



**2020 Education Innovation and Research (EIR) Project Directors
and Evaluators Technical Assistance Meeting**

Virtual Meeting | October 21–23, 2020

Strategic Planning for Program Sustainability and Scale

Dr. Lisa Benham Lewis, i3 Project Director, Fresno County Superintendent of Schools

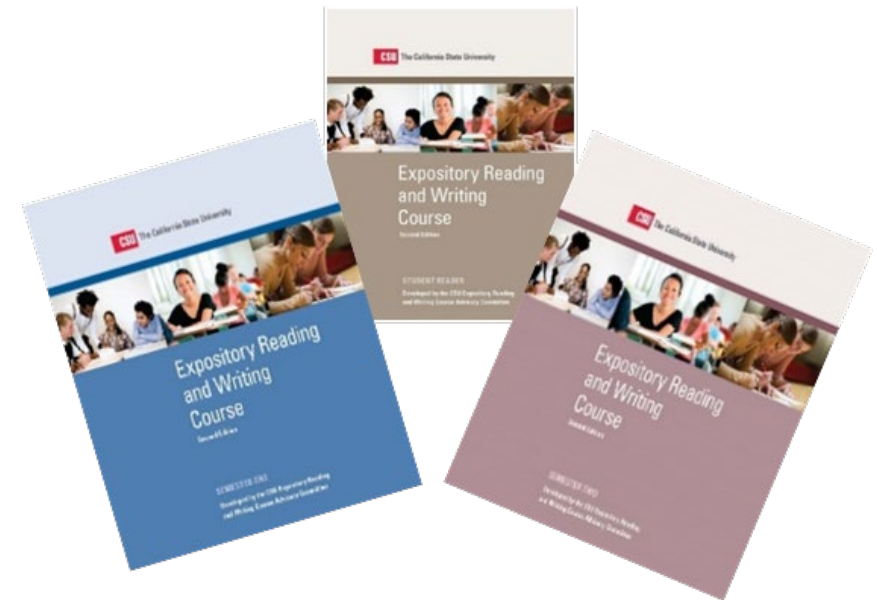
Anne Mahle, Senior Vice President of Public Partnerships, Teach For America

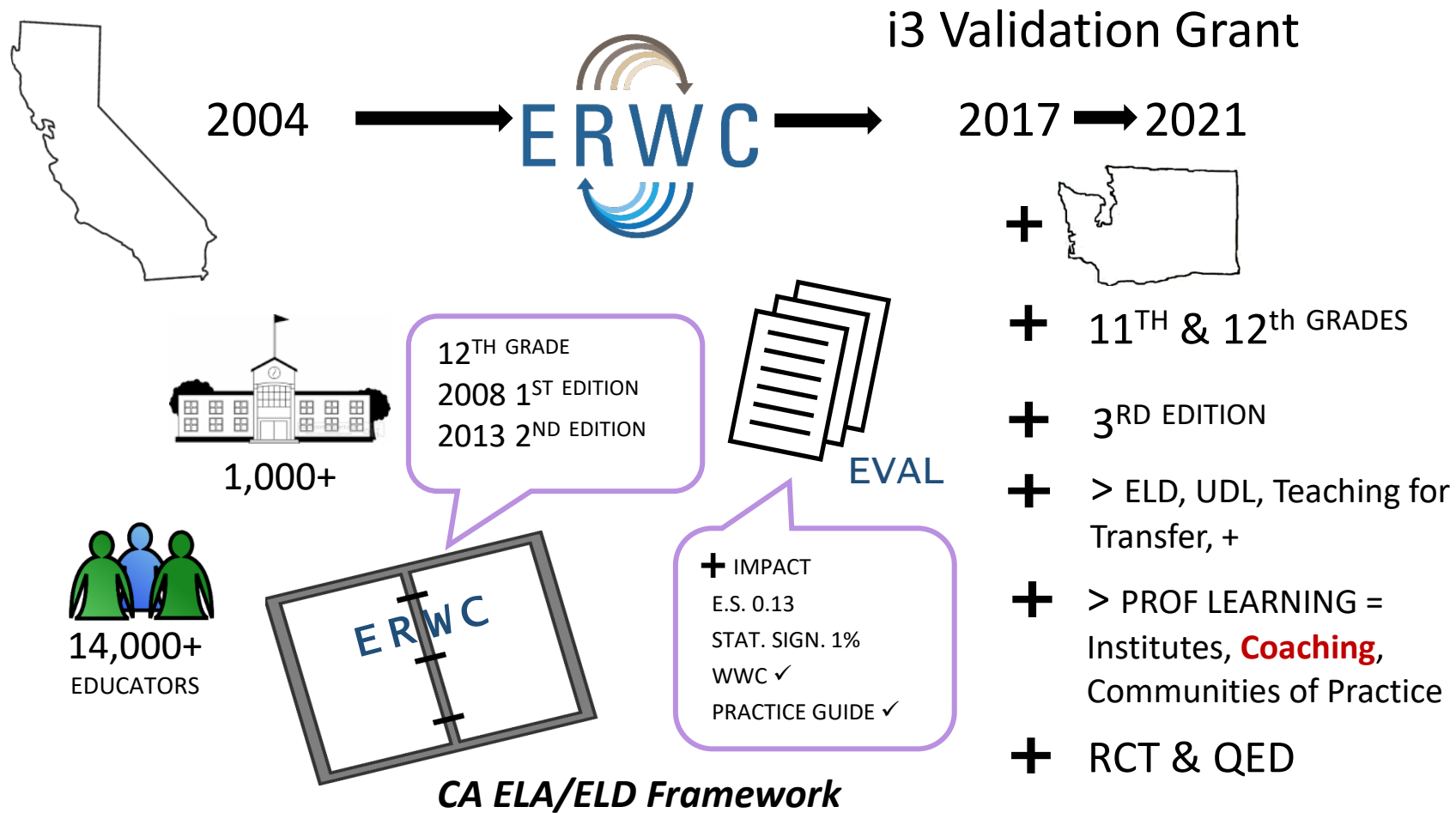
2010 – Investing in Innovation (i3)

