total	88.187	202			

Similar one-way analysis of variance was undertaken for levels of personal and technical support. Two additive indexes were constructed, one for technical and the other for personal support. The technical support index consisted of the averaging of responses from six items focused on technical support (your principal, your partner teacher, other teachers, other interns, cluster personnel, and other school leadership). The personal support index consisted of averaging the responses from seven items intended to measure personal support (your principal, your partner teacher, other teachers, other interns, cluster personnel, children’s parents or guardians, and students). The results of the analysis of variance showed statistically significant differences for technical support at the .044 level and no statistically significant differences in terms of personal support. The differences among the clusters for technical support are summarized in Table 2 below. Again in interpreting the results, keep in mind that the lowest mean values represent the highest levels of perceived technical support and that the higher the mean value, the lower the level of reported support.

Descriptives

Differences among clusters for technical support.	Cluster	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
	audenreid	10	2.6500	.8368	.2646	2.0514	3.2486	1.67	4.00
	bartram	5	2.6333	.4472	.2000	2.0781	3.1886	2.00	3.00
	edison	11	2.5909	.5980	.1803	2.1892	2.9926	1.83	3.50
	fels	7	3.1190	.5751	.2174	2.5872	3.6509	2.17	3.83
	frankford	7	3.1190	.7436	.2810	2.4314	3.8067	2.17	4.00
	franklin	3	2.8889	.5853	.3379	1.4349	4.3429	2.33	3.50
	furness	12	3.1389	.6884	.1987	2.7015	3.5763	2.00	4.00
	germantown	8	2.8542	.4751	.1680	2.4570	3.2513	2.17	3.50
	gratz	6	2.6667	.5375	.2194	2.1026	3.2307	1.83	3.17
	king	6	2.8056	.7558	.3086	2.0124	3.5988	1.50	3.50
	kensington	11	2.5152	.5242	.1580	2.1630	2.8673	1.50	3.17
	lincoln	2	4.0000	.0000	.0000	4.0000	4.0000	4.00	4.00
	northeast	8	2.9792	.5074	.1794	2.5550	3.4034	2.00	3.50
	olney	11	3.2879	.4660	.1405	2.9748	3.6010	2.67	4.00
	overbrook	5	2.1333	.6811	.3046	1.2877	2.9790	1.00	2.67
	roxborough	5	2.9333	.7322	.3274	2.0242	3.8425	2.17	4.00
	south phila	5	3.2667	.6303	.2819	2.4841	4.0492	2.17	3.67
	strawberry mansion	2	3.3333	.0000	.0000	3.3333	3.3333	3.33	3.33
	university city	1	2.8333	2.83	2.83
	washington	7	2.8333	.9718	.3673	1.9345	3.7321	1.67	3.83
	west philadelphia	7	2.4762	.8357	.3159	1.7033	3.2491	1.50	4.00
	william penn	7	2.8095	.5563	.2103	2.2950	3.3241	1.83	3.50
	Total	146	2.8596	.6768	5.602E-02	2.7489	2.9703	1.00	4.00

ANOVA

Differences among clusters for technical support	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.644	21	.697	1.670	.044
Within Groups	51.784	124	.418		
Total	66.427	145			

Further analysis of the data revealed that almost all of the differences among the clusters with regard to technical support accrued from differences in support delivered by the principal and the cluster personnel. In fact, the differences among clusters in terms of technical support given by the principals and cluster personnel were quite striking and statistically significant at the .001 level. Conversely, no statistically significant differences among clusters were found in relation to the other scaled items: partner teachers, parents, students, other teachers and other interns did not differ significantly among the clusters.

Tables 3 and 4 below summarize these findings for the principals and cluster personnel technical support levels. As in the above tables, the lower the mean, the higher the level of reported technical support.

