

APPENDIX A:

**TENSIONS IN CREATING A PROFESSIONAL LEARNING COMMUNITY AND
SCHOOL SUCCESS TARGETS**

Need to create and achieve goals by set deadlines
Vs
Need to create a professional atmosphere in which teachers set goals and time frames

School accountability
Vs
Teacher accountability

Principal as educational leader
Vs
Principal as educational coach

English Program Needs
Vs
French Immersion Program Needs

Regular student needs
Vs
Needs of students with special profiles

External needs
Vs
Internal needs

Common targets for all students in the cycle
Vs
Strand targets for different levels of learners

APPENDIX B:

THE ACCOUNTABILITY REPORT

1. What specifically have you done in your school towards supporting your Accountability Plan as we discussed last November?
 - *I have been gathering information about effective schools and literacy initiatives that work by visiting schools in Edmonton with balanced literacy and attending conferences and workshops in Jan. and Feb. 2002*
 - *I have shared DRA and DWA results as we compare to the rest of the Board with the staff on February 8th P.D. day.*
 - *The staff responded to teacher input survey re: DRA and DWA assessment for [the Director of Education] on Feb. 8th*
 - *Shared my observations/findings from my visit to Edmonton and Literacy Conference and overview given by [Edmonton School Board language Arts consultant] on Feb. 8th*
 - *Shared presentation given to senior admin. on Feb. 12th with staff on Feb. 20th on balanced literacy*
 - *As per attached notes I have re-organized staff meetings in Jan. and Feb. to be work sessions on literacy for teachers by cycle and will continue practice into March and assess our progress*

2. Attach the dates/minutes and/or newsletters of staff/school board meetings, governing board meetings or other meetings in which it clearly shows that you have been discussing your accountability plan with your staffs and educational community.

- *Accountability plan shared with teachers & Governing Board members in October and November 2001*
- *Board results of DRA and DWA shared with teachers in Feb. 2002*
- *Accountability update to Governing Board Feb. 25th 2002*

Comments: Governing Board and teachers are very concerned about our results. Teachers are getting demoralized and need a definitive action plan to restore confidence. They are very defensive at present. Parents have a difficult time accepting that the supply of our literacy books is still so scarce even though we keep buying.

Note: Will not forward a copy of balanced literacy proposal as it has been shared on Feb. 12th with senior Administration, unless another copy is requested.

3. You are now halfway through the school year, are you accomplishing the targets you set out for your school in your accountability plan? Explain your answer:

It is too early to tell if we will meet our goals as set out in accountability statement Dec. 2001. Teachers are aware of goals and working with students. We

are going to have some mock assessment after the March break to see if we are getting close to hitting targets – namely, our cycle 2/2 classes and cycle 3/2 classes.

4. What support do you need to help you achieve your goals which you discussed with me last November?

I need help working with my staff. They need uplifting yet at the same time must in several cases improve/change teaching practices and several teachers need assistance in doing so. Some are feeling overwhelmed. We continue to need materials as we study/examine successful models we recognize that our literacy resources are still scant in the school. We are working on bringing a school that had no book resources up to speed as well as cope with constant growth in student population. We appreciate the financial support that we have received from the Board but we are still very much playing catch-up. I am working on creating the beginning of a literacy room as well as build up our library resources both for students and for teachers. The teachers need good and current professional reading resources to help them with developing their practice. Lastly, I would love to have a balanced literacy program in the school and I need help to do this.

5. What are your specific plans to accomplish your accountability statement between now and June 2002?

- *I am setting times for teachers to talk about literacy practices and piggy back good ideas with one another.*
- *We are examining our results and I will be meeting with teachers one on one to discuss what they are specifically doing in helping the different groups that they have in their class after the March break.*
- *As previously discussed we are running some mock assessment exercises to see if we are hitting targets.*

Name: Marian Lothian

School/Centre: George Etienne Cartier Elementary School (GECES)

Date: Feb. 22, 2002

DF/ed

APPENDIX C:

VISUAL PRESENTATION OF THE MENTORING PROGRAM MODEL

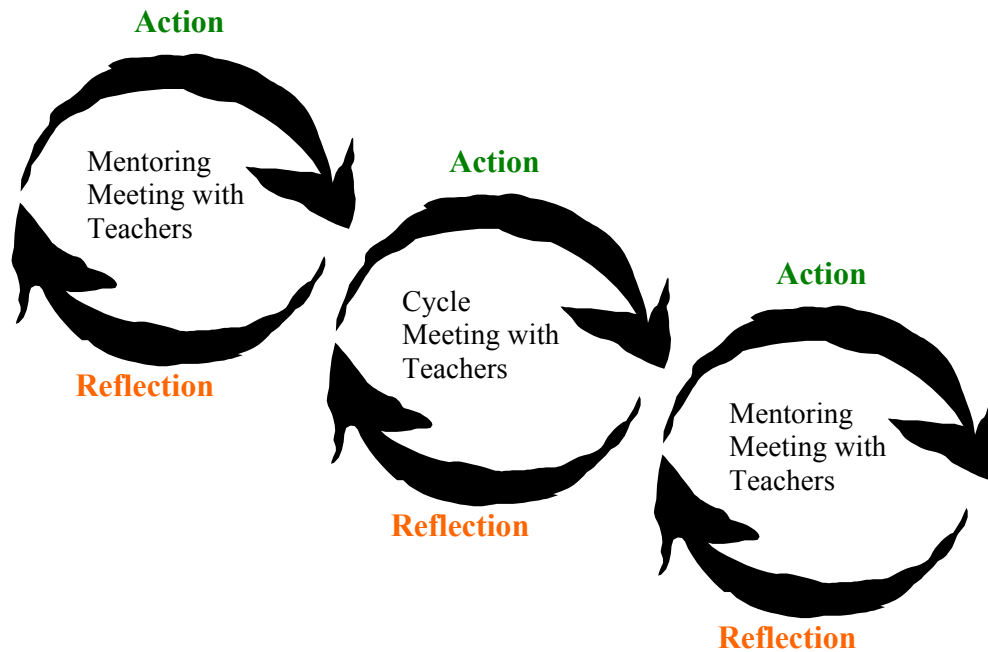


Figure 9:

Action/Reflection Cycles of the Oct.-Nov. 2003 Study

- First cycle represents first meeting with teachers this fall to further explore the initial concept of working towards forming a professional learning community in our school (teachers at an earlier meeting outside of this study agreed to explore this concept for our school) -ACTION
- Second cycle represents cycle meeting following the first mentoring meeting with teachers, upon REFLECTION from the staff's reaction to earlier meetings it was decided by the principal and the resource teacher that this meeting would focus on trying to establish literacy targets- ACTION
- Third cycle represents a mentoring meeting following a critical friends meeting composed of the principal, resource teacher and outside professional (principal on leave who has agreed to mentor our staff in this process) to discuss work and reactions of teaching staff to date-REFLECTION. This professional dialogue then led to the structuring of the mentoring meeting with teachers -ACTION

APPENDIX D:
COMMUNICATION PACKAGE FOR THE QUESTIONNAIRE

D.1. The Invitation to Participate Letter

April 9th, 2007.