- Under an Investing in Innovation (i3) Development grant:
 - 10,000 students
 - 56 teachers
 - 24 high schools
 - 9 school districts
- Teachers engaged in the following professional learning:
 - 5 coaching sessions
 - 5 community of practice meetings
- Statistically significant increase in students' scores on CSU's English Placement Test (EPT)

ERWC: Expository Ready and Writing Course

- 2016 – Investing in Innovation (i3) Validation Grantee
 - Grant titled “College Readiness via Rhetorical Literacies: Expanding and Validating the Success of the Expository Reading and Writing Course”
 - Fresno County Superintendent of Schools
 - Office of the Superintendent of Public Instruction, Washington
 - California State University, Chancellor’s Office
 - WestEd – Evaluator
- What is ERWC?
- Strategies for Sustainability and Scale

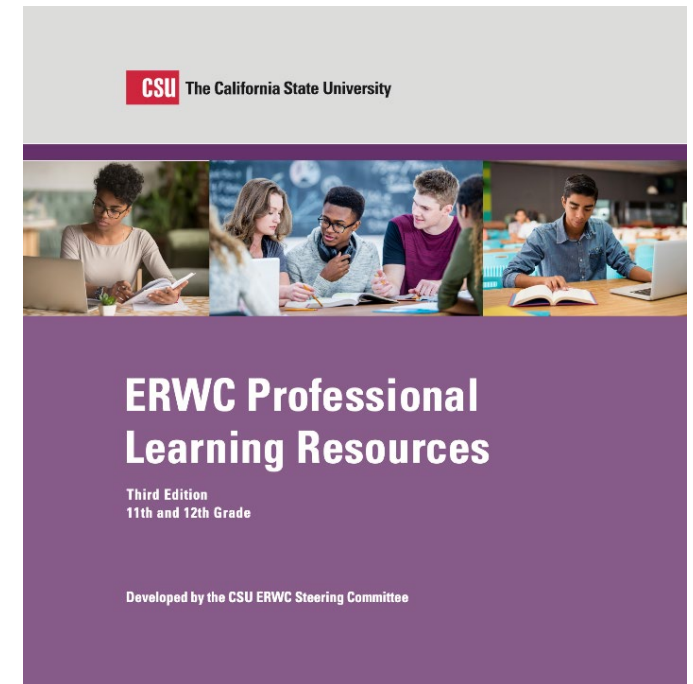




Strategies for Sustainability and Scale

Goals and Purposes of ERWC 3.0

- Key Concepts
 - Transfer
 - Agency
 - Equity
 - Rhetorical Thinking
 - Integration of Reading, Writing, and Oral Communication
- Key Principles
- Learning Goals
- Assignment Template
- Integrated and Designated English Language Development
- Universal Design for Learning

