OVERVIEW OF COLLEGE ACCESS STUDY

NON-INSTRUCTIONAL PARTICIPANTS

Pre-Instruction Phase
Who are the students?
What is my school setting?
Who are the instructional faculty in "X" SLC or discipline?

Development Phase
What will help these teachers develop student literacies in X SLC or discipline?

STEP 1
Collect School Data
(Context for Learning)
Write brief reflection.

STEP 2
Analyze "college ready" culture of school.
Identify targeted faculty group (SLC or Department).
Write brief reflection.

STEP 3
Administer Targeted Instructional Faculty Questionnaire.
Encourage teachers to administer Pre-Assessments.
Ask teachers to complete Student Observational Analysis.
Write a brief reflection.

STEP 4
Using data collected and reflections, identify target faculty literacy competencies and professional development needs.

STEP 5
- Create professional development plan for a single teacher or a group based on target competencies and needs.
- Examine student data with teacher(s) and identify target competencies for students.
- Help teacher(s) create/modify module.
- Support teachers as they teach module and assess results. Collect student work.
- Write brief reflection.

Post-Instruction Phase
- ✓ *How will I know this teacher/these teachers have learned effective literacy instruction strategies?*
- ✓ *What have I learned as a coach/ administrator that will help me improve literacy instruction at my school?*
- ✓ *How can I influence my school to develop an effective "college-ready" school culture?*

STEP 6
(Optional)
Collect Post-Instruction Data.
Write brief reflection.

STEP 7
Identify and conduct Leadership Activities.
Write brief reflection.

STEP 8
Review and analyze reflections on
- Teacher learning about literacy instruction and results of instructional interventions
- Leadership activities

STEP 9
Write final report in three sections:
- Teacher learning
- Leadership
- Professional learning

Select and compile representative samples.
Consult checklist for submission details.