EVALUATION OF DELAWARE'S STATE IMPROVEMENT GRANT INITIATIVE YEAR I OUTCOME EVALUATION REPORT

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TEACHER AND CLASSROOM LEVEL EFFECTS [GOAL 1: IMPROVED LITERACY]

PRESCHOOL

✎ Most of the preschool SIG teachers (84%) reported reading aloud to children in their class daily.

✎ Over three-fourths of the preschool SIG teachers (81%) reported that at least 3 times a week they draw children's attention to the sounds they hear in words.

✎ About one-third of the preschool SIG teachers (36%) stated that they introduce children to different kinds of text such as newspaper, maps, box labels, etc. at least three times per week.

✎ Most of the preschool SIG classrooms had an alphabet visible (82%) and used word cards with names and unfamiliar words (77%).

GRADES K-3

📖 Most (83%) SIG teachers (K-3) said that all or most of their students independently read or look at books written in their native language.

📖 All of the SIG kindergarten classrooms observed incorporated at some level print-related activities for establishing students' ability to recognize and print the letters of the alphabet and word-directed activities for helping students to acquire basic sight vocabulary into instruction.

📖 Nearly all of the kindergarten classrooms observed provided evidence of high quality phonemic analysis activities. Most teachers also focused students' attention on rhyming words through songs, poems, plays, and nursery rhymes.

📖 In at least three-fourths of the 1st through 3rd grade classrooms observed, the teacher modeled how to identify sounds through rhyming and word families, onsets and rimes, syllables, segmentation, blending, or adding and deleting words.

📖 Very few teachers used any type of informal reading inventory (commercial or teacher-made) to assess students' word recognition accuracy and reading fluency.

📖 Over half of the SIG teachers (58%) stated they had received adequate professional development to help them use Scientifically Based Reading Research practices in assisting children who are experiencing difficulties in reading.

📖 One-quarter (25%) reported they had received adequate professional development in using Scientifically Based Reading Research to teach reading to children with disabilities.

📖 Almost all (94%) of SIG teachers (K-3) reported that daily or 3 to 4 times per week, they draw children's attention to the sounds they hear in words, and say the sounds that letters and letter combinations make.

PARENT AND FAMILY LEVEL EFFECTS [GOAL 1: IMPROVED LITERACY]

GRADES K-3

- Most parents (82%) indicated they often read to their children whenever he or she wants.

- Many parents (75%) frequently take advantage of literacy in their environment by pointing out words whenever they go to the grocery store, the pharmacy, or the gas station.

- Nearly all parents indicated they want their children to love books (99%) and would like to help their child learn to read; however, over one-fifth (22%) indicated they don't know how to help.

TEACHER AND CLASSROOM LEVEL EFFECTS [GOAL 2: INCLUSION]

- Half of the classrooms (50%) across the five schools participating in the inclusive schools initiative were structured such that students with disabilities and students without disabilities were in the same classroom.

- Few of the classrooms (13%) included students with disabilities in proportions that naturally occur in other public settings (1-10% of the population).

SYSTEM LEVEL EFFECTS [GOAL 2: INCLUSION]

DELAWARE TEACHERS

- Nearly all of Delaware teachers reported being very well prepared (46%) or somewhat prepared (46%) to teach students of varying abilities.

- Most teachers (92%) indicated some barriers that limit their success in addressing the diverse learning needs of students in their classrooms. The three most frequently cited barriers were large numbers of students in their class (32%), not enough time e.g., for preparation (16%), and not enough appropriate instructional materials (16%).

- The majority of educators (59%) were not at all familiar with the concept of Universal Design for Learning.

DELAWARE CITIZENS

- About two-thirds (69%) of Delaware citizens believe that the challenge of being in a general education classroom would promote the academic growth of a child with a disability.

- Many citizens (63%) believe that the integration of students with mild to moderate disabilities into the general education classroom would not harm the achievement of other students.

- The majority of citizens (69%) were not at all familiar with the concept of Universal Design for Learning.

INSTRUCTIONAL SUPPORT TEAMS (IST)

☑   About half of the SIG teachers (46%) reported that their school has enhanced their school's instructional support team to provide a case manager/coach to any teacher requesting assistance.

☑   Most teachers (87%) have requested assistance from the IST at least once during the school year.

☑   Most of the SIG teachers who have requested and received assistance from the IST (77%) are satisfied with the IST's problem solving process.

INTRODUCTION

The University of Delaware Education Research & Development Center is responsible for the outcome evaluation of the State of Delaware's State Improvement Grant Initiative. The evaluation focuses on the two major goals of the State Improvement Grant taken directly from the Delaware State Improvement Grant federal proposal. Terms in parentheses ( ) reflect the evaluation focus of each goal.

GOAL 1

Improved literacy and reading skills for children with disabilities in three age groups: preschool, kindergarten through 3rd grade, and grades 4 through 12. (Impact on Student Achievement)

GOAL 2

All students with mild or moderate disabilities will gain access to and progress in the general curriculum. (Impact on Access to the General Education Environment and Curriculum)

DESIGN AND ORGANIZATION OF THE YEAR I EVALUATION REPORT

Evaluation Questions and Data Sources

To determine how well Delaware's State Improvement Grant (SIG) is addressing these two major goals, the Year I (2003-2004) evaluation activities conducted by the evaluation team of the University of Delaware Education Research and Development Center focused on determining the program's impact at four levels: effects on students, effects on teachers and classrooms, effects on parents, and effects on the system. This report describes these effects and is based on multiple sources and types of data that have been collected and analyzed during the past year. Table 1 illustrates the specific effects measured, organized by the two major program goals and specific objectives, as outlined in the federal proposal. It also illustrates the data sources used to evaluate each of these effects. The findings section of this report is organized by levels of effect and according to each of the objectives. Since many of the activities were implemented for the first time in the spring of 2004, much of these data can be considered baseline.

Data Collection Methods

During the 2003-2004 academic year data were collected using several methods as indicated above. A complete description of the instruments used for data collection can be found in Appendix A of this report.

Table 1. SIG Objectives and Evaluation Measures for Goal 1 – Improved Literacy and Reading Skills for Children with Disabilities, Pre-K to Grade 12

Student-Level Effects[1]		
FOCUS	OBJECTIVE	MEASURES
PRESCHOOL STUDENTS	Early literacy skills of 80% of the preschool special education (and at-risk) students will increase.	Work sampling disaggregation- k-1
K-3 STUDENTS	The reading skills of 80% of the K-3 students with disabilities will be enhanced within the lowest performing schools.	DSTP disaggregation- grades 3 DSTP2 disaggregation- grades 2 Work sampling disaggregation- k-1
4-12 STUDENTS	The reading skills of 70% of the students with disabilities in grades 4-12 will be enhanced within the lowest performing schools.	DSTP disaggregation- grades 5, 8, and 10 DSTP2 disaggregation- grades 4, 6, 7, and 9
Teacher/Classroom Level Effects		
FOCUS	OBJECTIVES	MEASURES
PRESCHOOL TEACHERS	Teachers will implement scientifically-based developmentally appropriate activities to teach pre-literacy/literacy skills that will improve special education (and at-risk) students' access to the general education curriculum.	SIG teacher survey Classroom observation
K-3 TEACHERS	Teachers will implement scientifically-based literacy/reading activities with an emphasis on struggling special education readers that will improve their access to the general education curriculum.	SIG teacher survey Classroom observation
PRESCHOOL AND K-3 TEACHERS	The training team will provide ongoing support, training and coaching.	SIG teacher survey
Parent/Family Level Effects		
FOCUS	QUESTIONS	MEASURES
PARENTS OF PRESCHOOL CHILDREN	The SIG will provide information and training for parents including strategies for promoting their children's pre-literacy and literacy skills.	SIG parent survey
PARENTS OF K-3 CHILDREN	The SIG will provide information and training for parents of children with disabilities including strategies for promoting their children's literacy skills.	SIG parent survey

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[1] Student-level effects were included in the report entitled "Evaluation Results of the Delaware State Improvement Grant: Analysis of Baseline Assessment Results" released in April 2004.

Table 2. SIG Objectives and Evaluation Measures for Goal 2 – Improved Access and Progress in the General Curriculum for All students with Mild or Moderate Disabilities (Inclusion)

Teacher/Classroom Level Effects		
FOCUS	OBJECTIVES	MEASURES
K-12 TEACHERS	Teachers will implement scientifically-based literacy/reading activities with an emphasis on struggling special education readers that will improve special education students' access to the general education curriculum.	Baseline Inclusion Teacher Survey
System Level Effects		
FOCUS	QUESTIONS	MEASURES
SIG TEACHERS, DELAWARE TEACHERS AND THE PUBLIC	The SIG will broadly disseminate information regarding the philosophy, benefits, and strategies of universal design for learning.	Educator Poll – Condition of Education Public Poll – Condition of Education SIG teacher survey

FINDINGS

GOAL 1 – IMPROVED LITERACY AND READING SKILLS FOR CHILDREN WITH DISABILITIES

TEACHER/CLASSROOM – LEVEL EFFECTS

Goal 1a Objective: Preschool teachers will implement scientifically-based activities to teach pre-literacy/literacy skills that will improve special education (and at-risk) students' access to the general education curriculum.

Two data sources primarily speak to this objective, the SIG preschool teachers' survey and the classroom observations.

- Phonemic Awareness
  - Most of the SIG teachers (84%) reported reading aloud to children in their class daily.
  - Most of the SIG teachers reported that daily or 3 to 4 times per week, they
    - have children participate in language games, rhymes, or riddles (90%);
    - sing, rhyme, or clap out the syllables of songs or chants (84%);
    - draw children's attention to the sounds they hear in words (81%), and
    - read stories that have predictable sound patterns (68%).
  - Most of the SIG teachers (80%) believe it is somewhat or very important for the children to compare words and word parts in _heard_ words.
  - Some of the SIG teachers may have misconceptions about what is developmentally appropriate for preschool-age children. For example, many (66%) believe it is somewhat or very important for these children to compare words and word parts in _printed_ words. Also, most (81%) believe it is somewhat or very important for these children to sound out words.

- Vocabulary
  - Almost three-quarters (71%) of SIG teachers reported that daily or 3 to 4 times per week, they introduce new vocabulary and ideas before special events.

- Comprehension
  - Many of the SIG teachers said that it is somewhat or very important for the children in their class
    - to act out the events in a story they have heard (87%);
    - draw pictures to illustrate a story (82%); and
    - draw pictures and then tell a story to go with the pictures (78%).
  - About half (49%) SIG teachers stated that they help children to act out familiar stories at least three times per week.

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[2] Complete data for all items on the SIG pre-k teacher survey can be found in Appendix B.

- Native Language
    - Most of the SIG teachers (81%) stated that it is somewhat or very important for children in their class to independently read or look at books written in their native language.
    - Less than half of the SIG teachers (43%) said that they help children in selecting favorite books for story time written in their native language at least three times per week.

- Literacy Rich Environment
    - About one-third of the SIG teachers (36%) stated that they introduce children to different kinds of text such as newspaper, maps, box labels, etc. at least three times per week.

Data from Classroom Observations[3]

Classroom observations were conducted in 17 SIG preschool classrooms across the state during the spring of 2004. The observation instrument that was used to guide these sessions was the *Early Language and Literacy Classroom Observation (ELLCO) Toolkit, Research Edition* that was purchased from Paul H. Brookes Publishing Company. Trained observers contracted through the Center for Disability Studies at the University of Delaware conducted the classroom observations (approximately 90 minutes).

The summary findings for all observations can be found in Appendix D of this report. The following represents a selection of some items from the *Early Language and Literacy Classroom Observation* instrument that address the literacy environment and activities.