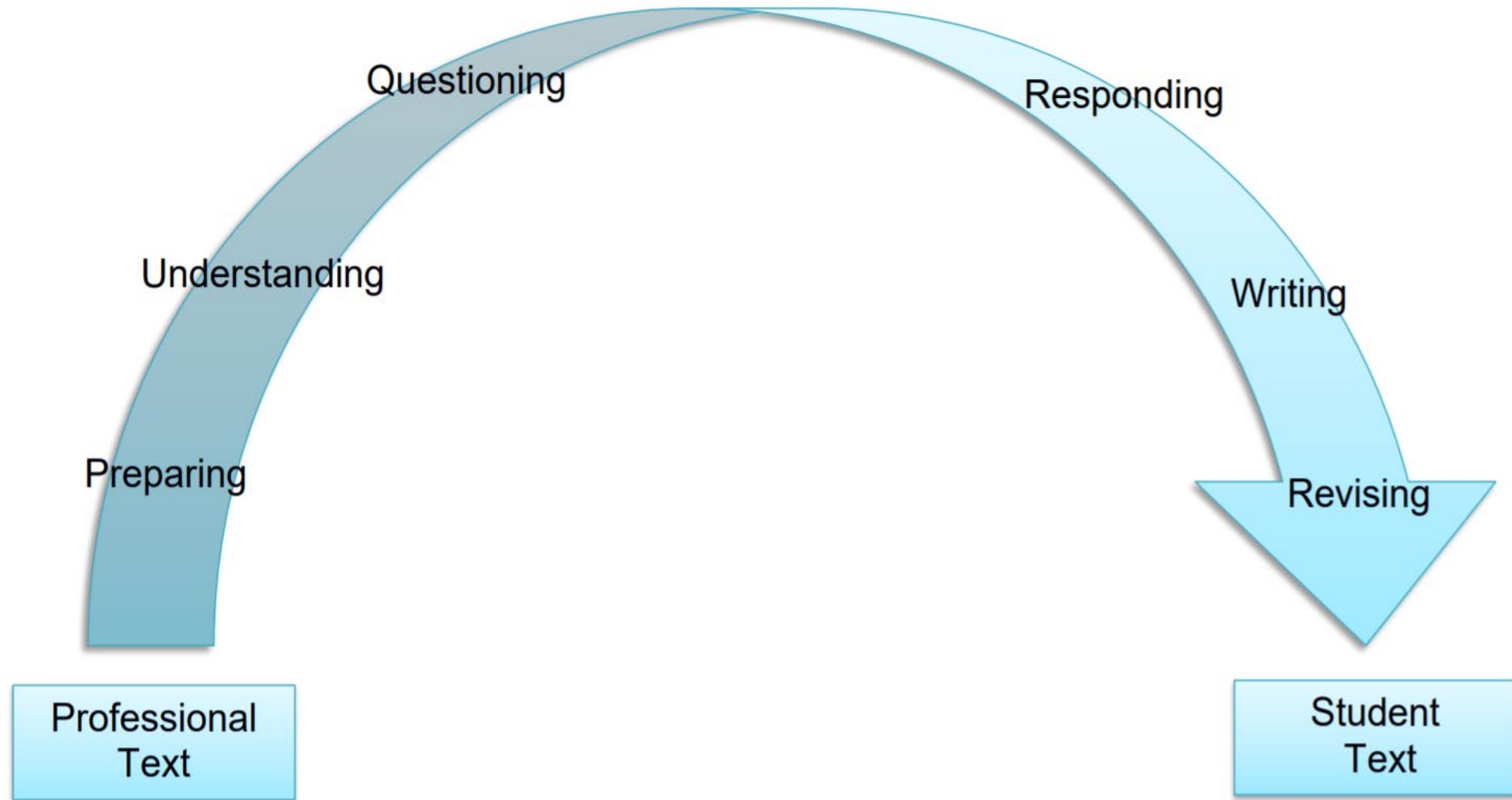


Key Principles

- The integration of interactive reading and writing processes
- A **rheterical, inquiry-based approach** that fosters critical thinking and engagement through a relentless focus on the text
- Materials and themes that engage student interest
- A student-centered approach that emphasizes **student agency and metacognition**
- Classroom activities designed to model and foster successful practices of fluent readers and writers
- Research-based methodologies with a consistent relationship between theory and practice
- Built-in flexibility to allow teachers to **support students' development as expert learners** and respond to instructional contexts
- Alignment with California Standards for English Language Arts and English Language Development

ERWC.....

- is assets-based and culturally sustaining
- is grounded in inquiry and student-led discussion
- affords teachers and students frequent opportunities for choice and reflection
- teaches toward transfer and long-term success using a rhetorical approach



The EWRC "Arc"

Assignment Template

- Reading Rhetorically
 - “Reading like a Writer”
- Preparing to Respond
- Writing Rhetorically
 - “Writing like a Reader”

| | | |
|-----------------------------|-----------------------------------|---|
| Reading Rhetorically | Preparing to Read | <ul style="list-style-type: none"> - Getting Ready to Read - Exploring Key Concepts - Surveying the Text - Making Predictions and Asking Questions - Understanding Key Vocabulary - Creating Personal Learning Goals |
| | Reading Purposefully | <ul style="list-style-type: none"> - Reading for Understanding - Annotating and Questioning the Text - Negotiating Meaning - Examining the Structure of the Text - Considering the Rhetorical Situation - Analyzing Rhetorical Grammar - Analyzing Stylistic Choices |
| | Questioning the Text | <ul style="list-style-type: none"> - Summarizing and Responding - Thinking Critically - Synthesizing Multiple Perspectives - Reflecting on Your Reading Process |
| Preparing to Respond | Discovering What You Think | <ul style="list-style-type: none"> - Considering Your Task and Your Rhetorical Situation - Gathering Relevant Ideas and Materials - Developing a Position |
| Writing Rhetorically | Composing a Draft | <ul style="list-style-type: none"> - Making Choices about Learning Goals - Making Choices as You Write - Negotiating Voices |
| | Revising Rhetorically | <ul style="list-style-type: none"> - Analyzing Your Draft Rhetorically - Gathering and Responding to Feedback |
| | Editing | <ul style="list-style-type: none"> - Editing Your Draft - Preparing Your Draft for Publication - Reflecting on Your Writing Process |

Lessons Learned

| Major Findings | Implications for New Grants |
|---|--|
| <p>Quantitative findings of the evaluation study indicated that the ERWC had a positive impact on student achievement.</p> | <p>Ensure that future evaluation studies are similarly well-designed.</p> |
| <p>Fidelity of classroom implementation was assessed as low.</p> <p>(Fidelity was defined as at least one activity taught per strand [Prereading, Reading, Postreading, Discovering What You Think, Entering the Conversation, and Revising and Editing] for at least eight modules.)</p> | <p>Define and communicate requirements for fidelity early and often.</p> |
| <p>Teachers taught more activities in the Reading Rhetorically domain (78% ranging from 91% to 63%) than the Connecting Reading to Writing domain (74% ranging from 78% to 70%) and the Writing Rhetorically domain (63% ranging from 81% to 48%).</p> | <p>Emphasize that students need to engage with the entire “arc” of an ERWC module and the importance of writing assignments.</p> |

Lessons Learned

Major Findings

An exploratory analysis found that “teachers who attempted at least 8 modules of the ERWC curriculum had greater EPT difference scores than teachers who attempted fewer than eight modules.” (Attempted was defined as having taught at least five activities in a module.)

