

Creando comunidades **de lectura y escritura** en las escuelas

ProLEER
October 2, 2024

Costa Rican Spanish Program of Studies

Communications focus



“Each student will learn to read and write a variety of texts to satisfy their interests, needs and preferences.

They will be capable of **developing oral as well as written capabilities, to communicate** effectively in diverse social and academic settings.”

Costa Rican Ministry of Education, 2013, Spanish Program of Studies Level I, Basic General Education, p.15.

National Writing Contest Findings

Mi Cuento Fantástico

Costa Rican national writing contest

ADA runs the national writing contest ***Mi Cuento Fantástico***, in partnership with the Ministry of Public Education.

Focus: motivate students to write their own stories and read those of other children around the country.

Reach: 14% of schools and 20,000 students.



Teacher Focus groups show

Challenge: Motivating whole class participation.

- Teachers say most students don't like to write.
- Teachers lack effective instructional strategies and materials to support authentic writing.



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What attracted us to the Chilean Writing Program?

- Measurable impact on children's motivation.
- High teacher and student satisfaction.
- Scaled in over 1000 public schools across Chile.



¡A CREAR!

Pilot Project

2023-2026

Goal

The **¡A CREAR! Pilot Project** seeks to **adapt and assess** a contextualized version of the Chilean Writing Program, in order **to promote authentic writing at scale** in the Costa Rican public school system.



Theory of change



If we provide:

- Teachers with research-based writing motivation **materials** and some **professional development**, that align with the Costa Rican Spanish Program;

And:

- Students with **frequent opportunities to write** authentically;

Then:

- Student's **motivation** to write will improve.

Quasi-experimental Design 2024

SAN JOSÉ CENTRAL

- **6 urban** high-poverty **schools**
- **2.000 students** from 3rd-6th grade
- **60 teachers** (in 80 classrooms)
- **50:50 Treatment v Control** Classrooms
- **2 lessons/week** for **14 weeks**



How does the intervention work?

01

Student diaries: 3rd – 6th grades

- Written by CR teacher/authors w. 🇵🇷 partners
- 60 open-ended, multi-genre questions
- Aligned with CR Spanish Studies Program

02

Teacher capacity building session

- Theory and practice of the intervention

03

2 Teacher guides

- Use of Diaries
- Integration into Ministry lesson plans



How are Diaries implemented?



Implementation Model: *2 class periods per week*

1	Begin	Selection of the exercise Discussion of the exercise Teacher clarification of doubts
2	Development	Focus on 1 exercise/lesson Teacher
3	End	Students voluntarily share texts Positive and specific feedback

Data collection



QUALITATIVE DATA - Teachers	Grades
Teacher Interviews (before/after)	3-6
Classroom Observations (during)	3-6
Online Surveys (during)	3-6
QUANTITATIVE DATA - Students	Grades
Attitudinal Scale (before/after)	3-6
Self-Efficacy Scale (before/after)	3-6
Text Production (word count- bef/after)	3 rd & 4 th

Teacher practices affect the quality of implementation

Grades		3rd			4th			5th			6th		
<i>Declared Teacher Practices/ by Teacher</i>		PA1	ME2	MV3	EA4	GM5	VV6	JA7	JM8	KR9	AP10	L11	M12
Traditional (Centered on spelling, punctuation and handwriting)	Dictation	X				X	X			X			
	Text correction						X	X		X		X	X
	Word completion	X		X	X			X				X	
	Alphabet knowledge	X					X						
	Grammar rules		X				X			X	X		
	Review of rules											X	
	Copying and transcription of text	X	X				X		X			X	X
	Handwriting excercises	X					X						
	Sentence writing			X	X								
Communicative (Centered on text production)	Narration of images		X		X	X		X	X				
	Narration specific or open themes						X					X	X
	Completion of narrative texts					X			X				X
	Share written texts		X			X		X					
	Creation of collective texts		X					X			X		
	Transformation of narrative text										X		X

Source: Concha, S. and Hugo, E. 2024. Preliminary analysis of ADA teacher interviews.