Descriptives

How good is the tech support provided by the Principal	Cluster	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
	audenreid	15	2.8000	.9411	.2430	2.2788	3.3212	1.00	4.00
	bartram	7	3.0000	1.0000	.3780	2.0752	3.9248	2.00	4.00
	edison	12	2.4167	1.1645	.3362	1.6768	3.1566	1.00	4.00
	fels	7	2.1429	1.0690	.4041	1.1542	3.1316	1.00	4.00
	frankford	9	1.7778	.8333	.2778	1.1372	2.4183	1.00	3.00
	franklin	7	2.4286	.5345	.2020	1.9342	2.9229	2.00	3.00
	furness	14	2.6429	1.1507	.3075	1.9784	3.3073	1.00	4.00
	germantown	13	1.9231	.7596	.2107	1.4641	2.3821	1.00	3.00
	gratz	11	2.5455	1.0357	.3123	1.8496	3.2413	1.00	4.00
	king	6	2.1867	1.1690	.4773	.9398	3.3935	1.00	4.00
	kensington	11	3.0909	1.0445	.3149	2.3892	3.7926	1.00	4.00
	lincoln	5	1.6000	.5477	.2449	.9199	2.2801	1.00	2.00
	northeast	10	1.7000	.6749	.2134	1.2172	2.1828	1.00	3.00
	olney	15	1.8667	.8338	.2153	1.4049	2.3284	1.00	4.00
	overbrook	11	3.0000	.7746	.2335	2.4796	3.5204	2.00	4.00
	roxborough	7	2.0000	.8165	.3086	1.2449	2.7551	1.00	3.00
	south phila	6	1.6667	.8165	.3333	.8098	2.5235	1.00	3.00
	strawberry mansion	5	3.0000	1.4142	.6325	1.2441	4.7559	1.00	4.00
	university city	7	2.1429	1.0690	.4041	1.1542	3.1316	1.00	4.00
	washington	8	2.5000	1.0690	.3780	1.6063	3.3937	1.00	4.00
	west philadelphia	11	3.0909	1.0445	.3149	2.3892	3.7926	1.00	4.00
	william penn	7	2.5714	.7868	.2974	1.8438	3.2991	2.00	4.00
	Total	204	2.3971	1.0239	7.169E-02	2.2557	2.5384	1.00	4.00
How good is the tech support provided by Cluster personnel?	audenreid	15	2.6000	1.1832	.3055	1.9448	3.2552	1.00	4.00
	bartram	7	2.2857	.4880	.1844	1.8344	2.7370	2.00	3.00
	edison	12	2.8333	.9374	.2706	2.2377	3.4290	1.00	4.00
	fels	7	1.4286	.5345	.2020	.9342	1.9229	1.00	2.00
	frankford	9	1.7778	.9718	.3239	1.0308	2.5248	1.00	4.00
	franklin	5	2.4000	.8944	.4000	1.2894	3.5106	1.00	3.00
	furness	14	1.4286	.8516	.2276	.9369	1.9203	1.00	4.00
	germantown	10	2.9000	.8756	.2769	2.2736	3.5264	2.00	4.00
	gratz	11	2.3636	1.0269	.3096	1.6737	3.0535	1.00	4.00
	king	7	2.8571	.8997	.3401	2.0250	3.6893	2.00	4.00
	kensington	11	2.8182	1.0787	.3252	2.0935	3.5429	1.00	4.00
	lincoln	5	1.6000	.5477	.2449	.9199	2.2801	1.00	2.00
	northeast	10	2.4000	.9661	.3055	1.7089	3.0911	1.00	4.00
	olney	14	2.3571	1.1507	.3075	1.6927	3.0216	1.00	4.00
	overbrook	9	3.2222	.6667	.2222	2.7098	3.7347	2.00	4.00
	roxborough	6	2.3333	1.0328	.4216	1.2495	3.4172	1.00	4.00
	south phila	5	2.0000	.7071	.3162	1.1220	2.8780	1.00	3.00
	strawberry mansion	5	1.4000	.5477	.2449	.7199	2.0801	1.00	2.00
	university city	6	2.3333	1.0328	.4216	1.2495	3.4172	1.00	4.00
	washington	8	2.6250	1.3025	.4605	1.5361	3.7139	1.00	4.00
	west philadelphia	11	2.6364	1.2863	.3878	1.7722	3.5005	1.00	4.00
	william penn	7	2.2857	.9512	.3595	1.4060	3.1654	1.00	4.00
	Total	194	2.3608	1.0499	7.538E-02	2.2122	2.5095	1.00	4.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
How good is the tech support provided by the Principal?	Between Groups	46.940	21	2.235	2.452	.001
	Within Groups	165.898	182	.912		
	Total	212.838	203			
How good is the tech support provided by Cluster personnel?	Between Groups	48.124	21	2.292	2.394	.001
	Within Groups	164.618	172	.957		
	Total	212.742	193			