- Literacy Environment
    - Over half of the classrooms (59%) had an area set aside just for book reading. The book area was described as orderly and inviting.
    - About half of the classrooms (47%) had at least 26 books that were easily available to the children. A few of the classrooms (18%) had fewer than 15 books that were easily available to children.
    - Over half of the classrooms (60%) did not have a place for children to listen to recorded books/stories.
    - Most of the classrooms had
        - an alphabet visible (82%); and
        - word cards with names and familiar words (77%).
    - Many of the classrooms did <u>not</u> have any varieties of
        - teacher dictation on display in the classroom (59%);
        - children's writing on display in the classroom (65%).

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[3] Complete data from all pre-k classroom observations conducted can be found in Appendix D.

- Literacy Activities
  - During the observation, most of the SIG teachers (83%) conducted at least one full-group book reading session.
  - In about half of the classrooms (53%), the time spent on full-group book reading lasted 5-10 minutes. In some classrooms (29%), full-book reading lasted more than 10 minutes.
  - In regard to writing, most of teachers (77%) modeled writing for the students. Although, few of the classrooms (18%) included children attempting to write letters or words.

The following represents a summary of the items from the *Early Language and Literacy Classroom Observation* instrument that address the two remaining components – a) general classroom environment and b) language, literacy, and curriculum. The ratings are averages of all 17 teachers observed on a 5-point scale of 5=exemplary, 4=proficient, 3=basic, 2= limited, and 1=deficient. To earn a score of 5, there must be strong evidence of this characteristic present. To earn a score of 3, there was some evidence of the characteristic present and in classrooms where a 1 is indicated, there is minimal or no evidence of the characteristic.

As indicated by the range of scores on each component, there is great variability across classrooms. In addition, the two components with the highest mean rating (3.06) were classroom management strategies and classroom climate. The component with the lowest mean rating (1.82) was the presence and use of technology. Furthermore, no classrooms received a rating of 4 or 5 for:

- Presence and use of technology;
- Opportunities for child choice and initiative; and
- Recognizing diversity in the classroom.

Table 3. Two Components of the Preschool Classroom Observations

GENERAL CLASSROOM ENVIRONMENT	MEAN RATING	RANGE
Organization of the Classroom	2.82	1 to 4
Content of the Classroom	2.47	1 to 4
Presence and use of Technology	1.82	1 to 3
Opportunities for Child Choice and Initiative	2.41	1 to 3
Classroom Management Strategies	3.06	1 to 5
Classroom Climate	3.06	1 to 5
LANGUAGE, LITERACY, AND CURRICULUM		
Oral Language Facilitation	2.59	1 to 5
Presence of Books	2.47	1 to 4
Approaches to Book Reading	2.59	1 to 4
Approaches to Children's Writing	2.35	1 to 4
Approaches to Curriculum Integration	2.59	1 to 4
Recognizing Diversity in the Classroom	2.12	1 to 3
Facilitating Home Support for Literacy	2.65	1 to 4
Approaches to Assessment	2.59	1 to 4

Goal 1b Objective: Teachers (K-3) will implement scientifically-based literacy/reading activities with an emphasis on struggling special education readers that will improve their access to the general education curriculum.

Two data sources primarily speak to this objective, the SIG K-3 teachers' survey and the classroom observations.

Scientifically-Based Literacy Activities – K-3 Teachers' Survey Analysis[4]

- Phonics & Phonemic Awareness
  - Almost all (94%) of SIG teachers reported that daily or 3 to 4 times per week, they
    - draw children's attention to the sounds they hear in words, and
    - say the sounds that letters and letter combinations make.
  - More than half (53%) of SIG teachers reported that *all* of their students regularly say the sounds that letters and letter combinations make; over one-third reported that *most* of their students did this regularly.

- Vocabulary
  - Three-quarters (75%) of SIG teachers reported that daily or 3 to 4 times per week, they explicitly teach new vocabulary and concepts before reading.

- Comprehension
  - Most (82%) SIG teachers stated that they identify the elements of a story daily or 3 to 4 times per week.
  - Many (70%) of the teachers said that all or most of their students relate their own experiences to those in books.

- Fluency
  - Most (83%) SIG teachers said that all or most of their students independently read or look at books written in their native language.
  - Only about half (55%) indicated that all or most of their students reread favorite stories aloud to an adult or peer.

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[4] Complete data for all items on the SIG teacher survey can be found in Appendix C.

Classroom observations were conducted in a random sample of 17 SIG K-3 classrooms across the state during April 2004. The observation instrument that was used to guide these sessions was the *Profile of Scientifically-Based Reading Instruction* that was purchased from the Institute for Behavioral Research in Creativity. Training on use of the instrument was coordinated by the University of Delaware Education Research and Development Center and was conducted by a reading specialist recommended by the Institute who had significant success in its use. Evaluators from the R&D Center, literacy coaches, and DOE personnel participated in the training.

The instruments and the summary findings for all K-3 observations can be found in Appendix E and F of this report. It is important to recognize that the number of observations is very small in relation to the size of the group of teachers involved in this program. The authors of this report urge caution in the interpretation of these findings due to their limited generalizability.

The following represents a selection of some items from the *Profile of Scientifically-Based Reading Instruction* instrument that address each of the five essential components. Data are separated by Kindergarten and grades 1 through 3 as two separate instruments were used with these two groupings. The ratings are averages of all teachers observed on a 3-point scale of 3=excellent, 2=good, and 1=needs improvement.

Kindergarten Classrooms

  Reading Aloud. In most or all of the classrooms observed, the teacher read with expression, showed print and pictures from the book while reading aloud, and led students in shared or choral reading. These activities were usually rated as good to excellent. However, while teachers explicitly talked about new words that the students may not know, the quality was usually rated as needs improvement to good.

In two out of the five classrooms, there was no evidence that the teacher stops periodically to engage students during the reading. In addition, when teachers did engage students, the quality of the engagement was rated as needing improvement. While only three out of the five classrooms provided any evidence that teachers followed up the text with the students after the reading, the quality of the follow up observed was good.

  Book Exploration. Most of the classrooms provided evidence of the teacher explaining concepts of print such as front and back of the book and reading from left to right as well as using a variety of types of text. Although most of the teachers encouraged independent reading by providing a variety of books as well as time and direction for students in selecting their own reading material, the instructional quality was rated as needs improvement or good. In addition, in three out of the five classrooms teachers modeled reading or remained actively engaged with students while they were reading books.

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[5] Complete data for all k-3 classroom observations can be found in Appendices E and F.

Table 4. Kindergarten Classroom Observations & Five Reading Components (n=5)

PHONICS	AVERAGE RATING
Teacher points out that **letters represent sounds** as the teacher or students write. Teacher and/or students **name letters** and **say the sounds** of those letters.	Good/Excellent (2.8)
Teacher encourages students to **write letters that represent certain sounds** when they know some letters and sounds.	Good/Excellent (2.8)
Teacher introduces **letters and sounds in groups** (e.g., "s," "a," "t," "m,") **and** immediately **makes words** from those letters (e.g., sam, man, tam).	Good (2.0)
PHONEMIC AWARENESS	
Teacher **focuses** students' attention **on rhyming words** through songs, poems, plays, nursery rhymes, etc.	Good (2.0)
Teacher conducts **phonemic awareness** activities by teaching **one or more** of the following orally or with letters:	Good/Excellent (2.6)
Teacher **uses students' names** to identify and teach sounds.	Good/Excellent (2.5)
VOCABULARY	AVERAGE RATING
Teacher **introduces** and discusses **new words** through **two or more forms of media** (e.g., pictures, objects, audio-visual media, oral expression, kinesthetic expression).	Good (2.0)
Teacher **talks about new words** that students may not know.	Needs Improvement/Good (1.5)
Teacher builds and/or discusses **vocabulary relationships** or **concepts** (e.g., Spring: buds, flowers, blooming, wind, rain, thaw, melt).	Needs Improvement/Good (1.75)
FLUENCY	
Teacher **reads with expression** (e.g., varies tone and pitch of voice; reads softly, loudly; shows emotion).	Good/Excellent (2.8)
Teacher **leads** students in **shared or choral reading**.	Good (2.4)
Teacher has **students read what they have written** while students are seated around or with the teacher	Good (2.2)
COMPREHENSION	
Before Reading: Teacher **activates students' background knowledge** while holding the book and showing its pictures.	Good (2.0)
During Reading: Teacher **stops** periodically **to engage students**.	Needs Improvement (1.33)
After Reading: Teacher **follows up** text.	Good (2.33)

Writing Activities. All classrooms provided evidence that teachers incorporated writing activities for developing children's personal appreciation of communicative dimensions of print and for exercising print and spelling abilities into daily activities such as pointing out that letters represent sounds and providing opportunities for children to make written representations about themselves and their experiences. In addition, evidence was gathered that indicated on a weekly or periodic basis most to all of the teachers help students to generate ideas for writing, take dictation of student's oral language while the students draw pictures to go to with their talk, and have students read what they have written. The instructional quality of these activities was good.

Thematic Activities. Most teachers used thematic activities and social dramatic play to engage students in literacy-related activities that extend reading and writing. However, the quality of these activities was rated as needs improvement to good.

Print- and Word-Related Activities. All of the classrooms at some level incorporated print-related activities for establishing students' ability to recognize and print the letters of the alphabet and word-directed activities for helping students to acquire basic sight vocabulary into instruction. In general, the quality was good to excellent for these instructional activities.

Phonemic Analysis Activities. Nearly all of the classrooms provided evidence of high quality phonemic analysis activities. For example, all of the classrooms provided evidence of the teacher conducting phonemic awareness activities by orally teaching one or more of onsets and rimes, segmentation, blending or syllables. Most teachers also focused students' attention on rhyming words through songs, poems, plays, or nursery rhymes.

Grade 1 to 3 Classrooms

Phonemic Analysis Activities. In many of the classrooms observed, the teacher provided explicit instruction and practice that led to the understanding that spoken words are made up of smaller units of sound. For example, in at least three-fourths of the classrooms the teacher modeled how to identify sounds through rhyming and word families, onsets and rimes, syllables, segmentation, blending, or adding and deleting sounds. In addition, the quality of this instruction was good.

Word Recognition and Fluency. Very few teachers used any type of informal reading inventory (commercial or teacher-made) to assess student's word recognition accuracy and reading fluency. In addition, when students began to read independently, evidence of the teacher assisting students in sounding out unknown words encountered in text was present in only one-third of the classrooms observed. Also, only one-third of the classrooms showed any evidence of structured activities for students to practice identifying and using high frequency words. When evidence was found, the quality was usually rated needs improvement or good.

Table 5. Grades 1-3 Classroom Observations & Five Reading Components (n=12)

PHONICS	AVERAGE RATING
For beginning readers, the teacher introduces **letters and sounds in groups** (e.g., "s," "a," "t," "m,") **and** immediately **makes words** from those letters (e.g., sam, man, tam).	Needs Improvement/ Good (1.80)
Teacher explicitly teaches the **alphabetic principle**	Good (2.0)
When students begin to read independently, teacher **models or assists students in sounding out unknown words** encountered in text.	Needs Improvement/ Good (1.63)
PHONEMIC AWARENESS	
Teacher **models how to identify sounds** through one or more of the following: rhyming and word families, onsets and rimes	Good (2.25)
Teacher communicates to students the **connection between word work and real reading** in text.	Needs Improvement/ Good (1.80)
Teacher **models** or structures activities in which the teacher or the **students say the words and** then say the **separate sounds** (phonemes) in those words.	Good/ Excellent (2.43)
VOCABULARY	**AVERAGE RATING**
Teacher provides **explicit instruction of key vocabulary concepts related to the material** they are reading, including showing illustrations of words and labeling pictures.	Needs Improvement/ Good (1.60)
FLUENCY	
Teacher structures **activities** for students **to practice identifying and using high frequency words.**	Needs Improvement/ Good (1.88)
Teacher provides an appropriate amount of **time for students to practice reading books** on their own or in pairs, including students reading aloud.	Good (2.00)
Teacher **reads aloud text** that is **above students'** instructional level.	Needs Improvement/ Good (1.88)
COMPREHENSION	
Before Reading: Teacher **activates students' background knowledge**.	Needs Improvement/ Good (1.82)
During Reading: Teacher **stops** periodically **to engage students**.	Needs Improvement/ Good (1.91)
After Reading: Teacher **follows up** text to ensure understanding.	Needs Improvement/ Good (1.60)

Spelling. While nearly all (92%) classrooms showed evidence that teachers provided explicit instruction on common spelling conventions, only slightly more than half (58%) provided opportunities for students to practice spelling words correctly by writing spelling words in sentences or stories, editing spelling words in text, or playing word games using the correctly spelled words.

