

## Summary of Evaluation Data from Cohort 1, Year 2 Literacy Academy

Though we feel strongly that the impact of successful professional development can only be measured accurately through a sustained program, we have already begun to see positive progress in the classrooms of educators across the state. Upon conclusion of the five-day Literacy Academy workshops, participants were asked if they had a better or clearer understanding of the objectives the MWPN identified in our syllabus.

### Literacy Academy Objectives (numbered) & Corresponding Evaluation Data

- (1) To link best practices for reading/teaching reading with best practices for writing/teaching writing (i.e. the reading/writing connection)

95% of participants agreed or strongly agreed that they had a better or clearer understanding of the reading-writing connection and its significant role in effective literacy instruction

- (2) To acquire a common language to engage in professional conversations about literacy learning

96% of participants agreed or strongly agreed that they had a better or clearer understanding of the language used to discuss literacy instruction

- (3) To align individual classroom instruction and assessment practices in reading and writing with Missouri's "Communication Arts GLEs" and the school's curriculum

88% of participants agreed or strongly agreed that they had a better or clearer understanding of how to create curriculum and/or individual lessons aligned with the GLEs

- (4) To examine one's own literacy teaching practices for areas of strengths and for areas of improvement

96% of participants agreed or strongly agreed that they had a better or clearer understanding of their own strengths and weaknesses as teachers of reading and writing

- (5) To develop lessons which demonstrate that writing can be used as a tool for learning and critical inquiry

97% of participants agreed or strongly agreed that they had a better or clearer understanding of how to develop lessons that demonstrate how writing can be a tool for learning and critical inquiry

- (6) To explore how to use computer technology to enhance literacy instruction

64% of participants agreed or strongly agreed that they had a better or clearer understanding of how to use computer technology to enhance literacy instruction

### Additional Data:

99% of participants agreed or strongly agreed that the facilitators were knowledgeable about the teaching profession and literacy tools, strategies, and resources.

95% of participants agreed or strongly agreed that the texts and materials worked with in the Literacy Academies will be useful for resource or references purposes.

99% of participants agreed or strongly agreed that they could use or adapt strategies learned in the workshop to their own classroom