Dear colleagues,

As you know, I am studying in a doctoral program in education administration at McGill University. My research has taken the format of action research that has focused on my work as a principal and how this role impacts on the teaching of literacy and students' literacy results. I am now at the stage in my research where I need to seek input from my colleagues about my work in the school.

The purpose of this note is to invite you to be involved in my research and to give me about 30 minutes of your time to provide me with some feedback. You do not have to be a literacy expert or have had a long-time association with me at GECES. All that I require is your honest feedback based on your observations of my work and practice in the time that you have known me. I really need your input so that I can analyze my work more objectively.

Your involvement will involve completing a questionnaire of 31 questions (Part A) adapted from *The Literacy Principal* by David Booth and Jennifer Rowsell using a five point rating scale and then you will be asked to answer five questions requiring more detailed anecdotal responses (Part B). Both parts should require no more than a total of about 30 minutes of your time or less. Your answers can all be done online or if you prefer, you can download the questionnaire and write in your answers manually. You may respond in English or French.

All your responses will be kept confidential by forwarding them to a third party from McGill University who is not affiliated with our school board to protect your anonymity. Your questionnaires will be stripped of any identifying features and then be forwarded to another McGill graduate student. This student will tabulate your responses for me. When I receive the data from McGill all I will have is a collection of answers without any identifying features so you will remain anonymous to me.

Attached above are a consent form that discusses your involvement more thoroughly that must be completed and your copy of the questionnaire. It is also important that if you choose to be involved in my research that your feedback is returned to the email address or to the street address on the questionnaire no later than April 21st. As a student, I need your feedback and I sincerely hope that each of you will give this request serious consideration. I deeply appreciate your time and support.

Thank you: Marian Lothian☺

D.2. The Participant's Consent Form

Name of Researcher: Marian Lothian

Institution, Faculty, Department: McGill University, Education, Integrated Studies PhD Program

Telephone Number: (xxx) xxx-xxxx, cell (xxx) xxx-xxxx

E-mail address: [researcher's e-mail address]

I, _____ (Name of research respondent), agree to participate in a research study called: "The study of a principal's practice in creating literacy-based professional learning community" conducted by Marian Lothian as part of her doctoral dissertation for McGill University. The purpose of this study is to explore the role of the principal in changing literacy-teaching practices to improve students' literacy. Its focus is on the role of the principal in improving literacy.

I understand that the questionnaire consists of two parts (A & B). I will be asked to complete a questionnaire consisting of thirty one questions using a five point rating scale (part A) and to answer six broad questions in written form (part B) that will be emailed to me on April 9, 2007. My responses to part B will be anecdotal and will include comments that I believe will contribute to the researcher's analysis and understanding of her role in this study. I can respond to these questions in English or French. Both parts of the questionnaire will be forwarded to a third party (not affiliated with the [my] School Board) via email or by post however I prefer to respond. This third party will remove all identifying features from my responses before forwarding them to another McGill graduate student who will compile data collected from all the responses. When all the responses have been tabulated, this information will be forwarded to the researcher, Marian Lothian.

I understand that the contents of my answers will be used for research purposes only and that my confidentiality will be respected at all times as my responses may contain personal professional information. Anonymity will be assured in the following manner: neither name nor grade level taught will be used at any time and any details about me that could identify me will be changed as required. I am free to withdraw from the project at any time.

I understand that I too must respect the confidentiality of my responses as they relate to the professionalism of the researcher in her role as principal. I have been informed that all analysis will be shared with all research respondents through the third party. I can also request that any or all portions pertaining to me not be used if I find the contents unacceptable.

This questionnaire and responses plus other data will be kept in a secure manner in a locked location determined by the researcher. This information may be kept for a period of five years and will only be accessed by the researcher for study purposes. After such time the data will be destroyed.

There are two copies of this consent form - one that I will download for my files and the second copy will be electronically filled in and forwarded to [name of researcher's colleague] at [e-mail address of researcher's colleague] .

If returned by post, one copy will be downloaded for my files and the second copy will be mailed to:

[name and address of researcher's colleague]

If I have any questions about the nature of the research project, I may contact the researcher or her supervisor:

Dr. Kate Le Maistre at McGill University at kate.le.maistre@mcgill.ca.

- I understand the nature of the research and my involvement in it and I agree to participate by responding to the questionnaire.

Please check one response by placing an X in the box: [YES _____] [NO _____]

For electronic return:

An X in the box indicates that I have read and understand that when this is returned electronically, I am giving legal consent.

Research subject's signature (please type in your name to replace signature if returned electronically):

Date: _____

For Postal return:

Research subject's signature (please sign and print name):

Date: _____

D.3. E-mail Reminder to Participants

Hello,

Just a short friendly reminder! If you have not had time to respond to my research questionnaire please consider taking a few minutes this weekend to do so. My research will be so much stronger and far more valid with your important input!

Thanks again. I truly appreciate your taking a little time to do this for me.

Marian☺

D.4. The Questionnaire

Please note that there are two parts to this questionnaire (A & B). Part A should take less than ten minutes to complete and for part B, response time will vary but approximately 15 to 20 minutes.

- Please return completed electronic questionnaire to: [name of researcher's colleague] at

[E-mail address of researcher's colleague] (All your responses will be kept confidential.)

- Or if you prefer you can download this questionnaire, fill in your answers manually and mail your responses to: [name of researcher's colleague]

Please return your questionnaire as soon as possible before April 21st.

Part A

Please indicate the category that best describes your relationship with Marian Lothian:

Teacher	
Parent	
School Administrator	

If you are a teacher please indicate the teaching level that best describes you:

Primary (Kindergarten to grade 3)	
Senior elementary (grades 4 to 6)	

If you are a teacher please indicate the number of years you have taught at G.E.C.E.S.:

0 to 7 years	
8 years or more	

In the following pages you will find 31 questions that have been adapted from “*The Literacy Principal*” by David Booth and Jennifer Roswell (2002).

Please use this rating scale to describe how often you have seen Marian engaged in these activities.

Rating	<i>Most of the time</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Don't know</i>
Score	1	2	3	4	5
<i>Please type/mark your score (number 1 to 5) in the box beside each question.</i>					

In support of literacy, Marian:

1. Reviews all literacy initiatives in the school with the staff.	
2. Encourages staff to engage in professional development to enhance the teaching of literacy.	
3. Encourages teachers to reflect and share ideas in order to plan instruction, monitor, and assess student development in all areas of literacy.	
4. Provides preparation time for staff to develop and plan literacy initiatives.	
5. Assigns appropriate resource personnel to coach and mentor literacy teachers.	
6. Ensures that teacher timetables reflect a school-wide priority for literacy by providing hour and a half to two hour blocks in each class to teach reading and writing every day.	
7. Ensures that students' literacy skills are regularly assessed for learning	
8. Ensures teachers have adequate literacy supplies and materials	
9. Provides effective and inviting workspaces and reading resources	
10. Sets a culture within the school for a change in literacy reporting practices to reflect the literacy competencies outlined in the Q.E.P (Québec Education Program).	