Qualitative findings based on open-ended responses from implementation feedback charts, coaching logs, PLC logs, and end-of-year surveys:

- Teachers reported that they valued the curriculum, saw higher student engagement, and improved their teaching practice.
- Many, though not all, teachers observed growth in students’ skills.
- Teachers reported that many students were unprepared at the beginning of the year.
- Many teachers reported difficulty with pacing.
- Some teachers reported that students had problems understanding the writing prompts.
- Most teachers reported that they modified and/or supplemented the curriculum.
- Coaching and PLC meetings were viewed as positive.
- Coaches reported varying degrees of implementation and engagement, wide range of student levels in classes, and that some teachers had difficulty assessing student work.
- Teachers had difficulty with PLC collaboration when colleagues had different views of teaching and the ERWC.

Implications for New Grants

Emphasize the importance of reading and writing volume and the link to teaching at least eight modules.

- a) Continue to **emphasize student engagement** and open-ended nature of central questions in modules.
- b) Emphasize **quality of instruction** (e.g., discussion, questioning, classroom management, high-level discourse, equitable participation).
- c) **Help teachers, via professional learning and curriculum resources, to support all students to be successful, including English learners and students with disabilities.**
- d) Reexamine and revise writing prompts as needed.
- e) Clarify appropriate ways **to modify and supplement the curriculum** for teachers.
- f) Support teachers to assess student work.
- g) Expand **coaching** and strategies for successful professional **collaboration**

Lessons Learned

Major Findings

Project administrators, as a part of annual and final performance reporting, observed the following:

The task of developing and finalizing modules and other instructional resources was more complex and time consuming than anticipated. Timelines for many tasks were extended.

- Securing copyright permissions was difficult and time consuming.
- Administering the English Placement Test at high school sites was difficult in several locations.
- Many teachers struggled with effective instructional decision-making, in both their planning and delivery of the curriculum.
- Teachers faced challenges using formative assessment processes; pacing instruction; allocating sufficient time for writing, including revision and editing; and how best to scaffold critical thinking while moving students to independence.
- The instructions for fidelity, coaching, and PLC meetings were not always clearly understood or communicated to teachers and coaches.

Implications for New Grants

- a. Plan **timelines** and tasks more efficiently and realistically.
- b. Guide and monitor the process of revising and developing modules and other curricular resources closely and frequently.
- c. Simplify and shorten modules. Make key outcomes and instructional expectations more clear.
- d. Engage support from experts to streamline copyright permissions, establish licensing and out-of-state agreements, and expand organizational capacity.
- e. Provide **additional and ongoing professional learning/coaching** to support teacher decision-making. Expand uses of technology in professional learning.
- f. Clarify **coaching models** and identify when intervention is appropriate.

Lessons Learned

Major Findings

Project administrators, as a part of annual and final performance reporting, observed the following:

- The pace of statewide adoption caused some problems with teacher support for the course; some school administrative decisions led to teacher and student confusion or opposition.
- The pace of statewide adoption also caused problems with CAR office capacity and efficiency (e.g., supplying materials on time, communicating with adopting schools, monitoring districts creating their own online versions).
- Partnerships established at the state level among segments and between high school and college/university faculty were important in solving implementation problems.
- Quantitative and qualitative data provided by evaluators were valuable sources of information for ongoing implementation and future planning.

Implications for New Grants

- a. Provide **additional professional learning for coaches**.
- b. Provide **professional learning for site and district administrators**.
- c. Continue to **nurture relationships and partnerships with state agencies** in CA and beyond, county offices of education, districts, schools, and other higher education segments.
- d. Operate collaboratively; continue to **seek teacher and other input** on new modules and professional learning designs.
- e. Expand course to grade 11 and create new modules to address issues raised by school districts (e.g., lack of attention to all standards, perception that some readings and topics are outdated and that texts need to be more culturally representative and multimodal)
- f. Create or approve at least one hybrid version of ERWC.

Sustainability Strategies:

- **Sustainability of any initiative depends on the successful execution of a carefully planned management plan and good collaboration.**
- **Building and leveraging community assets – The power of inclusion.... Every partner has a voice.**

Search

[My account](#) [Log out](#)

Welcome to the ERWC Online Community!

FIND information on this page to learn about ERWC, order *Student Readers*, register for a workshop, or adopt the course. **LOG IN** for curriculum modules, discussion boards, and many other resources. We welcome your comments and questions!

[ERWC Password Reset Instructions >>](#)



THANK YOU AND UPDATE ON NEW MODULES

Thanks fo everyone who attended our **2019 Leadership Conferences** for making them a terrific success!
NOTE: Finalizing the new modules for ERWC 3.0 is taking a little longer than we anticipated. Keep checking the Modules 3.0 tab for updates. We expect to finish posting all the phase 1 modules in September and the phase 2 modules in November, 2019. For a list of modules, please see ERWC Module Release Phases under Overview Documents in the Modules 3.0 tab.