Independent Reading. While nearly all (92%) of the teachers provided appropriate reading material for students to read at their independent reading level, slightly more than half of the teachers (58%) provided an appropriate amount of time for students to practice reading books on their own or in pairs, including students reading aloud. Even fewer teachers (33%) modeled and provided opportunities for students to talk about what they are reading.

Comprehension Strategies for Teachers. Before reading, nearly all of the teachers (92%) activated students' background knowledge. During reading, nearly all of the teachers also stopped periodically to engage students in the reading. Most teachers (75%) also explicitly provided instruction of key vocabulary concepts related to the reading material. However, for each of these activities the quality was rated as needs improvement to good.

Comprehension Strategies for Students. Direct instruction about comprehension strategies such as summarizing the main idea, predicting events and outcomes, drawing inferences, and monitoring for coherence and misunderstanding was observed in most of the classrooms (83%). For example, many teachers (83%) modeled how to use one or more comprehension strategies during a guided or shared reading lesson, a mini-lesson, or reading aloud. However, fewer teachers (75%) provided students with guided practice of the comprehension strategy just taught. Even fewer (58%) structured opportunities for students to independently practice the comprehension strategy. Less than half (42%) of the teachers talked about when and where to use the comprehension strategy. In general, the quality was rated as needs improvement to good for each of these instructional activities.

Daily Assisted Reading. Nearly all teachers assisted or supported reading and rereading of text written at the instructional reading level daily. In general, the quality of the assistance was rated as needs improvement to good.

Reading Outside of School. Nearly all teachers (92%) promoted reading outside of school through at-home reading assignments as well as parent and community involvement. Overall, the quality of this instructional activity was rated as good.

Role of the Principal – Data from Teacher Survey

In the summer of 2004, SIG teacher participants (K-3) were asked about their school, in particular, their views about their principal and their school's reading program. Based on the critical role that principals play in the success or failure of any school programs, we chose to ask questions of teachers at the end of year one's implementation. At the end of the year, many of the K-3 teachers declared that their principal always supported the staff's involvement with Reading First (82%) and the IST problem solving process (57%). However, some of the SIG teachers stated that their principal never encouraged them to:
- select reading content and instructional strategies that address individual students' learning (16%),
- observe exemplary reading teachers (28%).

Table 6. Reading First Teachers' Views of their Principal's Role

Your principal…	Always	Sometimes	Never	Don't know
Encourages you to select reading content and instructional strategies that address individual students' learning.	50%[6]	33%	16%	2%
Accepts the noise that comes with an active lesson.	68%	27%	1%	5%
Encourages the implementation of SBRR instructional practices.	79%	14%	4%	4%
Encourages you to observe exemplary reading teachers.	32%	37%	28%	3%
Provides time for teachers to meet and share ideas with one another.	34%	51%	13%	2%
Acts as a buffer between teachers and external pressures (for example, parents, school board).	42%	42%	13%	4%
Attends Reading First trainings.	39%	39%	9%	14%
Ensures few to no interruptions during literacy blocks.	32%	53%	12%	3%
Explicitly states his/her expectations about formal classroom observations during reading instruction.	56%	34%	6%	4%
Supports the staff's involvement with Reading First.	82%	12%	4%	2%
Supports the IST problem-solving process.	57%	24%	3%	16%

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[6] Percentages are rounded for ease of reading. Exact percentages can be found in the complete survey with data in Appendix C.

Goal 1c Objective: The training team will provide ongoing support, training, and coaching.

One data source speaks to this objective, the SIG teachers' survey.

A series of questions was asked of the SIG teachers regarding their participation in professional development during the 2003-04 year. Table 7 illustrates the types of professional development they experienced and their views of its effectiveness and its alignment with the SBRR framework.

The forms of professional development most frequently attended by SIG teachers during the 2003-04 year were school or district sponsored workshops or in-services, grade level meetings, and reading of professional literature. In regards to their views as to the effectiveness of these professional development activities, at least three-fourths rated them as "very" or "moderately" effective. While only about half of the of the SIG teachers (59%) observed demonstrations of teaching reading in their school or another school, most (90%) rated it as "very" or "moderately" effective. In addition, of those who attended a university course in reading or participated in mentoring in the area of reading instruction serving as the mentor or the mentee, at least 87% rated them as "very" or "moderately" effective.

An additional series of questions was asked of the SIG teachers regarding their participation in professional development during the 2003-04 year. This section illustrates the teachers' perceptions about the impact of the professional development on their instruction practice in reading especially as it relates to struggling readers or students with disabilities.

The results of the SIG K-3 Teacher Survey revealed the following:

- Struggling Readers

  o Over half (58%) of the SIG teachers stated that they had received adequate professional development to help them use SBRR practices in assisting children who are experiencing difficulties in reading.

- Students with Special Needs

  o Only one-quarter (25%) said they had received adequate professional development in using SBRR to teach reading to children with disabilities.

  o Only 10% felt the professional development in SBRR was adequate in regards to teaching children whose native language is not English.

  o On average, SIG teachers reported having three students with an IEP in their class. The number of students with IEPs in these classes ranged from 0 to 15, with 0 as the most common response (49%).

Table 7. SIG Teachers' (n=110) Evaluation of Professional Development and its SBRR Alignment

As part of your professional development this year, have you	YES	NO	Effectiveness of the professional development[7]					Alignment of the professional development with the SBRR framework			
			Very Effective	Moderately Effective	Slightly Effective	Not at All Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't Know
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	22%[8]	78%	64%	27%	9%	0%	0%	60%	25%	0%	15%
Read professional literature related to the teaching of reading (for example, reading study groups).	81%	19%	34%	41%	23%	3%	0%	53%	31%	3%	13%
Attended grade level meetings related to reading instructional issues.	94%	6%	41%	39%	19%	1%	0%	63%	21%	4%	11%
Observed demonstrations of teaching reading (either in my school or in another school).	59%	41%	53%	37%	10%	0%	0%	61%	25%	2%	12%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	33%	67%	59%	28%	13%	0%	0%	58%	27%	4%	12%
Attended school or district-sponsored Reading First workshops or in-services.	99%	1%	42%	37%	19%	2%	0%	68%	19%	1%	13%

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[7] Data regarding professional development effectiveness and alignment with SBRR were provided only by those who indicated "yes" to the initial question. That is, only those who said they attended or participated in each of the forms of professional development then rated its effectiveness and alignment.
[8] Percentages are rounded for ease of reading. Exact percentages can be found in the complete survey with data in Appendix C.

Table 8. SIG Teachers' Views of the Climate within their Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel accepted and respected as a colleague by most staff members.	62%[9]	34%	4%	0%	0%
Teachers in this school are continually learning and seeking new ideas.	53%	40%	6%	1%	0%
I believe the overall impact of SBRR practices on this school has been positive.	30%	49%	14%	2%	6%

It is apparent from the responses above that the majority of SIG teachers who responded to the survey see their schools as collegial and as places where continuous learning is valued. They also believe that SBRR practices have had a positive impact on the climate within their schools.

PARENT/FAMILY-LEVEL EFFECTS

One of the primary goals of the SIG program is designed to have impact on children in the SIG schools through their parents and families. For this reason, we conducted a parent survey designed to undercover how the SIG program is affecting literacy/pre-literacy activities in the home.

Goal 1d Objective: The SIG will provide information and training for parents including strategies for promoting their preschool children's pre-literacy and literacy skills.

One data source speaks to this objective, the SIG parents' survey (pre-k version)[10]. A total of 126 surveys were mailed to the parents of the preschool children whose teachers had attended at least one training module in the spring of 2004. However, because only four completed surveys were returned, no data will be reported at this time. A large proportion of the surveys (44%) were returned by the post office as undeliverable. Nearly all indicated either forwarding order expired or incomplete address.

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[9] Percentages are rounded for ease of reading. Exact percentages can be found in the complete survey with data in Appendix C.

[10] A copy of this survey can be found in Appendix G.

Goal 1e Objective: The SIG will provide information and training for parents of children with disabilities including strategies for promoting their school-age children's literacy skills.

One data source speaks to this objective, the SIG parents' survey (k-3 version)[11].

Literacy Activities

- While most parents (85%) indicated they often enjoy reading with their child, a few of the parents (12%) indicated their child often does not like to read aloud to them. <mark>Very few parents (7%) argue or fuss with their child when they try to read together.</mark>

- Many parents (82%) indicated they often read to their child whenever he or she wants.

- Most parents (89%) reported they tried to sound excited when they read with their child to hold the child's interest.

- Some parents (57%) frequently take advantage of literacy in their environment by pointing out words whenever they go to the grocery store, the pharmacy, or the gas station.

- Some parents often interact with their child while reading by

    o asking their child questions when they read together (62%); and

    o relating the story to their child's life (45%).

Literacy Beliefs

- While nearly all parents indicated they want their child to love books (99%) and would like to help their child learn to read, over one-fifth indicated they don't know how to help (22%).

- Nearly all parents indicated that

    o they play an important role in their child's learning (99%);

    o stories help build their child's imagination (99%);

    o children do better in school when their parents also teach them things at home (99%); and

    o reading helps children to be better speakers and listeners (98%).

- Some parents (66%) have good memories of being read to when they were children; however, some (34%) do not have good memories.

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[11] Complete data for all items on the SIG parent survey can be found in Appendix H.

GOAL 2 – IMPROVED ACCESS AND PROGRESS IN THE GENERAL CURRICULUM FOR ALL STUDENTS WITH MILD OR MODERATE DISABILITIES

TEACHER/CLASSROOM – LEVEL EFFECTS

Goal 2a Objective: Teachers will implement scientifically-based literacy/reading activities with an emphasis on struggling special education readers that will improve their access to the general education curriculum.

One data source speaks to this objective, the SIG baseline inclusion survey[12].