Rating	<i>Most of the time</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Don't know</i>
Score	1	2	3	4	5
<i>Please type/mark your score (number 1 to 5) in the box beside each question.</i>					

Within literacy teaching blocks, Marian encourages:

11. A time for teachers to read to children daily.	
12. A daily silent-reading time for students to select their own books.	
13. Opportunities for group reading and interactive response.	
14. Rehearsed oral reading by the students for real purposes such as reader's theatre or book buddies.	
15. Reading conferences that allow teachers to observe the reading strategies individual children are using and to assess the meaning as they read.	
16. The integration of what children read with their writing.	
17. Block time to engage in different aspects of the writing process.	
18. Attention to the use of word walls to teach how words work and sight vocabulary.	
19. Assistance for at-risk students in the form of remedial support and/or second language support where needed	
20. The opportunity for students to work in flexible groupings and settings with other children to reinforce particular skills and knowledge	

Rating	<i>Most of the time</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Don't know</i>
Score	1	2	3	4	5
Please type/mark your score (number 1 to 5) in the box beside each question.					

To promote effective literacy teaching practices, Marian:

21. Sets a culture within the school to improve the teaching of literacy	
22. Offers administrative support and leadership in the teaching of literacy	
23. Frees up time for literacy professional development	
24. Exhibits and circulates professional literacy materials (e.g., articles, books, etc...)	
25. Creates collaborative networks for teachers by cycle level and interest	
26. Shares information about successful literacy programs	
27. Finds personnel and resources to support literacy professional development	
28. Consults outside sources and professional materials for up-to-date guidelines on running and implementing literacy programs	
29. Is receptive to literacy research projects conducted by other school boards and colleges	
30. Shares literacy assessment and data with teachers to enhance the teaching of literacy	
31. Demonstrates commitment to continued literacy improvement.	

Do you have any other comments that you would like to add about the teaching of literacy in the school, or about this study? If so, please include them here:

Part B

5 Follow-up questions – your chance to elaborate

- **Please respond to the following questions providing as much description as possible.**
- **Please note that the boxes are expandable so you may write your detailed responses and not be limited by space.**
- **Please respond in either English or French.**

1. **What initiatives do you think have been most effective in improving literacy teaching practices in the school? (Please describe the initiatives and their impact on literacy).**

Response #1

2. **What initiatives did not enhance literacy teaching practices or may even have deterred students' literacy progress? (Please describe the initiatives and why you believe that these proved to be unsuccessful).**

Response #2

3. What literacy initiatives would you have liked to have seen implemented and believe would have been successful in enhancing literacy in the school? (Please explain why you selected these initiatives, why you believe they might have a positive impact on the school's literacy and why you think that they were not implemented).

Response #3

4. During the time that Marian has been principal (nearly seven years), have you witnessed any changes to the school's culture and learning environment that have affected the teaching of literacy? What were the changes and what caused them?

Response #4

5. Do you think that, overall, Marian has had a positive or negative influence on literacy teaching practices? Please give examples.

Response #5

6. Please add any other comments that you may have about this study or about literacy teaching practices.

Comment B/Response #6

Thank you very much for taking the time to respond to this questionnaire and for helping me with the study!

APPENDIX E:

THE PARTICIPANTS' RESPONSES TO THE QUESTIONNAIRE

E.1. Responses to 31 Likert Scale Questions in Part A

Question	Participant																												
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	P1	P2	P3	
Q1	5	1	5	5	5	1	1	1	2	1	5	5	1	1	1	1	1	1	1	2	1	2	1	2	1	1	1	5	
Q2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1.5	
Q3	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	2	1	5
Q4	2	1	1	5	1	1	2	1	1	1	5	5	2	1	3	1	1	1	1	1	1	1	1	1	2	2	1	1	5
Q5	1	2	1	5	1	1	5	2	2	2	5	5	1	3	2	1	1	2	1	1	1	1	2	2	2	2	1	5	
Q6	5	1	1	5	5	1	5	5	1	1	5	1	5	1	2	1	1	1	1	1	1	5	2	1	1	5	1	5	
Q7	1	1	1	1	1	1	1	1	1	1	1	5	1	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	
Q8	2	1	5	1	5	1	1	5	1	2	5	5	1	1	1	1	1	1	1	1	1	2	3	1	2	2	1	1	
Q9	2	1	1	1	1	1	1	2	1	1	5	1	1	2	1	1	1	2	1	1	1	2	2	1	2	1	1	1	
Q10	2	1	5	1	1	1	1	1	1	1	5	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	5	
Q11	2	1	5	5	5	1	1	1	1	1	5	1	1	2	1	1	1	1	1	1	1	2	2	1	1	2	5	5	
Q12	5	1	5	5	5	5	1	5	5	1	5	1	1	2	2	1	1	1	1	1	1	2	2	2	1	2	1	1	
Q13	5	1	1	5	5	1	1	1	5	1	5	1	1	2	1	1	1	2	1	1	1	2	2	2	1	3	1	5	
Q14	5	2	1	5	5	5	5	1	5	2	5	1	1	3	1	1	1	5	1	1	2	2	2	2	2	2	5	5	
Q15	5	2	1	5	5	1	5	1	2	2	1	1	1	3	1	1	1	5	1	1	2	2	2	2	2	2	1	5	
Q16	5	1	1	5	5	1	5	5	1	5	1	1	2	1	1	1	5	1	1	5	2	2	5	2	1	1	1	5	
Q17	5	1	1	5	5	1	5	2	1	2	5	1	1	1	2	1	1	5	1	1	2	2	2	2	2	3	1	5	
Q18	5	1	1	5	5	1	5	5	5	1	5	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	5	
Q19	1	1	1	5	5	1	1	1	1	1	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	
Q20	5	1	1	5	5	1	1	5	2	2	5	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	2	1	5
Q21	2	1	1	1		1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	
Q22	2	2	1	5		1	1	1	1	1	5	1	1	2	2	2	2	2	2	1	1	1	2	1	2	3	1	1	
Q23	2	1	1	1		1	2	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1	1	2	1	1	1	1	
Q24	5	1	1	5		1	1	1	1	2	5	1	1	1	2	1	1	2	1	1	1	1	2	1	1	2	1	1	
Q25	5	2	1	1		1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1	2	1	1	
Q26	5	2	1	1		5	1	1	1	1	5	1	1	2	2	1	1	2	1	1	1	1	1	1	2	1	3	1	5
Q27	1	1	1	1		1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	2	2	2	2	1	1	1
Q28	5	2	1	1		1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	2	5	2	2	1	1	5
Q29	5	1	1	1		1	1	1	1	1	1	1	1	1	2	1	1	5	1	1	1	1	1	1	1	2	1	1	5
Q30	1	1	1	5		1	1	1	1	1	5	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	2	1	1
Q31	1	1	1	1		1	1	1	1	1	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