Recent Discussions

Re: Juvenile Justice
By paula showalter - 10/11/19 in: What's Next? Thinking About Life After High School

Re: Daily Me: ISO Activity 19 Materials
By heymza - 10/10/19 in: General Topics

Re: Scoring Guides Available for Op-Ed Letter
By suzannekoehnlein - 10/09/19 in: Rhetoric of the Op-Ed Page

Re: Reading is outdated -- to be updated soon?
By Drayburg - 10/08/19 in: Social Networking or Antisocial Networking

Re: Rubric for "Letter of Introduction" or "Personal Application Essay".
By aalexander - 10/07/19 in: What's

Online Community

Contact Information

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Scaling Teach For America: Growing the Talent Force to Ensure All Our Nation's Students Have Access to a Quality Education

Anne Mahle, Senior Vice President of Public Partnerships

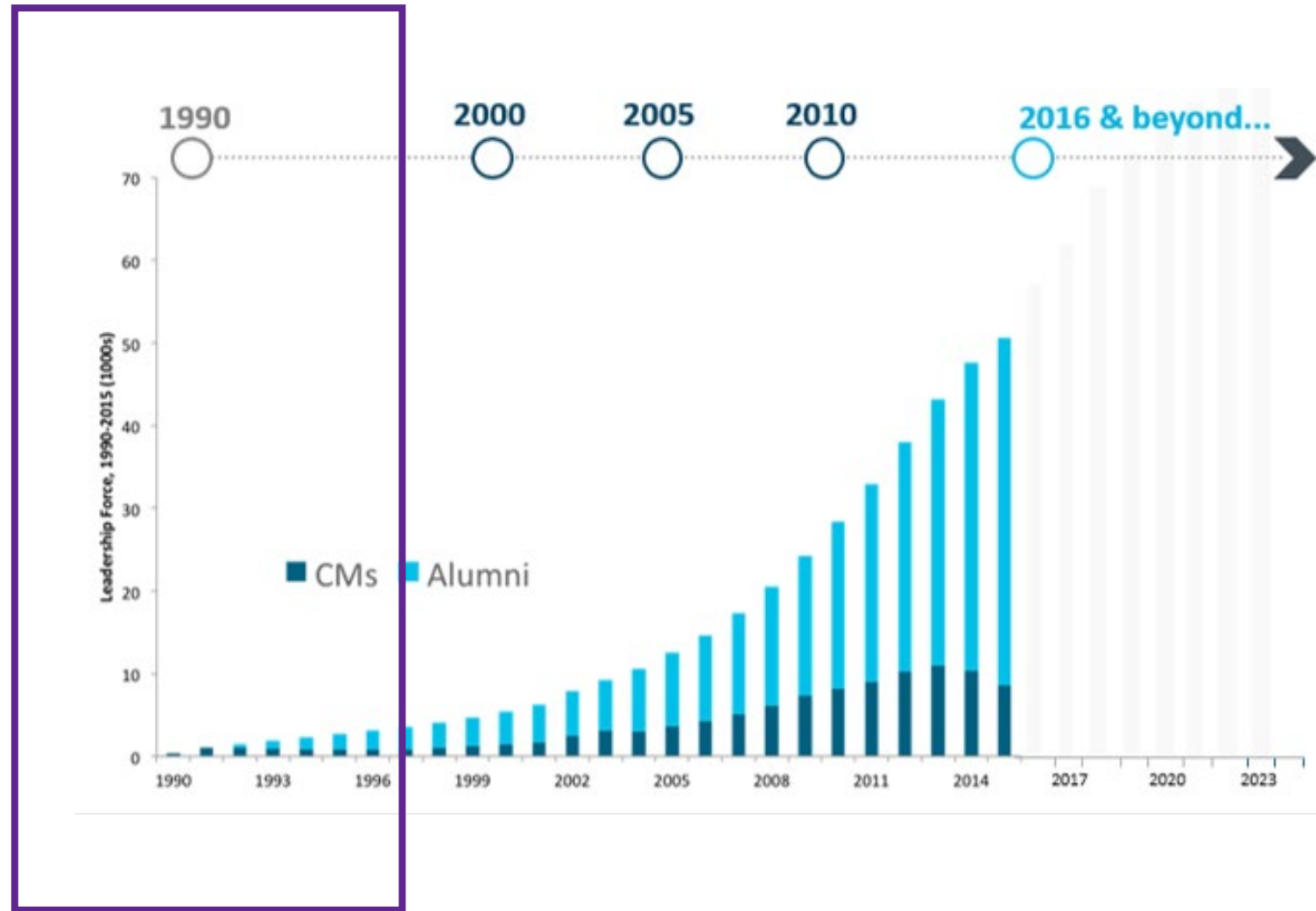
Teach For America

Our organizational history has three chapters.

In our first decade, we focused on proving our model could work using the following questions:

- Can we compel a meaningful number of people to forgo other opportunities?
- Will principals hire them?
- Will they be successful?
- Will it influence their career choices?
- Will anyone support this?