Four questions were asked of the SIG teachers in the five schools selected to participate in the Inclusive Schools Initiative component of the SIG regarding the placement of students with special needs. A total of 89 completed surveys were returned. Figure 1 illustrates where students with disabilities in these schools typically receive instruction.
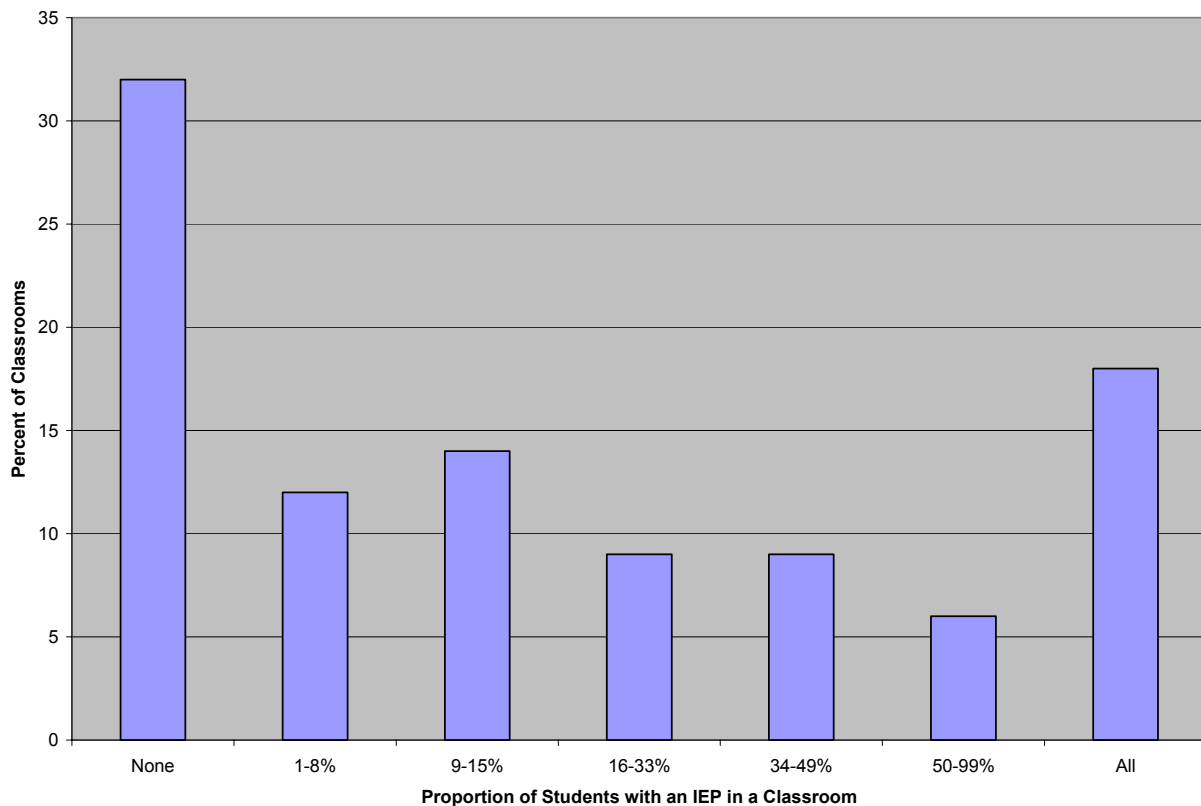
Figure 1. Percent of classrooms comprised of various proportions of students with disabilities

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[12] Complete data for all items on the baseline inclusion survey can be found in Appendix I.

While there is great variability in the proportion of students with disabilities in classrooms across the five schools, some patterns emerged. Only half of the classrooms (50%) were structured such that students with disabilities and students without disabilities were in the same classrooms. In addition, few (14%) of the classrooms included students with disabilities in proportions that naturally occur in other public settings (9-15% of the population).

<div align="center">

SYSTEM-LEVEL EFFECTS

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Goal 2b Objective: The SIG will broadly disseminate information regarding the philosophy, benefits, and strategies of universal design for learning.

One of the primary goals of the SIG program is designed to have a systemic impact on the Delaware schools and school districts. For this reason, we conducted evaluation activities designed to uncover how the SIG program is affecting the school as a system regarding inclusion. To address this objective, we gathered data from three sources including data from the Delaware Educator Poll, the Delaware Public Poll, and the K-3 SIG teacher survey.

<u>Principles of UDL - Feedback from Delaware teachers</u>[13]

From October through November of 2003, telephone interviews were conducted with 415 educators (teachers, administrators, and other teaching-related professionals) throughout the state. The results of the statewide Educator Poll revealed the following about Delaware teachers' use of Scientifically Based Reading Research (SBRR) to guide their reading instruction:

- Instructional Practice

  - Materials requiring visual or hands-on use were employed most often by teachers. Many teachers reported using textbooks (75%), printed materials (87%), or manipulatives (74%) at least a few times a week.

  - Few teachers (27%) incorporated the student use of tools such as computers every day for instructional purposes.

- Universal Design and Special Needs Students

  - Nearly all of the teachers surveyed reported being *very well prepared* (46%) or *somewhat prepared* (46%) to teach students of varying abilities.

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[13] Complete data for all SIG items on the educator poll can be found in Appendix K.

o The vast majority (90%) of educators polled believe that the general education curriculum in Delaware schools should be flexible enough to meet the needs of nearly all students, including students with mild to moderate disabilities. However, when asked if their own school could meet the needs such a diverse student body, nearly one-quarter (23%) did not believe that it could.

o Most teachers surveyed (92%) indicated that some barriers limit their success in addressing the diverse learning needs of students in their classrooms. The three barriers most frequently cited were, large number of students in class (32%), not enough time, e.g., for preparation (16%), and not enough appropriate instructional materials (16%).

o The majority (59%) of educators surveyed were *not at all familiar* with the concept of Universal Design for Learning.

o About one-third (31%) of Delaware teachers reported that most teachers feel they should not be expected to work with children with disabilities.

Principles of UDL - Feedback from Delaware Citizens[14]

From November 2003 through January 2004, telephone interviews were conducted with 938 citizens throughout the state. The sampling plan for this poll was scientifically developed and data were collected using random digit dialing to obtain a random sample of citizens. The results of the statewide Public Poll revealed the following about beliefs regarding meeting the needs of special needs students.

• Universal Design and the Role of the Teacher

o About half of the citizens (52%) surveyed reported most teachers are not able to work effectively with children with disabilities.

o The majority (69%) of citizens surveyed were *not at all familiar* with the concept of Universal Design for Learning.

o About half (56%) of Delaware citizens reported that having to teach students with disabilities places an unfair burden on the majority of classroom teachers.

• Impact of Inclusion on Students

o About two-thirds (69%) of citizens polled believe that the challenge of being in a general education classroom would promote the academic growth of a child with a disability.

o Many citizens (63%) also believe that the integration of students with mild to moderate disabilities into the general education classroom would not harm the achievement of other students.

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[14] Complete data for all SIG items on the public poll can be found in Appendix J.

<u>Principles of UDL – Instructional Support Teams</u>

The K-3 SIG teachers were asked their views about the introduction of an "IST" (Instructional Support Team). IST provides a way to discuss and address academic problems (in any area, not just reading) and behavioral difficulties a student faces. Rather than initiate testing for possible special education referrals, an IST trains teachers to make a match between instruction and the student instructional level.

<u>Teacher Survey Data</u>

- About half of the SIG teachers (46%) reported that their school has enhanced their school's instructional support team to provide a case manager/coach to any teacher requesting assistance. Some (30%) did not know if their school had done so.

- Of those who indicated their school had provided a case manager/coach to any teacher requesting assistance, about one-fourth (27%) reported being a member of the IST.

- Most teachers (87%) have requested assistance from the IST at least once during the school year. Almost three-fourths (74%) have requested assistance at least a few times each semester.

- Most of the SIG teachers who have requested and received assistance from the IST (77%) are satisfied with the IST's problem solving process. However, a few (14%) are dissatisfied with the results achieved.

Table 9. SIG Teachers' Perceptions about their Level of Satisfaction

How satisfied are you with:	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
The IST's problem solving process?	27%	50%	14%	2%	7%
How collaboratively your case manager worked with you?	54%	23%	14%	0%	9%
How quickly you began working with your case manager?	44%	32%	10%	2%	12%
The amount you learned during the process?	33%	48%	7%	2%	10%
The results you achieved?	33%	43%	12%	2%	10%

APPENDICES: TABLE OF CONTENTS

APPENDIX A: METHODS AND DATA COLLECTION INSTRUMENTS

Data Collection Methods

During the 2003-2004 academic year data were collected using the following methods.

1. Student achievement data
   - Delaware Work Sampling for students with disabilities in kindergarten or first grade in all SIG schools.
   - Delaware Student Testing Program for students with disabilities in grades 2-3rd in all SIG schools and for students with disabilities in grades 4-10th in all Delaware public schools.

2. Questionnaires – Goal 1, Literacy
   - SIG Teacher Survey to all SIG teachers (k-3) in May 2004
   - SIG Teacher Survey to all SIG teachers (pre-k) in Spring and Summer 2004
   - SIG Parent Survey to all SIG parents (pre-k) in May and June 2004
   - SIG Parent Survey to a random sample of SIG parents (k-3) in May and June 2004

3. Questionnaires – Goal 2, Inclusion
   - Natural Proportions Teacher Survey to all teachers from inclusion schools in June 2004

4. Classroom observation of a random sample of SIG teachers (k-3) who volunteered to participate. Observations were conducted using the Profile of Scientifically-Based Reading Instruction and were conducted by trained evaluators and coaches.

5. Classroom observation of a random sample of SIG teachers (pre-K) who volunteered to participate. Observations were conducted using the Early Language and Literacy Classroom Observation toolkit and were conducted by trained observers.

6. Educator Poll of the Condition of Education in Delaware - fall 2003

7. Public Poll of the Condition of Education in Delaware - winter 2003-04

How often do you:	Daily	Often[15]	Sometimes	Never	Not Sure
1. Read aloud to the children in your class?	84%	7%	10%	0%	0%
2. Help children in selecting favorite books for story time written in their native language?	13%	30%	37%	17%	3%
3. Connect stories read to related activities such as drama or craft projects?	42%	26%	26%	7%	0%
4. Draw children's attention to the sounds they hear in words?	42%	39%	16%	0%	3%
5. Read stories that have predictable sound patterns?	26%	42%	32%	0%	0%
6. Sing, rhyme, or clap out the syllables of songs or chants?	39%	45%	13%	3%	0%
7. Include new words in your conversation with children?	32%	52%	13%	0%	3%
8. Communicate with families about their child's literacy progress?	13%	55%	26%	7%	0%
9. Talk with parent/guardian about home literacy activities?	16%	50%	28%	3%	3%
10. Name objects and actions, giving a brief explanation where necessary?	57%	30%	10%	0%	3%
11. Have children participate in language games, rhymes, or riddles?	48%	42%	10%	0%	0%
12. Provide time for children to play (in a time block of at least 20 mins.)?	83%	10%	0%	7%	0%
13. Help children to act out familiar stories?	10%	39%	45%	3%	3%
14. Encourage children to work together in small groups?	55%	36%	7%	3%	0%
15. Before special events, introduce new vocabulary and ideas about the event?	26%	45%	29%	0%	0%
16. Ask children open-ended questions (questions that require more than a one or two word answer)?	77%	10%	10%	0%	3%
17. Show children that we read print moving from left to right and top to bottom?	55%	13%	29%	3%	0%
18. Identify the features of a book, such as the author and title?	71%	3%	13%	13%	0%
19. Point to words, labels, and letters, and read or name them?	65%	23%	13%	0%	0%

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[15] Sometimes represents 1-2 days a week; Often represents 3-4 days a week; Daily represents 5 days a week.