E.2. Anecdotal Responses to Parts A and B of the Questionnaire

ADMINISTRATORS' WRITTEN RESPONSES	
Participant	Comments (A)
A1	I was very impressed with the level to which literacy was the focus at GECES during my tenure. It is my opinion that students definitely benefit from the efforts.
A2	The teaching of literacy has greatly improved and become a focus in the school since Marian joined the staff. Her commitment to spending resources on books and literature has increased every year.
A5	I do not know of the day to day operation within the school. Marion is always professional and interested in doing the best for the students and teachers. She is open to new ideas and actively tries to incorporate these into her school. However, Marion's teachers feel overburdened. They feel, more strongly than most schools I visit, that there are too many initiatives and demands. Streamlining efforts may yield better results.
A6	Marian has worked diligently to ensure that her teachers have as much pd as possible to help them improve literacy levels in the school. She makes excellent use of data provided by the board and helps her teachers direct their student groupings and teaching strategies accordingly. I wish all principals had the same level of expertise and commitment!
A7	Although it is 3 years since I worked with Marian, I feel my assessment in this study is reflective of a very dedicated professional teacher and administrator who has made the improvement of literacy in her school the number one priority. It should be noted that GECES school is the most multi-cultural elementary school in [our school board] and therefore, the teaching of literacy is challenging.
A8	I have reported on what I know of my colleagues' school from: talking to her staff at various meetings; professional dialogue at management meetings; and discussions at our informal "professional learning community meetings"
A9 Note: This participant's handwriting was a bit difficult to read.	Marian has clearly focussed on this element in leading her school. She has taken steps to inform herself by visiting literacy programs in other schools.
A11	There are many questions that I am unable to respond to and I apologize for that. I am the Board's Psychologist and although I have known Marian for many years, as a teacher and as an administrator. I am not involved that much with the overall teaching of literacy in the school. My involvement with Marian has been with special needs students and to the extent that their needs are met in the school, I can respond to some of these questions.

A12	Marian is professional in all education work.
Participant	Follow-up Question 1
A1	<p>Providing scheduled Language Arts blocks to allow for small group spec. ed/reading remediation, which in turn provides teachers the opportunity to focus efforts on cohesive student groups and reading levels.</p> <p><i>Reading Recovery</i> for Cycle 1-1 students catches those students who have potential for reading difficulty, offering individualized literacy skills training.</p> <p>Literacy evaluation (DRA) provides consistency and continuity throughout the students' elementary years, and is a tool for teachers to follow the progress.</p> <p>Creation of a Book Room with levelled readers (independent reading, guided reading, shared reading) and Professional Development Material targeting literacy.</p>
A2	The purchase of guided reading materials, books for home reading, extensive purchases for the school library have provided the teacher's necessary resources for teaching literacy. The implementation of the Development Reader's Assessment (DRA) has proved valuable for testing the students and providing concrete evaluations.
A4	<p>The work done through research grants on exemplars, progress folios and evidence of learning, rubrics and student-led conferences.</p> <p>Marian has encouraged her teachers to attend professional development in all areas as she herself is a life-long learner striving to stay au courant of new developments in the field.</p>
A7	<p>Based on my knowledge prior to December 2003:</p> <p>Assessment – use of DRA & DWA</p> <p>Shared reading books</p> <p>Teacher conferences</p> <p>Student conferences</p> <p>Leadership in literacy – particularly initiated by Marian Lothian</p> <p>Classroom practices geared to improving literacy</p> <p>Professional development on literacy</p>
A8	<p>Professional development opportunities</p> <p>Resource support</p> <p>Teacher supporting teachers</p>
A10	This school piloted the new report card with all that that implies. Beginning with the end in mind, the school readjusted its focus to properly assess and evaluate the students. As a result their teaching practices changed and improved. With team meetings, focused P.D. and an encouragement to share what they learned the students benefited immeasurably.

Participant	Follow-up Question 2
A1	I am not in a position to respond adequately to this question.
A2	The Developmental Writers Assessment (DWA) took to long to assess and did not provide concrete levels. It was very bias on the assessment depending which teacher was graded.
A9 Note: This participant's handwriting was a bit difficult to read.	The large turnover in her staff and therefore having to support and mentor an unusually large number of new teachers has diverted her time away from other literacy possibilities.
Participant	Follow-up Question 3
A1	Parent/guardian workshops focusing on developing literacy skills at home would benefit the student, and create an atmosphere of mutual respect.
A2	More support in the early grades, (cycle 1) to help the students get a solid base. More <i>Reading Recovery</i> so that they don't get to grade 4 and realize they don't have the skills to be reading at the grade 4 levels. Based on our school population, more ESL training in the early grades. Bottom line is money.
A7	More time, more PD, more resources!
Participant	Follow-up Question 4
A1	Again, I am not in a position to respond adequately to this question as my tenure with GECES was brief. That said, however, I do know that many of those with whom I worked spoke admirably of the changes which had occurred at GECES since Marian's administration began. I can say with certainty that there is a very clear focus on literacy, giving focus to the staff.
A2	There have been huge changes during the time Marian has been principal. Marian has spent a lot of time trying to schedule the classes so there a large blocks of time for teaching literacy. Literacy has become the school's focus. She has brought in experts to mentor the new teachers; she has encouraged cycle meetings so the teachers can work as a group to share the methods for teaching literacy. There has been an increase in the ESL population in the last seven years and Marian has increased resource support for these groups and by scheduling most Language Arts at the same block, students can be pulled out and put in small groups for those needing extra help.
A4	I have known Marian as a fellow administrator and not as my supervisor. I have known her to constantly fight for resources (monetary or staffing) to come to the aid of all her students. She has applied for grants and has worked collaboratively with her colleagues to advance the literacy not only in her school but across our board.
A7	In the first few years that I knew Marian in her principal role, the school's culture changed towards being focused on the improvement of literacy. Her leadership was a "pioneer" and she moved the "settlers" and challenged the "saboteurs"! Not only in her staff but

	also in her parent community.....many of whom were not English mother tongue. This is definitely an example of a strong leader with a shared vision that has been able to bring about change
A9 Note: This participant's handwriting was a bit difficult to read.	Beyond her focus on literacy she has included the very important aspect of student evaluation as a key ingredient in any good pedagogical program. Assessment for learning is critical.
A10	I refer to #1. That had the greatest effect on change.
A11	The population has changed significantly with many new Canadians and many native Canadian students coming to the school. The students have numerous special needs and are often quite a transient population. Also with the amalgamation of the Protestant and Catholic School Boards, the staff has had to adjust to often dramatically opposed teaching philosophies and teaching styles. This has definitely impacted across the curriculum.
A12	In the last 4 years there has been increasing evidence of print [unclear] in the school and progressive [in difficulty – unclear] word banks in each classroom.
Participant	Follow-up Question 5
A1	Marian has made a point of providing all possible means to improve the teaching and learning practices at GECES. The teachers involved in the lead school initiatives have taken on responsibility and leadership roles within the school, and their expertise is benefiting both students and staff. What was, by all accounts, a mediocre elementary school before Marian, has become one to be emulated.
A2	She has had a very positive influence on literacy teaching practices. She has invested time and money on many different programs of guided reading and ensuring the teachers have books in their classrooms. The teacher's have also been encouraged to attend many workshops on teaching literacy and to share with their colleagues when they return.
A4	Only positive influences throughout the years. She has extensive knowledge on literacy and constantly seeks out new materials, workshops and research. When interviewing potential candidates for teaching positions, she asks many in-depth questions on literacy to insure that the successful candidate is an asset to her school. She also recommends places to find information to candidates who are weak in the area of literacy.
A7	Very positive – see #4
A9 Note: This participant's handwriting was a bit difficult to read.	There is no doubt that Marian has had a positive impact on literacy. The benefits however will not be known for sometime as she will need to see how her students fare at the high school.
A10	Marian never lets go of something once she is committed and she is passionately committed to improving her students' literacy. This is an