Chapter 1: Proof of Concept, 1990-2000



We scaled up while at the same time increasing our impact, our rapidly growing force of leaders helped to change the prevailing narrative about what's possible.

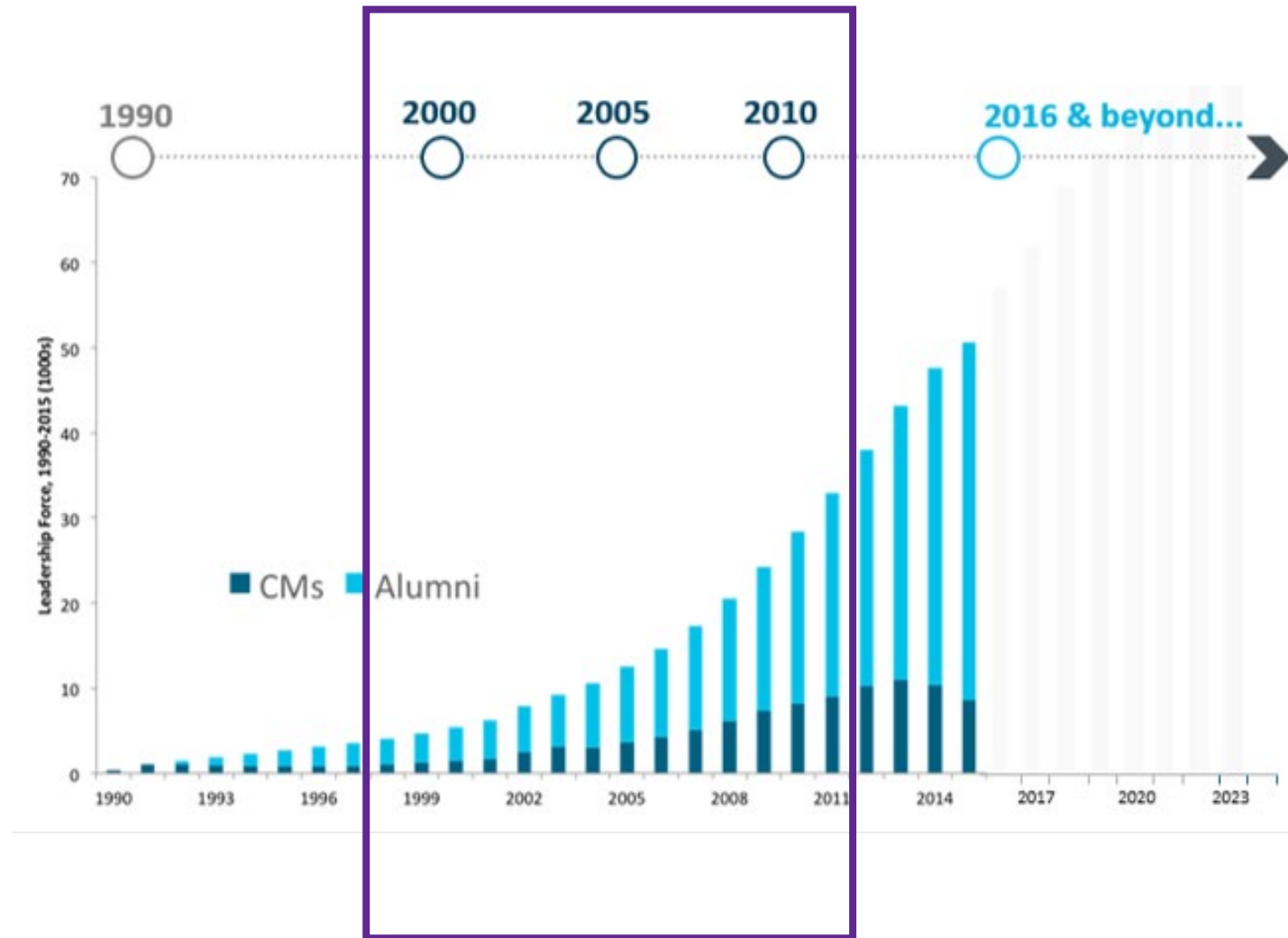
Increase scale & diversity; From 2000 to 2015:

- Network grew from 5,000 to 50,000
- Persons of color grew from 34% to 50%

Demonstrate effectiveness & Impact

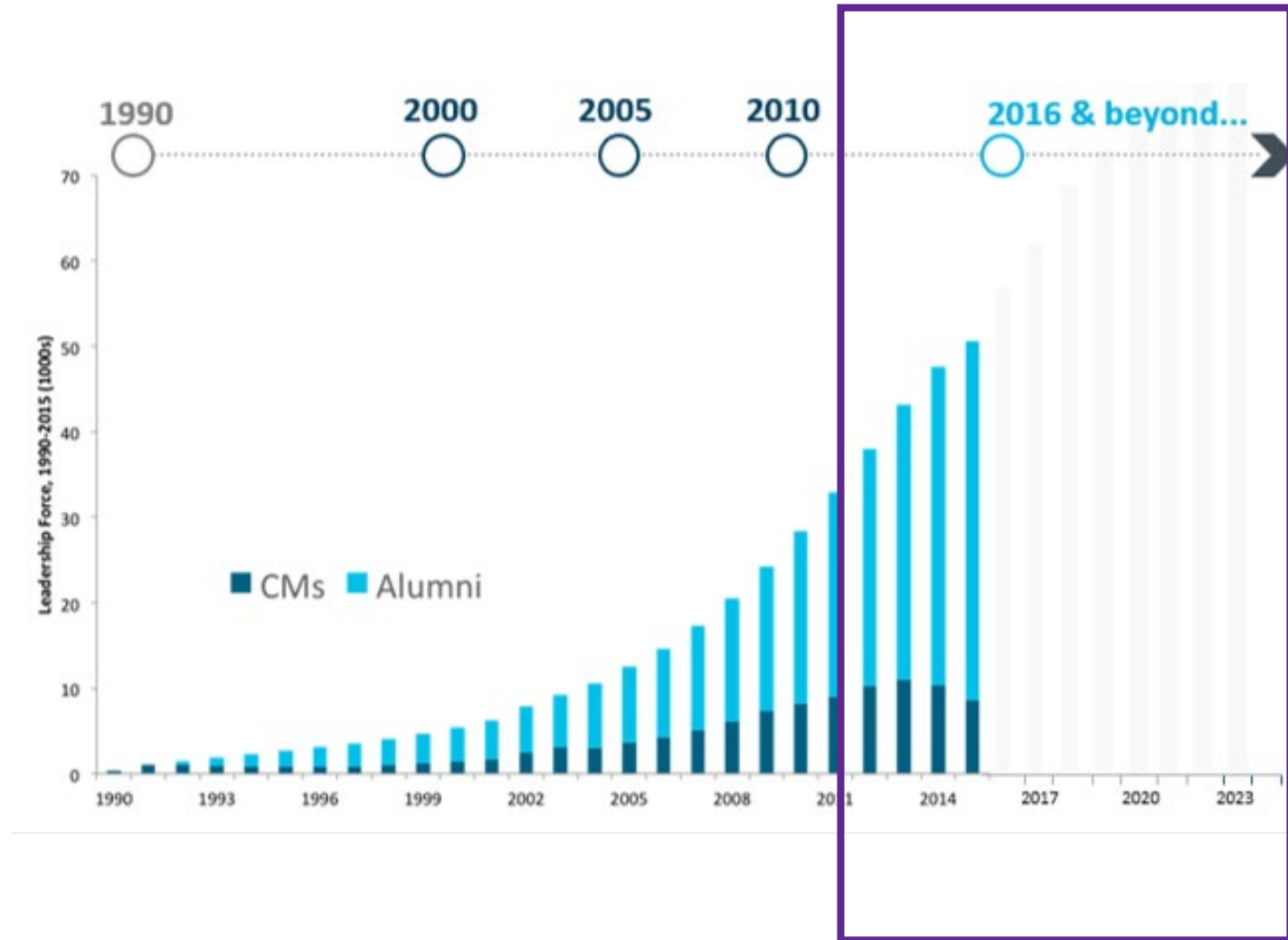
- +1.3 months of learning in reading in lower elementary grades
- +1.5 months of learning in math in grades 1 and 2
- +2.6 months of learning in secondary math
- Alumni are more likely to work in education than non-admitted applicants
- More top leaders of entrepreneurial education organizations started careers with TFA than anywhere else