Teacher observation rubric

	LOW	GOOD	EXCELLENT
	1-2-3	4-5	6-7
BEGIN Selection of the exercise Discussion of the exercise Teacher clarification of doubts	Interaction observed may align with guided writing or not support creative writing. Tension may overshadow confidence to write and experiment with language. Students may show a lack of interest or excitement. The teacher may fail to motivate or only give instructions without fostering creativity. Students can't choose their writing exercises. Interactions may center on classroom management and discipline.	Classroom environment is suitable for creative writing. Students have free choice of writing exercises. Space questions, answers, and comments to encourage writing. Conversation does not qualify as an authentic dialogue. Interventions are brief, topics are not expanded on, no shared enthusiasm for the topics or creative writing.	Classroom climate fosters motivation and enthusiasm for writing. Students exhibit behaviors indicating that writing is special and important to the community. An authentic dialogue promotes the generation of ideas for free writing. Space is given for free choice of journal exercises.
DEVELOP Classroom climate Quality of teacher-student interaction Level of student engagement	Writing is perceived as a tedious or obligatory. The teacher pressures students to stay on task and is focused on classroom management. The teacher does not address students' doubts or needs related to writing. Teacher interventions focus more on spelling or grammar than motivating creative writing. The teacher is often preoccupied with other work, not engaged in the writing community.	Students work on writing without opportunities to choose the modality. A smaller portion of the group is disengaged, leading to interruptions or distractions. The teacher circulates to monitor, offering positive interactions. Teacher feedback is not specific enough to support the writing.	Student enthusiasm and involvement in the writing task are observable. A relaxed and pressure-free environment. Students choose materials and partners. The teacher is available to solve doubts. The teacher moves around the room with genuine interest, reading texts. Students receive positive comments and ideas, particularly those facing difficulty.
END Voluntary sharing of texts Type and quality of comments Emotional safeguards for shared text	Lack of time for voluntary student sharing, lead to forced participation or skipped opportunities. Absence of meaningful feedback, focused on spelling or grammar vs. creative content. No emotional engagement from students or peers when sharing written work. Superficial dialogue, where discussions lack depth and genuine exchange of	Some students voluntarily share their texts at the end of class. Positive comments, but the dialogue lacks depth and balance btw form and content. Occasional interruptions or disrespect towards those sharing occur. Emotional safety of students sharing their work is not fully guaranteed.	Students voluntarily read texts aloud. Emotional well-being is safeguarded. Genuine desire to share and listen to ideas within the community. Feedback is positive and specific addressing content and form. Feedback includes emotions, real-life connections, and the writing experience.

LOW	GOOD	EXCELLENT
1-2-3	4-5	6-7
BEGIN (average score 3.7 out of 7) Free selection of student exercises Dialogue that supports generation of ideas Teacher responds to questions A classroom environment that fosters motivation		
DEVELOP (average score 3.3 out of 7) Students and teachers are engaged in the task Teacher focused on writing v classroom management Teacher makes helpful content suggestions		
END (average score 3.6 out of 7) Students voluntarily share their texts Positive specific feedback Safeguarding of student emotions		