	<p>inner-city school with much cultural diversity. Her teachers may not always appreciate her rigor but in the end, the result, I think, has been very good. They know that kids learning and success come first and always with her. The student led conferences have grown and developed over the years and they now have a 98% attendance. Parents are now keen to know what's going on with their children and the community is much more actively involved in the school. With more parent involvement, the teachers are more accountable are encouraged to do their best. The result is improved literacy.</p>
A11	<p>I find Marian to have a wonderful vision for her school and a tireless enthusiasm for trying to meet the needs as she views them. Some teachers, however, find her to be quite demanding and, as a result, there has been tension and unrest amongst the teaching staff which has probably negatively influenced teaching in general.</p>
A12	<p>Positive attitude as noted in the ability of teachers to highlight the importance of reading and writing to student teachers.</p>
Participant	Comments (B)
A2	<p>I think that this is a great study for a principal of an elementary school and that we hear more and more in the news how poor the literacy levels are for today's students. However, the bottom line is time and money and as usual there never seems to be enough of either. Since the school's population is always changing and there is a constant influx of ESL students in the year who come and go, it becomes very difficult to serve all the students equally.</p>
A4	<p>On a recent research trip, I was able to observe Marian interacting with principals, teachers and students from various schools. She was very curious to find out what worked for them, to ask where she could procure materials, and to debrief with her colleagues on what she had witnessed. Many discussions ensued on best practices and evidence of learning. She kept everyone on task and focused so we could bring back as much information as possible to help us in our search for effective instruction and learning.</p>
A9 Note: This participant's handwriting was a bit difficult to read.	<p>I believe this is admirable when on top of the challenges of the GECES paradise she has seen fit to pursue her Doctoral studies with a focus on leadership in literacy. Congratulations</p>

TEACHERS' WRITTEN RESPONSES:

Participant	Comments (A)
T2	Marian places a great deal of emphasis on literacy in our school. She is diligent in reminding her staff to strive to create a very literate group. The population at GECES does not lend itself to high literacy scores; however. Marian also makes a good attempt to stay on top of new and successful ways of improving literacy however the resource support in the school needs quite a bit of fine tuning.
T6	<p>There is a difference between mandating time to meet as teams and creating "...collaborative networks for teachers by cycle level and interest."</p> <p>Marian has provided the staff with opportunity for PD. She has brought in assistance from outside the board to act in a supportive role. She readily garners assistance from the spec ed team at the board. She has brought in board level specialists to provide PD. Marian has supplied the literacy room with much professional reading.</p>
T7	Blank: NOTE that the remaining T7 responses are exactly like T4
T8	<p>Marian improved the library resources of the school significantly. Literacy book rooms were established and well stocked with levelled texts and professional materials. Each year additions are made to the book rooms.</p> <p>Marian makes a great deal of professional development and support available to teachers. Two highly competent, experienced resource teachers are also available to support teachers. She has hired outside help [name of literacy consultant] to work with teachers as a coach and mentor.</p> <p>Marian is well versed in Balanced Literacy and can engage in discussions and conversations about any aspect of this with teachers.</p>
T9 (I'm not sure why this appears in strikeout format)	Because my time at GECES dates back to 4 and 5 years ago, I am unable to remember a lot of specifics, except that Marian was very interested in exploring all aspects of literacy, and of furthering our practice and study of literacy at the school. She was supportive in every way possible given budget constraints and the fact that she was just beginning to put the emphasis on this new focus.
Participant	Follow-up Question 1
T1	L'apport de notre personne-ressource a grandement contribué à l'amélioration constante de la qualité en ce qui concerne nos pratiques littéraires. Par son travail acharné, elle guide autant les enfants que les enseignants dans ce domaine.

	<p>Toutefois, il ne faudrait pas oublier le jumelage que constituent les «reading buddies» au sein de notre école. Les enfants de tous âges y prennent de l'assurance et y trouvent leur compte.</p>
T2	<p>Board implemented workshops and meetings help to support teachers to develop programs to improve their literacy programs in the classroom.</p> <p>Marian is very eager to use DRA (Developmental Reading Assessment) scores to motivate teachers to bring up their class scores.</p> <p>As a staff, we should be teaching each other more. There is quite a lot of expertise within our own school and we need to mentor each other more.</p> <p>While Marian does not always come to us with the ideas on how to effectively structure a reading block, she does always support ideas/input from staff members when they are offered.</p>
T3	<p>Guided reading is the most literacy teaching practices that was implanted in the school. We received support from the resource teacher. She provided us mini workshop about the literacy strategy.</p>
T4	<p>Good materials provided for teachers Resource support provided Team cycle meetings Professional development</p>
T5	<p>Same as T4</p>
T6	<p>DRA. Marian introduced formal reading evaluation of all students twice a year. This has enabled teachers to closely look at each student individually. Teacher's practice has changed based upon the knowledge gleamed from this tool.</p> <p>This year, an ESL class was introduced midyear. The removal of 2-3 children from many of the English stream classes allowed the rest of the class to become more productive. It took one pressure off of the teachers enabling them to focus on the other special needs children within their language program.</p> <p>Marian has worked hard pushing us to write increasingly detailed report cards. This has resulted in us being forced to develop reflective practices. Over the past 3 years, I have observed both myself and my colleagues becoming more informed about individual students' literary strengths and weakness. We have become better at determining what the next step is for each individual. I believe our literacy teaching practice has grown because of the increased awareness of the individual learners' needs.</p> <p>Marian introduced the concept of balanced literacy. Teachers' practices have changed reflecting current reading research</p>

T7	<p>Good materials provided for teachers Resource support provided Team cycle meetings Professional development</p>
T8	<p>The establishment of literacy book rooms means that:</p> <ul style="list-style-type: none"> - appealing and appropriate texts for guided reading, home reading, LA units, read aloud and shared reading are organized and readily available to teachers. - books on tape are included to provide support for struggling readers/ESL students - an excellent selection of professional resources is available for teachers and is added to each year - baskets of high quality children’s lit is available for kindergarten students to take home for parents to read to them <p>Structures and PD put in place to support literacy teaching/learning: regular literacy meetings scheduled</p> <ul style="list-style-type: none"> - representatives sent to Board PD sessions for reading comp strategies and 6 Traits - teachers attended IDC each year - resource teachers in place to offer support to teachers and students - outside resources brought in to mentor/coach and provide PD [names of 3 literacy consultants] - teachers taken to Hawaii to visit schools re-assessment - many teachers encouraged to use PIC funds for PD
T9	<p>Time set aside for planning and reviewing new practices in grade groupings, common, school-wide professional development, having an outstanding resource teacher to provide in-services – these initiatives allowed us to support each other in our learning and make sure that we incorporated the new practices into our daily planning and teaching.</p>
T10	<p>I was a Special education Teacher at GECES for only one year. During that year, I went into several classes to support the teacher and students, especially those with exceptionalities. In assigning me this role, Marian intended to support the teaching of literacy by establishing small groups based on ability within the class. Where large class sizes existed, the additional teacher support helped provide attention to the more needy students.</p>
T11	<p>Marian m’a constamment encouragé à faire de la lecture dirigée chaque jour. Beaucoup de livres étaient disponible pour cela, en français et en anglais.</p> <p>Marian a regroupé des élèves de même niveau afin qu’ils puissent travailler ensemble, et ce malgré l’existence de classes multiples. Ce fut très apprécié.</p>