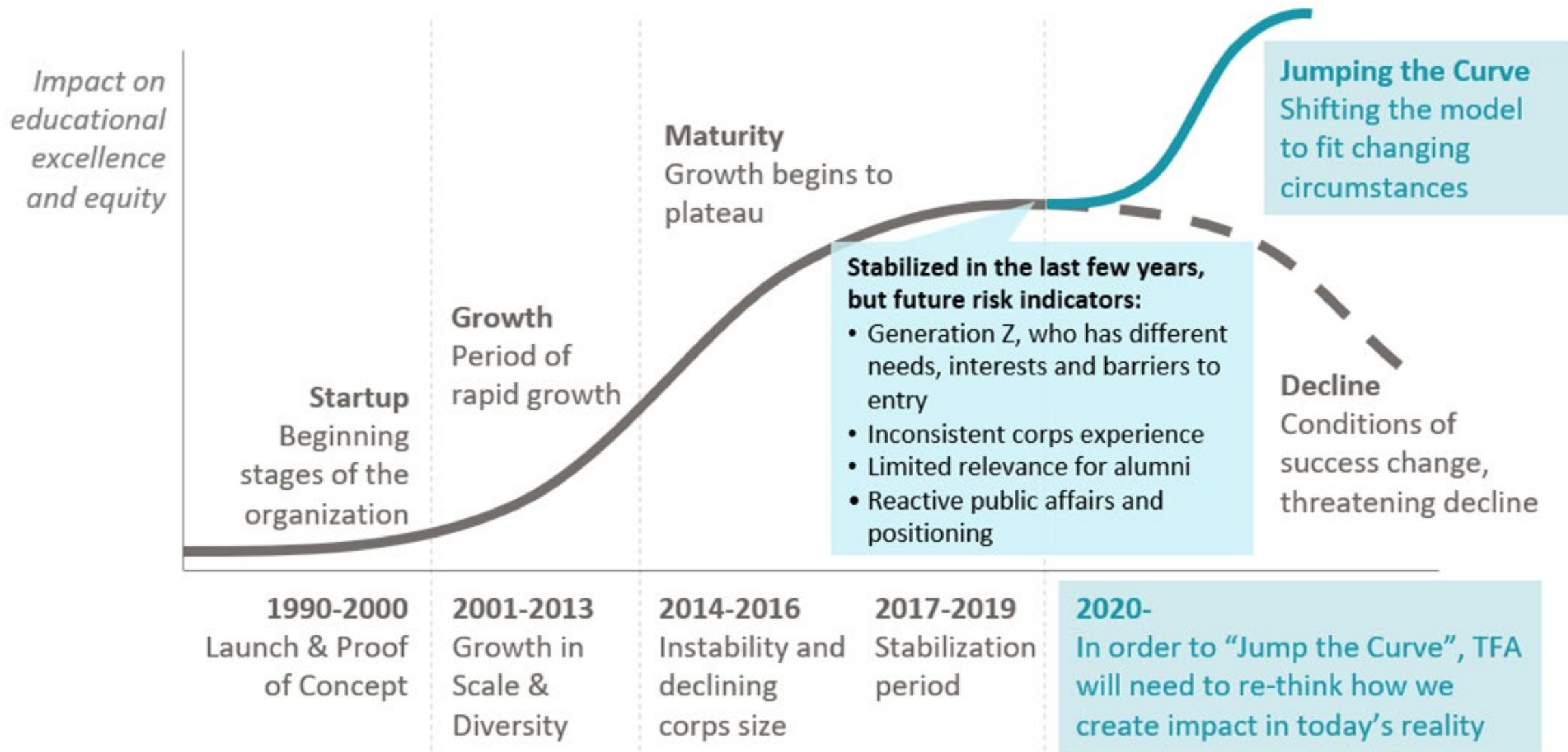
Chapter 2: Bigger & Better, 2000-2010



Chapter 3: Leveraging Scale, 2010-2020

Leverage our scale and diversity
– evolving from a network of remarkable individuals to a connected, thriving community **accelerating innovation and learning across the nation** – while rallying a new generation of entrepreneurial leaders to join the effort.





Teach For America is at a Critical Moment in our Trajectory

Adaptive & Technical Alignment Challenges



One of the greatest obstacles faced delivering on a new strategy was (and is) **a fundamental misalignment around many of our Foundations: our view of the problem we're working to solve; our theory of change; our mission; our model; our core values; and our aspirations for diversity, equity, and inclusiveness.**



This lack of alignment could be **existential crisis** threatening the health and sustainability of our organization, creating **immense strategy and brand risks**, especially in the context of a highly competitive recruitment landscape.



The challenge is **both technical and adaptive in nature**; thus we pursued both types of solutions over the course of our work.


Two Reflections Guided our New Strategy

Insight

Our Role

Our Strategy

Insight

1  Our educational system is **not designed** to enable all students to succeed in the 21st century **and must be reimagined**

2  Systems change only happens through **collective action** and **local coalitions**

Our Role

TFA has an opportunity to **drive innovation** through helping our **network to learn from each other**

TFA must build an understanding of and skill in **collective leadership**

Our Strategy

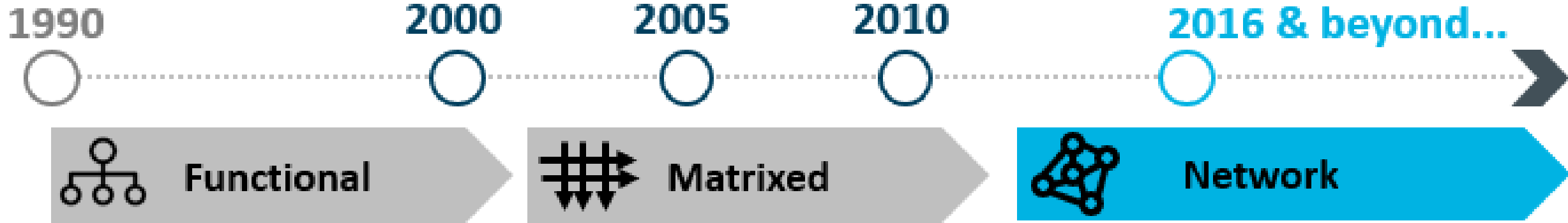
To leverage the scale and diversity of our network to drive learning, innovation and collective leadership

Teach For America's Scaled Strategy

What are we doing at scale?

- **Vision:** One day, all children will have the opportunity to attain an excellent education
- **Mission:** Teach For America finds, develops and supports equity-minded systems leaders – individually and in teams – so they can transform education and expand opportunity with children, starting in the classroom.
- **Strategy:** *How do we maximize our mission in pursuit of the vision?*
- **Structure:** *How do we organize ourselves to implement our strategy?*
- **Values, Systems & Processes:** *How do we work together most effectively in this structure?*

Evolution of our Organizational Model to Implement Strategy



Functional

Line management of initial program model into small number of regions

Matrixed

National functional teams co-manage program and operations through regional staff across the country

Network

Teams clustered into learning communities supported by national infrastructure and resources



1407

School Leaders



539

School System Leaders



1011

Policy & Advocacy Leaders



261

Social Entrepreneurs

60% of Alumni taught a 3rd year in their region

75% of Alumni work in roles impacting education or low-income communities

Alumni Roles in Education (of only Alumni in Education)



Measuring Alumni Pathways [2019 Data]