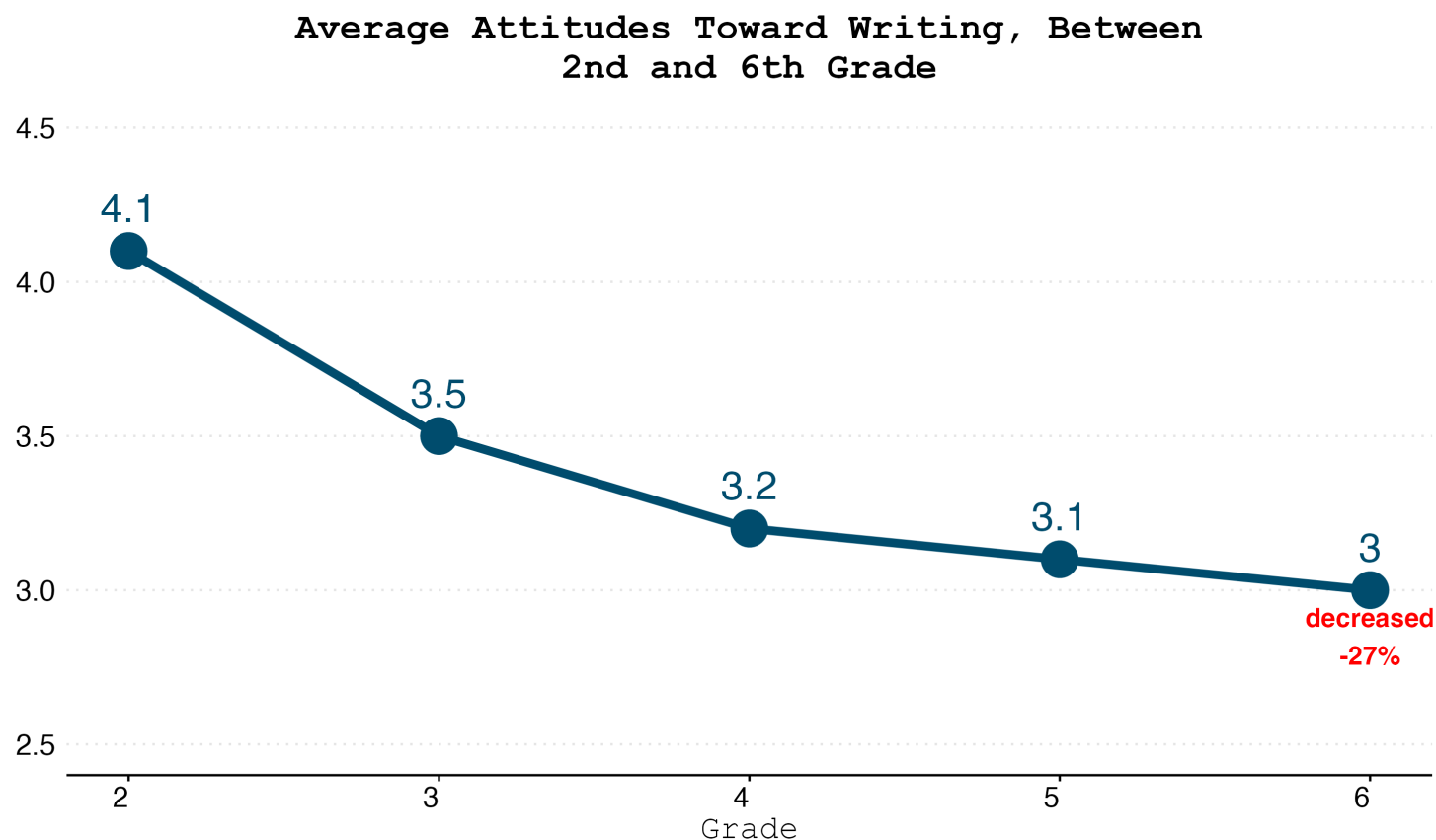
Source: Concha, S. and Hugo, E. 2024, Analysis of ADA teacher observations.

2024: Student results on motivation scales: Treatment v Control

Statistically significant differences by grade Repeated measures ANOVA	
Scale 1.	Attitudes
Attitudes	Fourth grade (+)
	Sixth grade (+)
Scale 2.	Self - Efficacy
Idea Generation	Third grade (-)
	Fourth grade (+)
Concentration	Third grade (-)
Punctuation	Third grade (+)
	Fourth grade (-)
	Fifth grade (-)
Spelling	Sixth grade (+)