T12	<p>When we had a <i>Reading Recovery</i> teacher that was able to teach in this capacity all the time – that was helpful.</p> <p>We had [names of 2 of the Board’s literacy consultants] come in one year almost once a week and some of these sessions were very helpful (especially the ones where we began to layout a teaching continuum – i.e. what writing skills, printing skills etc. would be taught in which year)</p>
Participant	Follow-up Question 2
T1	Je suis désolée. Je ne vois vraiment pas.
T2	<p>The population of our school consists of a high number of First Nations students. These students tend to be very transient and come and go with very limited English skills. As a result, because their skills are so low, they tend to become a priority for allotted resource time. This takes away from the “home-grown” population who continue to struggle on a year to year basis with us.</p> <p>The resource program for cycle 2 and 3 students is very inconsistent and needs more dedicated delivery.</p>
T3	I think that the word wall strategy was not enough used from the teachers as a school project. We received good workshops but it was not enough follow up.
T4	More principal involvement needed in delivery of literacy program Assessment took time away from teaching
T5	Same as T4
T6	I believe that an important part of developing early and later literacy with children is developing trust, risk taking and confidence in the supportive classroom environment. At GECES, the children have been time tabled in such a manner that many of the youngsters interact with 4, 5, 6 or more teachers. This breaks up their day. It breaks up the flow of their thinking process and breaks up the development of their relationships with significant adults within the school. Furthermore the QEP challenges us to offer integrated units incorporating several competencies from different subject areas. This valuable integration of ideas and skills is lost due to the number of teachers involved in each class. The opportunity for developing authentic literacy assignments is compromised.
T7	More principal involvement needed in delivery of literacy program Assessment took time away from teaching
T9	I cannot specifically remember any that might have deterred students' progress.
T10	The same intended team teaching model did not work in some classes because the teacher may have felt that the SERT was imposed upon them. If the teacher was unwilling to plan and execute the lesson jointly, given consideration for the modified expectations of the exceptional learner, than the initiative was doomed from the outset. The highly qualified spec ed teacher was then turned into a glorified

	educational assistant. Such was the unintended outcome of Marian's initiative.
T11	<p>Le manque de livres dans les classes. Ma classe était complètement vide de livres pour les temps libre. J'ai moi-même dû dépenser des centaines de dollars de ma poche pour acheter des livres d'usage pour mes élèves.</p> <p>Le maintien d'une ambiance de travail négative et le style de gestion autoritaire ne laissant que peu de place au jugement professionnel des enseignants. Lorsque le moral est miné, il est rare de voir les enseignants s'élancer dans de grands projets de littératie.</p>
T12	It has been difficult when we have been asked to work on many different projects or initiatives at once – it is much easier to focus on one initiative at a time in order to become more efficient.
Participant	Follow-up Question 3
T1	Les initiatives qui sont en place m'apparaissent bien implantées.
T2	<p>One idea would be to support new teachers with teacher mentor programs. Instead of going in to evaluate, the principal (or other senior teachers) could be going in to work side by side and coach the new teachers.</p> <p>Another idea would be to take more time to celebrate some of the many small achievements that happen on an ongoing basis in the school.</p> <p>(I don't know if that's what you mean by initiatives, but I feel they would help)</p>
T3	I do believe that assessment in the portfolio would be a good way to engage the students in their own learning. Portfolio was part of our school literacy teaching. The student led conference was also an important way to teach to the students. However, to go deeply in their learning would be interesting. At the same time, it is so many strategies that are implanted in the evaluation of a student. It is almost impossible to use all of them at the same time. The most important is that the school was working on improving that strategy.
T4	<p>Many literacy initiatives have been successful</p> <p>More regrouping of students reading at same level</p> <p>Appropriate assessment tools for younger students</p>
T5	Same as T4
T6	I would have liked to see some mixing of the French immersion children in with the English stream students for certain units of study. I believe that Marian would have supported this endeavour. I think it wasn't implemented because many of us were planning short term only. This makes it difficult to inter-plan with colleagues.
T7	<p>Many literacy initiatives have been successful</p> <p>More regrouping of students reading at same level</p>

	Appropriate assessment tools for younger students
T9	I cannot think of any.
T10	Looking back six years, I would venture to guess that any literacy initiative that staff was willing to try would have been welcomed. Institutional problems exist when the teachers within a grade or division are not willing to adjust to change. Teachers, who have been doing things one way for a long time, find new initiatives difficult to implement. Some of the staff needed to attend some PD to be able to stand back and see a new direction for personal and professional growth.
T11	I can't think of any.
T12	This year, some teachers were involved in 6 Traits workshops – but I believe it would have been much more productive if all of us (teachers) had been actively involved in the workshops – then we could have been able to have a more meaningful community of learners where we all had the same information, could use the same language – and there would have been more of us to share success stories as a staff (to feed off each other's practice and reflections)
Participant	Follow-up Question 4
T1	Je ne suis enseignante à cette institution que depuis un an. Je ne peux comparer.
T2	Marian has played a huge role in improving the amount of resources available at the school. She places a high priority on having enough home-reading books, library books and teacher resources. She has increased these resources many times over from where they were when she began.
T3	Marian put lots of effort improving the learning of the children. She cares for them and her implication at GECES make a great impact of the success of the children.
T4	More language rich materials are available Actively listens to teachers recommendations regarding materials, approaches Better use of library More professional development encouraged Resource delivery more effective
T5	Same as T4
T6	We have had a large turnover of staff for a variety of reasons. This year we have close to 1/3 of the staff being first year teachers. The constant re-teaching/retraining of staff to the [our school board] method of teaching literacy has been draining on all staff. We are working with an increasing diversity of students. Many of these students have special learning needs, or behaviour and emotional challenges. The English stream classes at the upper grades are approaching 50% coded. This has resulted in many difficult teaching assignments. The mix of the class has affected the teachers'

	ability to provide a rich fast paced learning environment. Although many manage to involve students daily in a rich environment, there are many interruptions. Many students are pulled from class. Many students are regularly absent. Interruptions, absenteeism, discord in the school yard which is carried into the classroom, take away from the learning environment and learning opportunities hence compromise the literacy attainment of too many of the children.
T7	More language rich materials are available Actively listens to teachers recommendations regarding materials, approaches Better use of library More professional development encouraged Resource delivery more effective
T8	A greater understanding of Balanced Literacy and the reading/ writing connection is evident in conversation with teachers. I believe the PD, regular literacy meetings, pilot initiatives undertaken by the school (e.g. Report cards), and high expectations on the part of Marian for reporting and writing I.E.P.'s has contributed to this.
T9	When I first arrived at the school, it was obvious that literacy was supported by the fact that children in difficulty were given priority and help as quickly (as young) as possible. At that point, the conscious, systematic approach to developing teachers' skills in literacy was just being started, and as our resource teacher received extra training, she was able to guide and support us in the new practices. As the practices became common amongst the teachers, we were able to plan together and support each other as well.
T10	I was only at GECES for one year. It would be unfair for me to comment.
T11	N/A
T12	Brought in Jolly Phonics, Soundprint and 6 – Trait/Writing Traits materials supported us with PD resource people (some years on a continuous basis – other years on occasion)
T13	This is hard to answer as a first year teacher. I have only known Marian for about 7 months.
Participant	Follow-up Question 5
T1	Je pense que Ms Lothian a eu une influence positive sur notre programme littéraire. Elle se soucie autant des volets anglais et français dudit programme. Elle souhaite toujours le meilleur pour son corps professoral autant que pour les enfants.
T2	I believe overall, Marian has had a positive influence on literacy teaching practices. She almost always supports teacher input, suggestions and feedback. She is quick to support teachers looking for external training and fully acknowledges the need for extra aide and support in the school.
T3	Marian had for sure a great positive impact on the way to teach the children.