How often do you:	Daily	Often	Sometimes	Never	Not Sure
20. Provide activities that require children to recognize their names?	65%	19%	10%	7%	0%
21. Draw attention to uppercase and lowercase letters, punctuation, and other print features?	32%	32%	16%	13%	7%
22. Reread favorite stories to the children?	48%	36%	16%	0%	0%
23. Encourage children to retell or re-enact stories in their own words?	36%	26%	36%	3%	0%
24. Introduce children to different kinds of text such as newspapers, maps, box labels, etc.?	13%	23%	42%	16%	7%
25. Send home literacy materials in the child's native language to be shared between the child and family?	10%	26%	42%	19%	3%
26. Provide time for children to write or pretend to write on their own?	52%	32%	13%	3%	0%
27. Put children's spoken words or dictation into print for them?	23%	42%	23%	10%	3%
28. After reading a story, ask children what the story was about?	52%	26%	23%	0%	0%

HOW IMPORTANT IS IT FOR THE CHILDREN IN YOUR PROGRAM OR CLASS TO:	Very Important	Somewhat Important	Somewhat Not Important	Not at all Important	Don't Know
1. Listen to an adult read out loud?	100%	0%	0%	0%	0%
2. Write their own name?	44%	44%	10%	3%	0%
3. Name letters?	56%	31%	9%	3%	0%
4. Find letters in words?	63%	22%	6%	9%	0%
5. Say the sounds that letters and letter combinations make?	55%	29%	10%	7%	0%
6. Compare words and word parts in _printed_ words?	33%	33%	23%	10%	0%
7. Compare words and word parts in _heard_ words?	40%	40%	13%	7%	0%
8. Sound out words?	58%	23%	10%	10%	0%

HOW IMPORTANT IS IT FOR THE CHILDREN IN YOUR PROGRAM OR CLASS TO:	Very Important	Somewhat Important	Somewhat Not Important	Not at all Important	Don't Know
9. Discuss the meaning of words?	60%	37%	3%	0%	0%
10. Write letters or words?	55%	19%	16%	7%	3%
11. Recognize basic sight words?	50%	22%	9%	16%	3%
12. Write or dictate a story and then read it aloud?	36%	32%	13%	13%	7%
13. Participate in pretend play with an adult?	68%	23%	10%	0%	0%
14. Respond to stories by talking?	81%	16%	0%	0%	3%
15. See materials and labeled items written in their native language?	61%	23%	10%	7%	0%
16. Retell a story?	72%	22%	3%	0%	3%
17. Act out the events in a story they have heard?	37%	50%	13%	0%	0%
18. Draw pictures to illustrate a story?	44%	38%	10%	3%	6%
19. Draw pictures and then tell a story to go with the pictures?	56%	22%	13%	0%	9%
20. Relate their experiences to those in a storybook?	41%	47%	13%	0%	0%
21. Tell their own stories?	72%	28%	0%	0%	0%
22. Be taught literacy skills based on individual assessment?	55%	32%	13%	0%	0%
23. Recognize words in a book, story, or other text?	41%	16%	31%	9%	3%
24. Separate words into sounds?	48%	23%	16%	10%	3%
25. Identify elements of a story (e.g., characters, settings, etc.)?	45%	39%	10%	3%	3%
26. Independently read or look at books written in their native language?	58%	23%	7%	3%	10%
27. Read or pretend to read a favorite story aloud to an adult?	69%	28%	3%	0%	0%
28. Repeat a favorite nursery rhyme?	63%	31%	6%	0%	0%

Background Information

Where do you work?

In-home daycare	9.4%	Public School	18.8%
Daycare Center	12.5%	Head Start	43.8%
Preschool	15.6%	ECAP	0%

What is your current position?

Teacher	46.9%	Specialist	9.4%
Administrator	18.7%	Caregiver	6.3%
Teaching Assistant	15.6%	College Student	3.1%

How many hours a day are children in your program class?

Less than 2.5 hours	6.5%
2.5 to 4 hours	38.7%
5 to 8 hours	35.5%
More than 8 hours	19.4%

How many days per week are children in your program class?

Less than 5 days	9.7%
Exactly 5 days	83.9%
More than 5 days	6.5%

How many children are in your program or class each day?

Mean = 34.3   Standard Deviation = 66.0

How many of the children in your program are English Language Learners?

Mean = 9.9   Standard Deviation = 8.6

How old are the children in your program or class?

	Percent Responding
Under 1 year olds	12.5%
Two year olds	15.6%
Three year olds	81.3%
Four year olds	68.8%
Five year olds	50.0%

Are there any reading assessments/screenings given to the children?

Yes	25.8%
No	74.2%

If yes, what reading assessments/screenings are given?

Dial-3	50.0%
Dibels and Pals	12.5%
Gates	12.5%
Other	25.0%

If yes, how often are reading assessments/screenings given/administered?

Once per year	28.5%
Twice per year	14.2%
Three times per year	42.8%
Four times per year	14.2%

If yes, what are the assessments/screenings used for?

Individualize/guide instruction	57.1%
Group/place students	14.2%
Identify strengths/weaknesses	14.2%
Show growth in reading	14.2%

Is there an aide/assistant?

Yes	86.2%
No	13.8%

If yes, for how many hours per week?
Mean = 29.9   Standard Deviation = 11.6

For how many years have you worked in the early childhood field?
Mean = 11.5   Standard Deviation = 8.6

In which training are you currently participating?

I	73.3%
II	26.7%

What is your age?
Mean = 41.8   Standard Deviation = 9.4

What is your highest level of education completed?

Less than high school	0.0%	Associates degree	6.5%
Some high school	0.0%	Bachelor's degree	35.5%
High school diploma or GED	16.1%	Graduate degree	16.1%
Some college	25.8%		

Please specify the content area(s) of your education/training

Early Childhood	76.2%
Elementary Education	9.5%
English Literature	4.8%
English as a Second Language	4.8%
Speech pathology	4.8%

Beyond the education listed above, what kinds of specialized education/training have you had related to early childhood education and care?

Early Childhood Classes	56.5%
Workshops	13.0%
Credit hours	8.7%
Health/Home Economics	8.7%
Other	13.0%

Have you taken any other literacy training courses?

Yes	48.3%
No	51.7%

If so, what courses did you complete?

Children's literacy	50.0%
Headstart	12.5%
Other	37.5%

What year did you take the courses?

Prior to 1995	30.0%
Between 1995-2000	40.0%
Since 2001	30.0%

Where was the course given?

College/University	54.5%
Headstart	18.0%
Other location	27.2%

When you need information about any specific aspect(s) of your role as a caregiver, what is your number one source of information?

Books/internet	31.8%
Peer	27.2%
Supervisor	22.7%
Classes	9.0%
Other	9.0%

Why did you take this course?

To improve teaching skills	43.7%
Personal interest	33.3%
Credit hours	13.3%
To enrich the classroom	6.6%
Important topic	3.3%

If you could do it all over again, would you choose a career in early childhood education?

Yes	96.8%
No	3.2%

Why or why not?

Enjoy It/Fulfilling	34.6%
Helped me to become a better teacher	19.2%
Love children	15.4%
Helped me to become a better parent	7.7%
It's important	7.7%
Other reason	15.4%

Part I: Professional Development			Effectiveness of the professional development					Alignment of the professional development with SBRR framework			
As part of your professional development this year, have you	YES	NO	Very Effective	Moderately Effective	Slightly Effective	Not at All Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't Know
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	22.0[16]	78.0	63.6	27.3	9.1	0	0	60.0	25.0	0	15.0
Read professional literature related to the teaching of reading (for example, reading study groups).	80.9	19.1	34.2	40.5	22.8	2.5	0	53.1	31.3	3.1	12.5
Attended grade level meetings related to reading instructional issues.	93.6	6.4	41.3	39.1	18.5	1.1	0	63.4	21.1	4.2	11.3
Observed demonstrations of teaching reading (either in my school or in another school).	58.7	41.3	53.3	36.7	10.0	0	0	61.2	24.5	2.0	12.2
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	33.0	67.0	59.4	28.1	12.5	0	0	57.7	26.9	3.8	11.5
Attended school or district-sponsored Reading First workshops or in-services.	99.1	0.9	42.0	37.0	19.0	2.0	0	67.5	18.8	1.3	12.5

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[16] All data entries represent % of respondents.

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices to	Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
Teach reading?	35.2	46.6	13.9	1.9	2.8
Assist children who are experiencing difficulties in reading?	26.6	31.2	36.7	2.8	2.8
Teach reading to children with disabilities?	14.7	10.1	41.3	29.4	4.6
Teach reading to children whose native language is not English?	4.6	5.5	19.3	62.4	8.3

Part II: Instructional Practices

How often do *you* participate in the following activities in your classroom?	Every day	3-4 times a week	1-2 times a week	Less than once a week	Don't Know
Identify the elements of a story (for example, characters, settings)	37.6	44.0	17.4	0.9	0
Draw children's attention to the sounds they *hear* in words	80.7	12.8	5.5	0.9	0
Read to the children in class	79.8	12.8	5.5	1.8	0
Say the sounds that letters and letter combinations make	78.9	14.7	5.5	0.9	0
Before reading, explicitly teach new vocabulary and concepts	36.7	38.5	23.9	0.9	0
How *many* of your students regularly participate in the following activities in your classroom?	**All**	**Most**	**Some**	**Few**	**None**
Relate their own experiences to those in books	20.2	49.5	24.8	5.5	0
*Re*read favorite stories aloud to an adult or peer	19.3	35.8	33.0	10.1	1.8
Say the sounds that letters and letter combinations make	53.2	33.9	9.2	3.7	0
Independently read or look at books written in their native language	55.0	27.5	8.3	6.4	2.8

Part III: Instructional and Assessment Materials

How timely were these materials provided to you?	Very Timely	Somewhat Timely	Not very Timely	Not at all Timely	Don't Know
Core curriculum materials	64.2	21.1	10.1	2.8	1.8
Supplemental reading materials	43.4	40.6	11.3	2.8	1.9
Benchmark assessments (DIBELS & PALS)	45.9	41.3	5.5	6.4	0.9
Diagnostic materials	37.4	41.1	13.1	3.7	4.7
Progress monitoring materials	39.8	38.0	12.0	8.3	1.9

Part IV: School Climate

Please indicate the extent to which you agree with each statement.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel accepted and respected as a colleague by most staff members.	62.4	33.9	3.7	0	0
Teachers in this school are continually learning and seeking new ideas.	53.2	40.4	5.5	0.9	0
I believe the overall impact of SBRR practices on this school has been positive.	30.3	48.6	13.8	1.8	5.5

Please indicate how often your principal	Always	Sometimes	Never	Don't Know
Encourages you to select reading content and instructional strategies that address individual students' learning.	49.5	33.0	15.6	1.8
Accepts the noise that comes with an active lesson.	67.9	26.6	0.9	4.6
Encourages the implementation of SBRR instructional practices	78.9	13.8	3.7	3.7
Encourages you to observe exemplary reading teachers.	32.4	37.0	27.8	2.8
Provides time for teachers to meet and share ideas with one another.	33.9	51.4	12.8	1.8
Acts as a buffer between teachers and external pressures (for example, parents, school board).	42.1	41.1	13.1	3.7
Attends Reading First trainings.	38.5	38.5	9.2	13.8
Ensures few to no interruptions during literacy blocks.	32.4	52.8	12.0	2.8
Explicitly states his/her expectations about formal classroom observations during reading instruction.	56.0	33.9	6.4	3.7
Supports the staff's involvement with Reading First.	82.4	12.0	3.7	1.9
Supports the IST problem-solving process.	57.0	24.3	2.8	15.9

Part V: Instructional Support Teams

1. Has your school enhanced your instructional support team to provide a case manager/coach to any teacher requesting assistance?