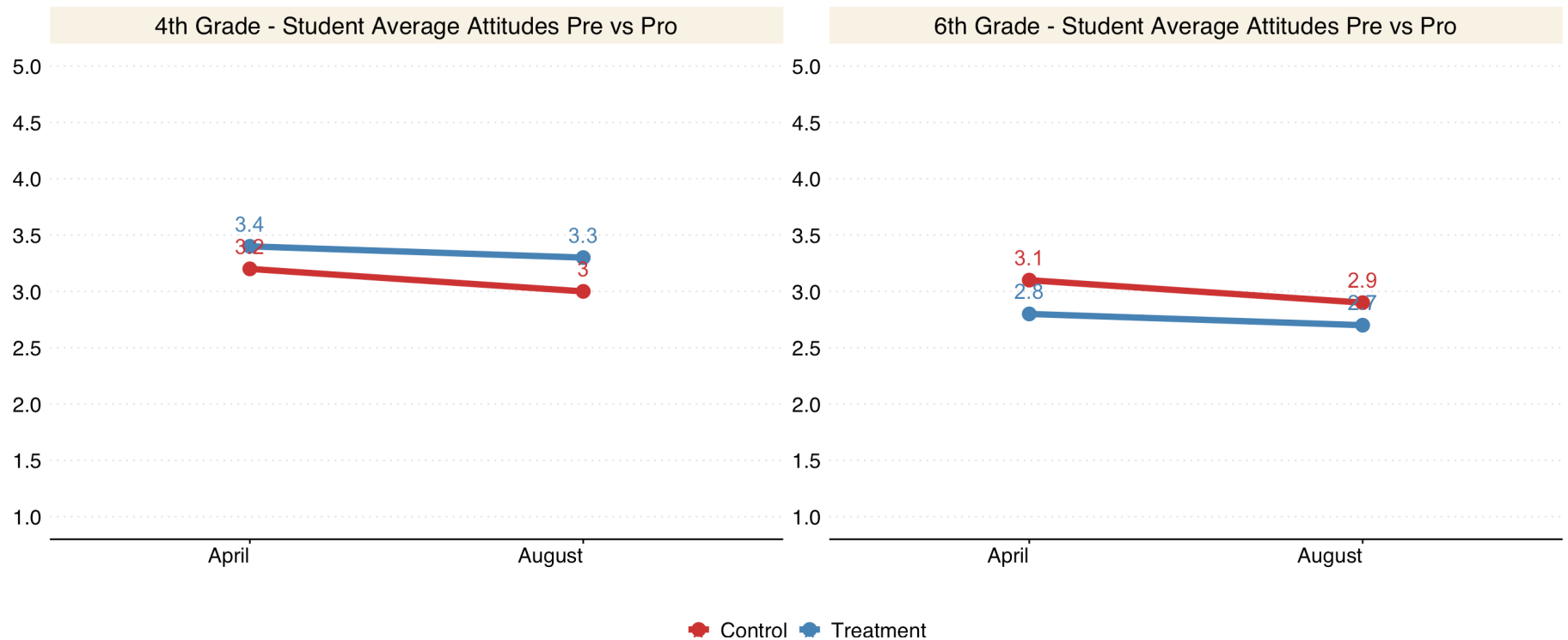
Source: Barquero, K., 2024. Data analysis of ADA data

Motivation to write decreases as children advance thru grades 2-6



Fuente: Own elaboration based on ADA 2023 data.

2024: Statistically significant differences In 4th & 6th grade student attitudes toward writing using repeated measures ANOVA



Source: Own elaboration based on the regression analysis by Barquero, using ADA 2024 data.

Questions for Policy and Practice

POLICY

- How well do the **communication's aspirations** of the CR Spanish Program of Studies **align with what teachers feel is expected** of them in classroom?
- To what extent will the **elimination of the national writing assessment**, negatively effect teacher practice in writing instruction?

PRACTICE (Relative to the Pilot)

- How can we support teachers in **facilitating student discussions**, to help generate ideas before students begin writing?
- When students read their completed texts aloud, how can we support teachers and students to **provide constructive, positive feedback on student texts**?