	She is always looking for new ways to motivate and to increase the success of each of one.
T4	Literacy is now a priority Teachers are setting smart goals for themselves and students Helped promote a literate environment Parents have been encouraged to be involved in their children's language development
T5	Same as T4
T7	Literacy is now a priority Teachers are setting smart goals for themselves and students Helped promote a literate environment Parents have been encouraged to be involved in their children's language development
T8	Positive. Marian's knowledge of Balanced Literacy and literacy best practices enabled her to question, guide and converse with her teachers in a manner that promoted the development of understanding and implementation of the above. I also think that her desire to move and support teachers' learning in both conventional (workshops, pilot projects) and less conventional (coaching) means contributed to the achievement of that goal. Review of assessment data such as the DRA with teachers enabled Marian to engage in discussions with them that focused on how to improve student achievement.
T9	Definitely a positive influence, in the ways that I have already mentioned; support for common planning time and professional development, resources to do the work, resource time for the children who needed that little bit more.
T10	Positive impact. I saw the sincerity of her efforts. I would have liked to track the improvement in literacy scores to have provided some accountability and measured growth. I did start this in the year that I was there by using some school wide measure of receptive language skills. I also did many individual assessments to track students at risk.
T11	I would say neutral. Marian has great ideas and initiatives and is very up-to-date on education research. Most of her ideas are great, but the manner in which they are presented often ruins their positive effect. Teachers often feel like they are overloaded and are left with no time to plan their classes. It often feels like the ideas are being imposed, and not suggested.
T12	Positive. Encourages us to participate in many workshops + initiatives and to push ourselves to try many new things in our classroom practice. Sometimes however, we feel pulled in too many directions as a result and end up doing many things in mediocre ways as opposed to doing

	a few things really, really well.
T13	I think she has had a very positive influence on literacy teaching. She encourages us to work in cycles & always offers resources to help us.
Participant	Comments (B)
T3	I really enjoy working with Marian. She is very engage in her professional work.
T9	I hope that my comments can be of some use – my recollection of all the different practices is very faint now – having been gone from GECES for 3 years. Good luck!
T10	Marian has been a life long learner herself and a committed teacher and Principal. She has been challenged in moving her students along the path of literacy by the abilities and openness of her staff to accept changes in teaching practice. She is a good leader and has likely met with success by bringing in staff who share her vision.
T11	N/A

PARENTS' WRITTEN RESPONSES:	
Participant	Comments (A)
P2	As a parent and local school board commissioner I have known Marian for many years and have always seen her demonstrate clear and effective strategies to deliver and enhance literacy programs in our schools. Serving as the governing board chair at Marian's current school it was her drive and determination that had the governing board support and endorse literacy as the school's educational project for many years.
P3	With the very diverse culture within the school, Mrs. Lothian has worked hard to develop literacy as a school focus/project. Her effort and help in the development of the student library, guided reading resources as well as a literacy resource room are all proof of this commitment.
Participant	Follow-up Question 1
P1	<i>Reading Recovery</i> but not her initiative was there prior to her arrival. Homework club but initiated by reform because grants are provided to schools. Part of school success plan.
P2	<ul style="list-style-type: none"> - The governing board recognizing literacy as the primary educational project for the school. - Reading buddies – older students reading with younger students. - Increasing the library collection on an annual basis. - Resource professionals dedicated to literacy. - Purchase of guided reading material to encourage student reading at their level.
P3	<ul style="list-style-type: none"> - DRA scores and assessment - Creation of and continued financial support for the student library - Looking at alternate resources to help support literacy including e-Pearl (e-portfolio)
Participant	Follow-up Question 2
P1	Asking the parents to make their children read at home for 30 minutes. Not only do the students not have the time but I find that some parents might not have the skills in how to help a child read better. No help with this from the administration or teaching staff either. Answer always students need resources but not always available. Not having reading groups established early on in the students school life to encourage reading at home. Please note that this was not due to lack of resource as our school library is one of the most well stocked in books and reference material in our Board. When students have different teachers for different subjects, teachers do not get to know their literacy levels.
P2	None that I am aware of.
P3	Unknown
Participant	Follow-up Question 3
P1	The students should have special time to read not just to make the student read to evaluate what level they are at. They have started this year to let the

	<p>students read in class for 30 minutes unfortunately I find it too late for the cycle 3 students who are below level and have been part of this reform also we have had literacy has a school success plan and have seen improvement but not to the expectation of the teaching staff.</p> <p>Maybe more project base learning and maybe more contextual which I thought the reform would do.</p> <p>Homework club opened to everyone again only a selected group (daycare kids) are allowed.</p>
P2	<ul style="list-style-type: none"> - <i>Reading Recovery</i> – dedicate more resources at the earlier grades to build a stronger foundation for the students. - Many students in the school do not have English or French as their first language and it is very difficult for them to progress. More external resources to address this problem would be beneficial.
P3	<p>Further training for new teachers in helping integrate special needs students. Some teachers seemed ill prepared and ill equipped to fully support students...further integration resources (people and financial) would have been a greater advantage to certain students.</p>
Participant	Follow-up Question 4
P1	<p>Yes I have witnessed changes that affected the culture and learning environment that have affected literacy teachings. She has assigned all her teachers to different subjects thus eliminating stability for young children. All teachers do not teach all elementary subjects to one class but to various students and different grade levels. I have found this very confusing for children and for teachers; they can not really work with or identify the students who might have a literacy or writing problem at an early age. The teachers do not have the quality time to spend on subjects that would follow through(e.g. teacher teaches cycle one first year but only grade one English and then science , math etc the rest of the day, they now teach math grade 1 and then maybe English to grade 2) to recognize potential problems.</p> <p>Teachers have more groups they are not able to know anyone group well enough to assess and understand individual children literacy needs or problems.</p>
P2	<ul style="list-style-type: none"> - Marian’s leadership has transformed the school for the good in many ways. The learning environment has been changed to reflect the importance of literacy for all students. - Marian has secured new resources to aid in a balanced delivery of literacy programs in the school. This has been very successful over the last several years. Prior to Marian coming to GECES the school lacked guidance and direction in many areas. Marian created a focused environment that continues to encourage success for all. - Marian works with her team on a daily basis to explore new opportunities to address the ever changing student population. I have seen her work with other school boards, educational institutions, and various professionals to explore new concepts that will improve overall student learning in the school. - From a Board perspective, Marian and her school are recognized as leaders