    45.8% Yes   24.3% No   29.9% don't know

2. Are you an IST member? Of those that answered 'yes' to question 1   27.1% Yes   72.9% No

3. How many IST meetings are held in a typical month at your school?
    0 to 1 meetings/month (20.0%)   4 or more meetings/month (13.3%)
    2 to 3 meetings/month (15.6%)   Don't know (51.1%)

How often, on average, have you:	Weekly	Monthly	A few times a semester	Once a semester	Once a year	Never
Requested assistance from the IST including the literacy coach? (if never, skip to Part VI)	8.7	15.2	50.0	10.9	2.2	13.0
Been provided assistance from a member of the IST including the literacy coach?	7.1	28.6	47.6	7.1	4.8	4.8

How satisfied are you with:	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't Know
The IST's problem solving process?	27.3	50.0	13.6	2.3	6.8
How collaboratively your case manager worked with you?	53.5	23.3	14.0	0	9.3
How quickly you began working with your case manager?	43.9	31.7	9.8	2.4	12.2
The amount you learned during the process?	33.3	47.6	7.1	2.4	9.5
The results you achieved?	33.3	42.9	11.9	2.4	9.5

Part VI: Background Information

What grade are you teaching this year?	Full-day Kindergarten (12.1%)	1st (32.7%)	3rd (26.4%)
	Half-day Kindergarten (14.0%)	2nd (29.0%)	Multi-grade (2.7%)

How many children are in your class(es)?   Range from 4 to 39 -- mean = 20.5

How many English Language Learners (ELL) do you have in your class(es)?   Range from 0 to 30 -- mean = 4.3

How many children in your class(es) have an IEP?   Range from 0 to 15 -- mean = 3.1

What is your current primary teaching assignment?   Special Education (11%)   Title I (10%)
                                                     Regular Education (75%)   Other (4%)

How many years have you worked as an elementary school teacher?   Range 1 to 35 -- avg. = 11.4

EARLY LANGUAGE AND LITERACY CLASSROOM OBSERVATION (ELLCO) TOOLKIT, RESEARCH EDITION (N=17)

Literacy Environment Checklist

Book Area		Yes		No	
Is an area set aside just for book reading?		59%		41%	
Is the area where books are located orderly and inviting?		59%		41%	
Does the area where books are located have soft materials?		71%		29%	

Book Selection		Yes		No	
Do the books in the classroom range in difficulty level?		82%		18%	
Are there three or more books related to the current theme?		65%		35%	
		0	1-2	3-5	6+
How many books convey factual information?		35%	6%	18%	41%
	<15		16-25		26+
How many books are easily available to children?	18%		35%		47%

Book Use	0		1-3		4+
How many books are available in the science area?	77%		24%		0%
How many books are available in the dramatic play area?	77%		12%		12%
How many books are available in the block area?	88%		0%		12%
How many books are available in the other areas (not including the book area)?	71%		12%		18%
		Yes		No	
Is there a place for children to listen to recorded books/stories?		40%		60%	

Writing Materials		Yes		No	
Is an alphabet visible?		82%		18%	
Are there word cards with names and familiar words?		77%		24%	
Are there templates or tools to help children form letters?		71%		29%	
Is there a distinct area set up and functioning for writing		47%		53%	
	0		1-2 kinds		3+ kinds
How many varieties of paper are available for writing?	0%		59%		41%
How many varieties of writing tools are available?	0%		41%		59%

Writing Around the Room		0	1-2	3-5	6+
How many varieties of teacher dictation are on display in the classroom?		59%	35%	6%	0%
How many charts, big books, or other evidence of full-group literacy are there in the classroom?		24%	35%	41%	0%
How many varieties of children's writing are on display in the classroom?		65%	24%	12%	0%
		Yes		No	
Are there writing tools in the dramatic play or block area?		0%		100%	
Are there props that prompt children to write in the dramatic play or block area?		0%		100%	
Are there alphabet puzzles available for children's use?		47%		53%	
Are there puzzles with words available for children's use?		53%		47%	

Classroom Observation

GENERAL CLASSROOM ENVIRONMENT	MEAN RATING (STANDARD DEVIATION)
Organization of the Classroom – evidence of intentional approach to the organization of the physical environment	2.82 (.95)
Content of the Classroom – evidence of an intentional approach to the organization of materials and displays, coordinated with ongoing learning goals	2.47 (.94)
Presence and use of Technology – evidence that technology is available and used regularly by children in the classroom	1.82 (.95)
Opportunities for Child Choice and Initiative – evidence that the design and structure of the classroom encourages child choice and initiative in the service of learning	2.41 (.80)
Classroom Management Strategies – evidence that classroom management strategies exist and are enforced in ways that respect children's input and encourage their purposeful engagement	3.06 (1.14)
Classroom Climate – evidence of a classroom climate that respects individual children and contributions to the classroom	3.06 (.97)
LANGUAGE, LITERACY, AND CURRICULUM	
Oral Language Facilitation – evidence of opportunities that are designed to encourage children to use oral language for a variety of purposes	2.59 (1.00)
Presence of Books – evidence that books are used systematically to support children's learning and development	2.47 (.87)
Approaches to Book Reading – evidence of a intentional approach to book reading that is coordinated with goals for children's language and literacy development	2.59 (.94)
Approaches to Children's Writing – evidence of a systematic approach to children's writing that supports their development	2.35 (.93)
Approaches to Curriculum Integration – evidence of ongoing curriculum that meaningfully integrates information and skills	2.59 (.87)
Recognizing Diversity in the Classroom – evidence that approaches to language and literacy reflect diverse personal, family, and cultural backgrounds	2.12 (.78)
Facilitating Home Support for Literacy – evidence that home support for children's language literacy is considered integral to classroom-based programs and goals	2.65 (1.06)
Approaches to Assessment – evidence that appropriate and ongoing assessment techniques are used to evaluate learning and adjust instruction	2.59 (1.12)

Literacy Activities Rating Scale

Book Reading	0		1		More
How many full-group book-reading sessions did you observe?	18%		77%		6%
What was the total number of books read during the full-group book-reading session(s)?	18%		47%		35%
	Fewer than 5		5-10		More
What was the total number of minutes spent on full-group book reading?	18%		53%		29%
		Yes		No	
Did you observe an adult engaged in one-to-one book reading or small-group book reading?		12%		88%	
Is time set aside for children to look at books alone or with a friend?		71%		29%	

Writing		Yes		No	
Did you see children include writing in their play?		0%		100%	
Did you see children attempting to write letters or words?		18%		82%	
Did an adult model writing?		77%		24%	
	0		1-2		More
How many times did you see an adult help a child write?	82%		12%		6%

Key Reading Instructional Activities for REA

<u>Kindergarten</u>

Profile of Scientifically-Based Reading Instruction

Observer:	Educator Observed:

Observation Date:	School:

	District:

Once data from observations has been recorded on this form, it is CONFIDENTIAL. DO NOT SHARE IT WITH ANYONE. Place it in the accompanying addressed and stamped envelope and mail it as soon as possible after the observation.

A Joint Project of

The Utah State Office of Education

and

The Institute for Behavioral Research in Creativity

INSTRUCTIONS

This form is divided into two sections: **Daily Activities** and **Weekly/ Periodic Activities**. In each section, specific items are categorized according to Major Instructional areas, which are defined on the form. Each area contains two types of items: items that address **teaching behaviors** and "**student response**" items.

Teacher Behavior Items

Two scales are used to rate each item. Using the scale on the **left**-hand side of the form, record whether the activity was observed, clear evidence of the activity was seen, or the activity was neither observed nor was evidence seen. Mark "Observed" if you see the activity occur during your observation. Mark "Clear Evidence" if you see clear signs that the class has engaged in the activity, but the activity was not seen during your observation session. At the end of the observation, mark "Not Observed & No Evidence" for all items that were neither "Observed" nor was "Clear Evidence" seen. When the observation form is completed, each item should have one (and only one) of the spaces marked in the left-hand scale.

Using the scale on the **right**-hand side of the form, indicate the quality of observed activities or evidence. If "Not Observed & No Evidence" has been marked in the left-hand scale, then no space should be marked in the right-hand scale.

Student Responses

Each Student Response item is linked to preceding teacher behaviors. If a teaching behavior is observed, record approximately how many students responded in the manner described by the Student Response item. If the associated teaching behavior is not observed, leave the Student Response item blank.

Observed	Clear Evidence	Not Observed & No Evidence	EXAMPLES	Excellent	Good	Needs Improvement
Activity Observed or Clear Evidence of the Activity Seen				**Instructional Quality**		
✔			1. Teacher provides an environment wherein **students** can **talk about what they are doing**.			
✔			2. Teacher **encourages** students to talk about their experiences and **discuss their home culture**.			
			Student Response (2) – Students eagerly share information with the teacher and/ or classmates. ✔ ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
✔			3. **Teacher listens attentively** to students' discussions and responses.			

Taking Notes

Use the Note-taking Form to take notes during your observations and interviews. Keep the Note-taking Form for your files and mail the completed observation form immediately.

Section I: Daily Activities

Evaluation of the following activities should be made through classroom observations of reading instruction. For each item, mark one of the three spaces provided in the left-hand scale. If the item is "Observed" or "Clear Evidence" seen, record the Instructional Quality in the right-hand column.

Observed	Clear Evidence	Not Observed & No Evidence	**n=5** / **AREA I: ORAL LANGUAGE ACTIVITIES that foster growth in receptive and expressive language and verbal reasoning.**	Excellent	Good	Needs Improvement
5	0	0	1. Teacher provides an environment wherein **students** can **talk about what they are doing**.	Good/Excellent (2.8)		
5	0	0	2. Teacher **encourages** students to talk about their experiences and **discuss their home culture**.	Needs Improvement/Good (1.8)		
			*Student Response (2) – When encouraged by the teacher, **students eagerly talk** about their experiences.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
5	0	0	3. **Teacher listens attentively** to students' discussions and responses.	Good/Excellent (2.6)		
*	*	4	4. Teacher encourages **English language learners** to **talk** with each other (or an adult) **in their home language and English**.			
1	2	2	5. Teacher **introduces** and discusses **new words** through **two or more forms of media** (e.g., pictures, objects, audio-visual media, oral expression, kinesthetic expression).	Good (2.0)		
4	0	1	6. Teacher **structures opportunities** for **students to engage** in **conversations** with other students (e.g., "Share with your neighbor how you figured that out," buddy buzzing, dramatic play centers).	Good (2.0)		
			*Student Response (6) – During conversations, **students listen attentively** (e.g., make eye contact, nod, respond verbally) to each other.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
4	0	1	7. Teacher models and/or encourages students to **ask questions during class discussions**.	Good (2.0)		
5	0	0	8. Teacher **models** and/or encourages students to **use complete sentences and elaborate** as they talk (e.g., "Tell us more").	Good/Excellent (2.6)		
*2	0	2	9. In classrooms with English language learners, teacher uses **multiple nonverbal cues** (e.g., hand gestures, body movements, pictures, signs, labels) in class discussions.	Good (2.0)		

* Missing data

Activity Observed or Clear Evidence of the Activity Seen			AREA II: READING ALOUD with children a variety of materials (including picture books, stories, poems, fairy tales, nursery rhymes, experience charts, informational text, songs and plays) to foster their appreciation and comprehension of text and literary language.	Instructional Quality		
Observed	**Clear Evidence**	**Not Observed & No Evidence**		**Excellent**	**Good**	**Needs Improvement**
4	**0**	**1**	1. Teacher **reads with expression** (e.g., varies tone and pitch of voice; reads softly, loudly; shows emotion).	Good/Excellent (2.75)		
5	**0**	**0**	2. Teacher **shows print and pictures** from the book while reading aloud to students.	Good/Excellent (2.6)		
5	**0**	**0**	3. Teacher **leads** students in **shared or choral reading**.	Good (2.4)		
			Student Response (1-3) – Students **can see** *the print* **and attend** *to it.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
			Student Response (1-3) – Students enthusiastically **join in the reading.** ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
3	**1**	**1**	4. Teacher **talks about new words** that students may not know.	Needs Improvement/Good (1.5)		
3	**1**	**1**	5. **Before Reading:** Teacher **activates students' background knowledge** while holding the book and showing its pictures. Examples of how a teacher might activate background knowledge include: • Asks students questions about what they already know about the topic or content of a text. • Walks students through the text by turning the pages and having students attend to and discuss pictures. • Asks students to predict what will happen in the text.	Good (2.0)		
			Student Response (5) – When the teacher is activating their background knowledge, **students respond** *with a* **variety of ideas.** ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			