In conclusion, these findings point toward the likelihood that clusters differ in level of support afforded the interns by both principals and cluster personnel. In interpreting the mean scores for these scales and items, it should be kept in mind that these are at best rough measurements. The magnitude of differences for these scales has not been firmly established; therefore it is not clear what the difference between a 1.5 and a 2.0 means. On the other hand, the highest scoring clusters probably do differ from the lowest scoring clusters and these findings are suggestive of real differences in perceptions among the interns.

About the Authors

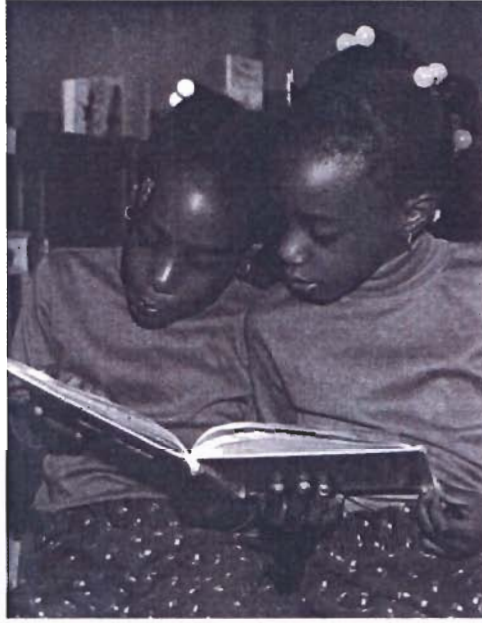
Edith Klausner, Research Associate, has worked in educational settings for over four decades as an early childhood teacher, a teacher advisor, director of a teacher center and director of an independent school. She has done research on children's early reading development and has taught at the University of Pennsylvania's graduate program for pre-service teachers. She is a founding member of the Philadelphia Teachers' Learning Cooperative. Her work at RFA has included a three-year evaluation of the development of science and math materials by the Please Touch Museum.

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Rhonda Mordecai-Phillips, Senior Research Assistant, joined the RFA staff in 1976. At RFA, she has participated in several major studies of systemic school reform, including a five-year evaluation of the Philadelphia School District's Children Achieving program and an ongoing long-term evaluation of the Philadelphia Urban Systemic Initiative (an NSF-funded project to improve math and science instruction). Rhonda also served for three years as the Senior Program Facilitator for Sisters Together in Action Research (STAR), RFA's leadership and literacy development program for low-income early adolescent and teenage girls in North Philadelphia.

Amy Rhodes is a researcher at Research for Action. Her work has focused on the relationship between community development and school reform, with an emphasis on parent involvement in schools. She is a co-author of *Clients, Consumers, or Collaborators? Parents and their Roles in School Reform During Children Achieving, 1995-2000*, an evaluation of the Annenberg Challenge in Philadelphia. She is also part of an RFA research team that is documenting a community-based organization in Chicago and its organizing around schools and affordable housing. She is on the editorial board of the *Philadelphia Public School Notebook*, a newspaper promoting public engagement in Philadelphia public school reform.



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