	<p>in the field of literacy.</p> <ul style="list-style-type: none"> - Marian ensures parents, students, and the educational professional teams work together to help all students. This has proven to be very effective at GECES.
P3	<ul style="list-style-type: none"> - Creation of the student library - Creation of the literacy Resource Room - Blocked ELA time across the cycle - Development of effective cycle teams so teachers can support each other
Participant	Follow-up Question 5
P1	I am not sure that overall it has been positive, as specific cultural or socio-economics groups have been targeted for extra help thus leaving everyone else lacking in remedial services. Has asked many parents to go private for assessments and tutorial help which might affect the DRA results.
P2	<ul style="list-style-type: none"> - Marian has a very positive influence on literacy teaching practices in the school and Board wide. She spends a considerable amount of time researching best practices, exploring new opportunities, and working with the teaching staff and parents to enhance the learning experience for all students. She is a fighter and advocate for all students and continually amazes and impresses me at how she effectively utilizes her resources to service the needs of all students while maintaining her focus on literacy and the many other demands of her job. - Marian is a very hard working professional that has dedicated her career to the students. Parents, students, and staff continually thank her for the positive changes she has made and continues to make at GECES.
P3	I believe that Marian has had a positive impact in literacy in the school.
Participant	Comments (B)
P3	[The School Board] has worked hard to develop, implement and increase literacy throughout the Board. Marian has certainly taken this role seriously and has worked hard to develop a school where literacy skills are highly valued and of the utmost importance.

Note that in the above tables, all non-responses were eliminated. In addition, all personal identifiers were removed.

APPENDIX F:

THE RELATIONSHIP BETWEEN THE 9 APPLIED LITERACY INTERVENTIONS AND THE 31 QUESTIONS ON THE QUESTIONNAIRE

Literacy Intervention	Question appraising the principals effectiveness in implementing the intervention
1. Fostering a literacy based school culture and promoting literacy research	
2	Encourages staff to engage in professional development to enhance the teaching of literacy.
23	Frees up time for literacy professional development
27	Finds personnel and resources to support literacy professional development
2. Promoting professional development that centers on literacy instruction	
8	Ensures teachers have adequate literacy supplies and materials
9	Provides effective and inviting workspaces and reading resources
3. Implementing the use of a range of literacy assessment tools and appropriate assessment practices	
4	Provides preparation time for staff to develop and plan literacy initiatives.
4. Providing appropriate supports for support for "at risk" literacy students	
14	Rehearsed oral reading by the students for real purposes such as reader's theatre or book buddies.
15	Reading conferences that allow teachers to observe the reading strategies individual children are using and to assess the meaning as they read.
16	The integration of what children read with their writing.
18	Attention to the use of word walls to teach how words work and sight vocabulary.
28	Consults outside sources and professional materials for up-to-date guidelines on running and implementing literacy programs
5. Creating a time for literacy teachers to meet and jointly plan instruction	
7	Ensures that students' literacy skills are regularly assessed for learning
10	Sets a culture within the school for a change in literacy reporting practices to reflect the literacy competencies outlined in the Q.E.P.
30	Shares literacy assessment and data with teachers to enhance the teaching of literacy
6. Scheduling an uninterrupted literacy teaching block for literacy instruction	
19	Assistance for at-risk students in the form of remedial support and/or second language support where needed
20	The opportunity for students to work in flexible groupings and settings with other children to reinforce particular skills and knowledge
7. Acquiring appropriate literacy teaching and learning materials, space and resources	
5	Assigns appropriate resource personnel to coach and mentor literacy teachers.
22	Offers administrative support and leadership in the teaching of literacy
26	Shares information about successful literacy programs
8. Ensuring a literacy curriculum content framework with instructional methods and models	
6	Ensures that teacher timetables reflect a school-wide priority for literacy by providing hour and a half to two hour blocks in each class to teach reading and writing every day.

- 11 A time for teachers to read to children daily.
 - 12 A daily silent-reading time for students to select their own books.
 - 13 Opportunities for group reading and interactive response.
 - 17 Block time to engage in different aspects of the writing process.
9. Supplying opportunities for literacy based mentoring and coaching
- 1 Reviews all literacy initiatives in the school with the staff.
 - 3 Encourages teachers to reflect and share ideas in order to plan instruction, monitor, and assess student development in all areas of literacy.
 - 21 Sets a culture within the school to improve the teaching of literacy
 - 24 Exhibits and circulates professional literacy materials (e.g., articles, books, etc...)
 - 25 Creates collaborative networks for teachers by cycle level and interest
 - 29 Is receptive to literacy research projects conducted by other school boards and colleges
 - 31 Demonstrates commitment to continued literacy improvement.
-

APPENDIX G:

CALCULATION OF POSITIVE COMMENTS MATCHED TO INTERVENTIONS

Intervention Criteria	Comment A	Q 1	Q 2	Q 3	Q 4	Q 5	Comment B	Proportion of supportive comments
1. Promoting professional development that centers on literacy instruction	A2 A4,A7,A10 T3,T4,T7,T8,T9	A4,A7,A10 T3,T4,T7,T8,T9		XA7 XP3	A10 T4,T7,T8,T12	A2,A4,A7 T2,T8,T9,T12		21/23 (91%)
2. Acquiring appropriate literacy teaching and learning materials and resources	T6,T8 P3	A1,A2,A7 T4,T7,T8,T11 P2,P3	XT11	XA7	A4 T2,T4,T7 P2,P3	A2,A4,A7 T9,T13		23/25 (92%)
3. Creating a time for literacy teachers to meet and jointly plan instruction		A10 T4,T7,T8,T9		XA7	A2,A10 T8 P3	A2 T9,T13		10/11 (91%)
4. Ensuring a literacy curriculum content framework with instructional methods and models		A7 T3	XT3	T3,XT4 XP1	A12 T8,T12	T1		7/10 (70%)
5. Implementing the use of a range of literacy assessment tools and appropriate assessment practices		A1,A2,A4,A7,A10 T2,T6 P3	XA2 XT5,XT7	XT2	A9,A10 T5	T8 XP1		10/15 (70%)
6. Providing appropriate supports for support for 'at risk' literacy students	A6	A1 T1,T4,T6,T7,T8,T10,T12 P2	XT2,XT10	XA2 XP2,XP3	A2 T4,T7,T9	T12,T9 XP1	XA1	16/23 (70%)
7. Supplying opportunities for literacy based mentoring and coaching	T6,T8	T1,T3,T8,T9,T12 P2			A2 T9,T12	A4,A7 T8		23/25 (92%)
8. Scheduling a literacy teaching block for literacy instruction		A1 T11	XT6		A2			4/5 (80%)
9. Fostering a literacy based school culture	A1,A2,A7,A9 T2,T8,T9 P2,P3	T2 P2	XT11,XT12 XP1	XA1 XT2 XP1	A1,A2,A4,A7 T3,T4,T7,T9 XP1,P2	A1,A4,A7,A10,A12 T12,T3,T4,T7,T8,T10,T11,T12 P2	A4 T10 P3	37/44 (84%)
Proportion of supportive comments	18/18 (100%)	48/48 (100%)	0/11 (0%)	1/14 (7%)	36/37 (97%)	29/31 (94%)	10/11 (91%)	142/170 (84%)

Legend: A - represents administrator; T - represents teacher; P - represents parent; X - represents comments indicating area identified as needing improvement

APPENDIX H:
AUTHORIZATION TO CONDUCT SURVEY AND PUBLISH DRA SCORES

Removed

APPENDIX I:
CERTIFICATE OF ETHICAL ACCEPTABILITY

Removed