Activity Observed or Clear Evidence of the Activity Seen				Instructional Quality		
Observed	**Clear Evidence**	**Not Observed & No Evidence**	**AREA II:** READING ALOUD with children a variety of materials to foster their appreciation and comprehension of text and literary language.	**Excellent**	**Good**	**Needs Improvement**
1	2	2	6. **During Reading**: Teacher **stops** periodically **to engage students**. Examples of how a teacher might engage students include: • Models and asks students interpretive questions about the stories. • Responds to student questions. • Talks about the author's craft (repetitive patterns in text, unique words and phrases). • Asks students about their predictions. • Discusses the setting, main characters, and plot. • Asks students to compare newly introduced text with previously read material.			Needs Improvement (1.33)
			Student Response (6) – During read alouds students **attentively follow along** with the teacher's reading and **focus on the text**. ☐ _None_ ☐ _Some_ ☐ _Most_ ☐ _Almost All_			
2	1	2	7. **After Reading:** Teacher **follows up** text. Examples of how a teacher might engage students include: • Asks students to retell or dramatize the written text. • Encourages students to illustrate stories that have been read in class. • Allows students to react to the written text. • Compares student predictions to author's ending. • Leads students in relating parts of written text to experiences from their own lives. • Encourages students to provide alternative endings to written texts. • Asks students to compare newly introduced text with previously read material. • Compares and contrasts different authors and stories. • Discusses differences between real and imaginary stories.		Good (2.33)	
			Student Response (7) – In follow-up discussions, students respond with ideas that **show an understanding of the text**. ☐ _None_ ☐ _Some_ ☐ _Most_ ☐ _Almost All_			

Activity Observed or Clear Evidence of the Activity Seen				Instructional Quality		
Observed	**Clear Evidence**	**Not Observed & No Evidence**	**AREA III:** Reading and BOOK EXPLORATION with children for developing print concepts and basic reading knowledge and process.	**Excellent**	**Good**	**Needs Improvement**
4	**0**	**1**	1. Teacher **explains concepts of print**, such as: • front of book, back of book, top to bottom, left to right. • title, author, illustrator. *Student Response (1) – Students* **hold books the right way** *and read from front to back, top to bottom, left to right.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*	Good/Excellent (2.50)		
3	**1**	**1**	2. Teacher **uses a variety of types of texts** (e.g., stories, poems, nursery rhymes, fantasies, newspapers).		Good/Excellent (2.5)	
1	**4**	**0**	3. Teacher encourages independent reading by **providing and actively promoting a variety of books**.			Needs Improvement/Good (1.6)
3	**2**	**0**	4. Teacher **provides time** for and **directs** students in **selecting their own reading material**.			Needs Improvement (1.4)
			Student Response (4) – When selecting their own reading material, students independently **choose books** *and* **focus their attention** *on the books.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
1	**2**	**2**	5. Teacher **models** reading **or remains actively engaged** with students while they are reading books that they have selected on their own.			Needs Improvement (1.33)

Activity Observed or Clear Evidence of the Activity Seen			AREA IV: WRITING ACTIVITIES for developing children's personal appreciation of communicative dimensions of print and for exercising print and spelling abilities.	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence		Excellent	Good	Needs Improvement
5	0	0	1. Teacher points out that **letters represent sounds** as the teacher or students write. Teacher and/or students **name letters** and **say the sounds** of those letters.	Good/Excellent (2.8)		
			*Student Response (1) – During writing activities, students **name letters** and **identify** their corresponding **sounds**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
4	1	0	2. Teacher provides opportunities for students to **make written representations** (e.g., drawings, scribbles, letter-like shapes, letters, words) **about themselves and their experiences**.	Good (2.2)		
			*Student Response (2) – Students **draw pictures** and **make written representations** of their experiences (e.g., drawings, scribbles, letter-like shapes, letters, words).* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
4	1	0	3. Teacher encourages students to **write letters that represent certain sounds** when they know some letters and sounds.	Good/Excellent (2.8)		
5	0	0	4. Teacher **models the writing process** (e.g., morning message, pictures, letters, words) **and talks about** what is written.	Excellent (3.0)		

			AREA V: THEMATIC ACTIVITIES and socio-dramatic play for giving children an opportunity to integrate and EXTEND THEIR UNDERSTANDING of stories and new knowledge.			
1	3	1	1. Teacher makes available learning centers where students engage in **literacy-related activities that extend reading and writing** (e.g., role-playing, using puppets, acting out stories).	Needs Improvement (1.0)		
3	1	1	2. Teacher builds and/or discusses **vocabulary relationships** or **concepts** (e.g., Spring: buds, flowers, blooming, wind, rain, thaw, melt).	Needs Improvement/Good (1.75)		

Observed	Clear Evidence	Not Observed & No Evidence	Activity Observed or Clear Evidence of the Activity Seen	Instructional Quality		
			AREA VI: PRINT-RELATED ACTIVITIES for establishing students' ability to recognize and print the letters of the alphabet.	Excellent	Good	Needs Improvement
5	0	0	1. Teacher **provides opportunities** for students to **practice identifying**, recognizing, and naming individual letters.	Good/Excellent (2.80)		
2	2	1	2. Teacher **demonstrates** how to form letters.	Good (2.25)		
3	2	0	3. Teacher provides opportunities for students to **practice forming letters using various media** (e.g., charts, paper, sand, sandpaper, crayons, markers, play dough).	Good (2.0)		
			*Student Response (3) – Students practice **forming letters**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			

Observed	Clear Evidence	Not Observed & No Evidence	AREA VII: PHONEMIC ANALYSIS ACTIVITIES for developing students' understanding that language is made up of sounds and that individual words are made up of smaller units of sound.	Instructional Quality		
4	0	1	1. Teacher **focuses** students' attention **on rhyming words** through songs, poems, plays, nursery rhymes, etc.	Good (2.0)		
5	0	0	2. Teacher conducts **phonemic awareness** activities by teaching **one or more** of the following orally or with letters: • Onsets and rimes (e.g., hat is /h/ /at/, bat is /b/ /at/) • Syllables (e.g., clapping twice on "balloon", "happy") • Segmentation (e.g., man = /m/ /a/ /n/) • Blending (e.g., /m/ /a/ /n/ = man)	Good/Excellent (2.60)		
4	0	1	3. Teacher **demonstrates** for students **one or more** of the following: • Stories are made up of sentences. • Sentences are made up of words. • Words are made up of syllables. • Syllables (or words) are made up of individual sounds.	Good (2.25)		

Activity Observed or Clear Evidence of the Activity Seen				Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	**AREA VIII: WORD-DIRECTED ACTIVITIES for helping students to acquire a basic SIGHT VOCABULARY and to understand and appreciate the ALPHABETIC PRINCIPLE.**	Excellent	Good	Needs Improvement
1	**2**	**2**	1. Teacher introduces **letters and sounds in groups** (e.g., "s," "a," "t," "m,") **and** immediately **makes words** from those letters (e.g., sam, man, tam).		Good (2.0)	
3	**1**	**1**	2. Teacher provides opportunities for **students** to **manipulate letters** and **words** through at least one of the following:		Good (2.0)	
			• Word sorts • Alphabet letters (e.g., tiles, magnetic letters) • Elkonin boxes			
5	**0**	**0**	3. Teacher explicitly teaches the **alphabetic principle** (e.g., pointing to the letter "M" on the board or in print and saying, "mmmm," then having students repeat the sound).		Good/Excellent (2.6)	

Section II: Weekly/Periodic Activities

Evaluation of the following activities should be made through classroom observations, INTERVIEWS with the teacher, and/ or inspection of documents. For each item, mark one of the spaces provided in the left-hand scale. If evidence of the item is seen, record the Instructional Quality in the right-hand column.

<table>
<tr><th colspan="2">Evidence of the Activity</th><th></th><th colspan="3">Instructional Quality</th></tr>
<tr><th>Yes</th><th>No</th><th>AREA II: READING ALOUD with children a variety of materials (including picture books, stories, poems, fairy tales, nursery rhymes, experience charts, informational text, songs and plays) to foster their appreciation and comprehension of text and literary language.</th><th>Excellent</th><th>Good</th><th>Needs Improvement</th></tr>
<tr><td>5</td><td>0</td><td>1. Teacher explicitly teaches a comprehension strategy (e.g., using story structure, asking questions, visualizing) through the following kinds of activities:
• Teacher models the strategy.
• Teacher tells students what the strategy is and how it can be helpful to them.
• Teacher asks students to practice the strategy with assistance.
• Teacher has the students independently practice the strategy.
• Teacher tells students when and where to use the strategy.</td><td colspan="3">Needs Improvement/ Good (1.50)</td></tr>
<tr><td>4</td><td>1</td><td>2. Teacher reads aloud from books that reflect the various cultures of all students in the classroom and the community.</td><td colspan="3">Needs Improvement/Good (1.67)</td></tr>
</table>

<table>
<tr><td colspan="3">AREA III: Reading and BOOK EXPLORATION with children for developing print concepts and basic reading knowledge and process.</td></tr>
<tr><td>5</td><td>0</td><td>1. Teacher and/or students talk about authors and book illustrators.</td><td>Good (2.0)</td></tr>
<tr><td>4</td><td>1</td><td>2. Teacher creates books with the class or has students create their own books.</td><td>Good (2.25)</td></tr>
</table>

Evidence of the Activity			Instructional Quality		
Yes	**No**	**AREA IV: WRITING ACTIVITIES for developing children's personal appreciation of communicative dimensions of print and for exercising print and spelling abilities.**	**Excellent**	**Good**	**Needs Improvement**
5	**0**	1. Teacher helps **students generate ideas** for writing (own writing or class writing) by engaging them in the following kinds of activities:	Good (2.0)		
		• Talking about personal experiences • Discussing other books or authors • Discussing current or class events • Conducting dramatic play • Constructing graphic organizers			
4	**1**	2. Teacher **takes dictation** of students' oral language **and** has students **draw pictures** to go with their talk.	Good (2.0)		
5	**0**	3. Teacher has **students read what they have written** while students are seated around or with the teacher.	Good (2.2)		
		*Student Response (3) — Students **listen attentively** and **ask questions** as other students read their own writing.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			

		AREA V: THEMATIC ACTIVITIES and socio-dramatic play for giving children an opportunity to integrate and extend their understanding of stories and new knowledge.			
1	**4**	1. Teacher provides opportunities for students to practice plays and act out **scenes from stories that have been read aloud**.	Good (2.0)		
5	**0**	2. Teacher provides **multiple exposures to and repetition of words** useful for **building world knowledge** (e.g., for science, category words like mammals and amphibians; for health, words like vegetables and fruits).	Needs Improvement (1.4)		
5	**0**	3. Teacher focuses students' learning on vocabulary **words from specific subject areas** (e.g., science, social studies, health, math).	Needs Improvement (1.4)		

Evidence of the Activity			Instructional Quality		
Yes	**No**	**AREA VI:** **PRINT-RELATED ACTIVITIES for establishing students' ability to recognize and print the letters of the alphabet.**	**Excellent**	**Good**	**Needs Improvement**
3	**2**	1. Teacher **dictates letters** for students to write.	Excellent (3.0)		
3	**2**	2. Teacher models **locating specific letters** in written materials (e.g., poems, messages, newspapers, stories).	Good (2.3)		
2	**3**	3. Teacher discusses the **difference between** letters, drawings, and scribbles.	Good (2.0)		

		AREA VII: **PHONEMIC ANALYSIS ACTIVITIES for developing students' phonological and phonemic awareness.**		
4	**1**	1. Teacher **uses students' names** to identify and teach sounds.	Good/Excellent (2.5)
5	**0**	2. Teacher uses **small group instruction** to teach phoneme manipulation (at students' own levels).	Good/Excellent (2.6)

Evidence of the Activity			Instructional Quality		
Yes	**No**	**AREA VIII: WORD-DIRECTED ACTIVITIES for helping students to acquire a basic SIGHT VOCABULARY and to understand and appreciate the ALPHABETIC PRINCIPLE.**	**Excellent**	**Good**	**Needs Improvement**
5	**0**	1. Teacher uses a **systematic** phonics approach or program (commercial or non-commercial) that is explicit, sequential, and well defined.	Good/Excellent (2.6)		
5	**0**	2. Teacher **teaches basic sight words** (e.g., I, a, the, is, you, said, why) through oral and visual methods.	Good (2.4)		
5	**0**	3. Teacher **points out sight words** and/or **decodable words** in picture books, poems, labels, newspapers, etc.	Good (2.4)		
5	**0**	4. Teacher provides instruction on **conventionally spelled words** (e.g., cat, big, dog, run).	Good (2.2)		
4	**1**	5. Teacher uses **small group instruction** for word-directed activities.	Good/Excellent (2.50)		

Key Reading Instructional Activities for REA

<u>Grades 1-3</u>

Profile of Scientifically-Based Reading Instruction

Observer:	**Educator Observed:**

Observation Date:	**School:**

Grade Level:	**District:**

<u>Once data from observations has been recorded on this form, it is CONFIDENTIAL. DO NOT SHARE IT WITH ANYONE. Place it in the accompanying addressed and stamped envelope and mail it as soon as possible after the observation.</u>

A Joint Project of

The Utah State Office of Education and

The Institute for Behavioral Research in Creativity

INSTRUCTIONS

On this form, specific items are categorized according to Major Instructional Areas. Each area contains two types of items: items that address **teaching behaviors** and "**student response**" items.

Teacher Behavior Items

Two scales are used to rate each item. Using the scale on the **left**-hand side of the form, record one of the three options: 1) if the activity was observed, 2) if clear evidence of the activity was seen, or 3) if the activity was neither observed nor was evidence seen. Mark "Observed" if you see the activity occur during your observation. Mark "Clear Evidence" if you see clear signs that the class has engaged in the activity, but the activity was not seen during your observation session. At the end of the observation, mark "Not Observed & No Evidence" for all items that were neither "Observed" nor was "Clear Evidence" seen. When the observation form is completed, each item should have one (and only one) of the spaces marked in the left-hand scale.

Using the scale on the **right**-hand side of the form, indicate the quality of observed activities or evidence. If "Not Observed & No Evidence" has been marked in the left-hand scale, then no space should be marked in the right-hand scale.

Student Responses

Each Student Response item is linked to preceding teacher behaviors. If a teaching behavior is observed, record approximately how many students responded in the manner described by the Student Response item. If the associated teaching behavior is <u>not</u> observed, <u>leave the Student Response item blank</u>.

Activity Observed or Clear Evidence of the Activity Seen				Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	**EXAMPLES**	Excellent	Good	Needs Improvement
✔			1. Teacher provides an environment wherein **students** can **talk about what they are doing**.			
✔			2. Teacher **encourages** students to talk about their experiences and **discuss their home culture**.			
			Student Response (2) – Students eagerly share information with the teacher and/ or classmates. ☐ _None_ ☐ _Some_ ☐ _Most_ ☐ _Almost All_			
✔			3. **Teacher listens attentively** to students' discussions and responses.			

Taking Notes

Use the Note-taking Form to take notes during your observations and interviews. Keep the Note-taking Form for your files and mail the completed observation form immediately.

Evaluation of the following activities should be made through classroom observations of reading instruction. Many of the teaching behaviors will be observed when the teacher is working with the whole group, small groups, or individual students. For each item, mark one of the three spaces provided in the left-hand scale. If the item is "Observed" or "Clear Evidence" seen, record the Instructional Quality in the right-hand column. If an activity is developmentally (or grade-level) inappropriate for the class being observed, record "Needs Improvement" for the Instructional Quality.

n= 12

Observed	Clear Evidence	Not Observed & No Evidence	AREA I: PHONEMIC ANALYSIS ACTIVITIES	Excellent	Good	Needs Improvement
			Activity Observed or Clear Evidence of the Activity Seen — **Instructional Quality**			
			Explicit instruction and practice that lead to the understanding that spoken words are made up of smaller units of sounds.			
6	2	4	1. Teacher **models how to identify sounds** through **one or more** of the following: • Rhyming and word families (e.g., hat, cat, sat) • Onsets and rimes (e.g., /h/ /at/, /c/ /at/)		Good (2.25)	
9	0	3	2. Teacher **models how to identify sounds** through **one or more** of the following: • Syllables (e.g., ba-loon, ha-ppy) • Segmentation (e.g., man = /m/ /a/ /n/) • Blending (e.g., /m/ /a/ /n/ = man) • Adding and deleting sounds (e.g., /fat/, delete /a/ and add /i/ = /fit/)		Good (2.0)	
7	0	5	3. Teacher **models** or structures activities in which the teacher or the **students say the words and** then say the **separate sounds** (phonemes) in those words.		Good (2.43)	
			Student Response (3) – During designed activities, students can take an individual word and correctly **break the word into separate sounds**. ☐ _None_ ☐ _Some_ ☐ _Most_ ☐ _Almost All_			
5	1	6	4. Teacher **demonstrates** for students **one or more** of the following: • Words are made up of syllables. • Syllables (or words) are made up of individual sounds.		Needs Improvement/ Good (1.83)	
4	1	7	5. Teacher communicates to students the **connection between word work and real reading** in text.		Needs Improvement/Good (1.8)	

Activity Observed or Clear Evidence of the Activity Seen			AREA II: WORD RECOGNITION AND FLUENCY	Instructional Quality		
Observed	**Clear Evidence**	**Not Observed & No Evidence**	Instruction that stresses sight recognition of high frequency words Building familiarity with spelling-sound correspondences and their use in identifying printed words. Instruction that encourages students to sound out and confirm the identities of visually unfamiliar words they encounter in the course of reading meaningful text. Instruction that uses context and pictures as tools to monitor word recognition, but not as a substitute for information provided by the letters in a word. Regular informal assessment of word recognition accuracy and reading fluency.	**Excellent**	**Good**	**Needs Improvement**
4	1	7	1. For beginning readers, the teacher introduces **letters and sounds in groups** (e.g., "s," "a," "t," "m,") **and** immediately **makes words** from those letters (e.g., sam, mat, tam).			Needs Improvement/ Good (1.80)
5	1	6	2. Teacher explicitly teaches the **alphabetic principle** to students who have not mastered letter-sound correspondence (e.g., pointing to the letter "M" on the board or in print and saying, "mmmm," then having students repeat the sound).			Good (2.0)
8	0	4	3. Teacher helps students attend to **familiar spelling patterns to identify unfamiliar words** using teacher prompts such as: • How does the word begin? What is the first sound? • Stretch it out. • Say the part that you know. • What does the blend "fr" say? What does "ea" say?			Needs Improvement/ Good (1.87)
7	1	4	4. When students begin to read independently, teacher **models or assists students in sounding out unknown words** encountered in text. (Students should not use context and pictures as a substitute for sounding out words.)			Needs Improvement/ Good (1.63)
2	8	2	5. Teacher uses some kind of **informal reading inventory** (commercial or teacher-made) to assess student's word recognition accuracy and reading fluency.			Needs Improvement/ Good (1.70)
5	3	4	6. Teacher structures **activities** for students **to practice identifying and using high frequency words**, e.g., • Work with word walls of **high frequency words** • Repeated reading of easy reading materials where teacher explicitly calls students' attention to sight words			Needs Improvement/ Good (1.88)

Observed	Clear Evidence	Not Observed & No Evidence	**AREA III: SPELLING**	Excellent	Good	Needs Improvement
			Activity Observed or Clear Evidence of the Activity Seen		**Instructional Quality**	
			Teaching common spelling conventions and their use in identifying printed words. Focused instruction and practice to teach conventionally correct spelling.			
9	2	1	1. Teacher provides **explicit instruction on common spelling conventions** such as vowels, consonants, digraphs, blends, prefixes, and suffixes.		Good (2.27)	
9	1	2	2. Teacher provides **opportunities** for students **to learn spelling patterns** through word sorts, word games, and spelling words aloud (without over relying on worksheets).		Needs Improvement/ Good (1.90)	
5	2	5	3. Teacher provides **opportunities** for students **to practice spelling words correctly** (appropriate practices include writing spelling words in sentences or stories, editing targeted words in text, word sorts and word games using correctly spelled words, NOT writing words over and over).		Good (2.29)	
4	5	3	4. Teacher uses spelling lists that consist of **phonetically regular words and high frequency words that relate to reading instruction**.		Needs Improvement/ Good (1.70)	
1	4	7	5. Teacher regularly **pretests and posttests** on the lists of spelling words.		Needs Improvement/ Good (1.83)	
3	8	1	6. Teacher acknowledges **phonetic spelling as a developmental step**.		Good (2.09)	

Student Response (6) – Students **use invented spellings** *(phonetic representations) when they compose written texts.*
☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*

	Activity Observed or Clear Evidence of the Activity Seen		AREA IV: INDEPENDENT READING	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	**Opportunities for independent reading, including reading aloud.** **Promotion of fluency through practice with a wide variety of well-written and engaging text at the students' own comfortable reading level.** **Daily independent reading of text selected to be of particular interest for the individual student at a level beneath the students' frustration level.**	Excellent	Good	Needs Improvement
*4	3	4	1. Teacher provides appropriate amount of **time for students to practice reading books** on their own or in pairs, including students reading aloud.	Good (2.00)		
			*Student Response (1) – Students are **on-task and engaged in reading** during this time.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			
5	6	1	2. Teacher **provides appropriate reading materials** for students to read at their independent reading level.	Needs Improvement/ Good (1.91)		
2	2	8	3. Teacher **models** and **provides opportunities** for students **to talk about what they are reading**.	Needs Improvement/ Good (1.50)		
6	4	2	4. Teacher provides students with **easy access to a wide variety** of well-written and engaging **reading materials**, including texts in students' home languages and texts about students' home cultures.	Needs Improvement/ Good (1.89)		
3	5	4	5. Teacher **allows students to choose reading materials** that match their interests.	Needs Improvement/ Good (1.89)		
			*Student Response (5) – When selecting reading material, students **know how to select a text** from a predetermined selection judged by teacher to be appropriate **for their reading level**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			

* missing data

Activity Observed or Clear Evidence of the Activity Seen			AREA V: COMPREHENSION STRATEGIES FOR TEACHERS	Instructional Quality		
Observed	**Clear Evidence**	**Not Observed & No Evidence**	Instruction that promotes comprehension by actively building linguistic and conceptual knowledge in a rich variety of domains. (Can be used with small groups or large groups, reading aloud, shared reading, guided reading, or in combination with strategy instruction.) **Instruction must be connected to a specific text.**	**Excellent**	**Good**	**Needs Improvement**
10	**1**	**1**	1. **Before Reading:** Teacher **activates students' background knowledge**. Examples of how a teacher activates background knowledge might include: • Asks students questions about what they already know about the topic or content of a text. • Asks students what they know about the author, illustrator, genre, etc. • Defines new words that will be introduced in the text and that may not be known by students. • Asks students to predict what will happen in the text. *Student Response (1) – When the teacher is activating their background knowledge, **students respond** with a **variety of ideas**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*	Needs Improvement/ Good (1.82)		
7	**0**	**5**	2. When needed, teacher **builds background knowledge by providing pictures and illustrations** of the topic to prompt and guide students into the topic of discussion.	Needs Improvement/ Good (1.71)		
11	**0**	**1**	3. **During Reading**: Teacher **stops** periodically **to engage students**. Examples of how a teacher engages students might include: • Models and asks students interpretive questions about the stories. • Responds to student questions. • Talks about the author's craft (repetitive patterns in text, unique words and phrases). • Explains what new words or concepts mean in context. • Relates words to students' background knowledge. • Asks students about their predictions. • Discusses the setting, main characters, and plot. • Asks students to compare newly introduced text with previously read material. *Student Response (3) – During read alouds, **students are actively engaged in the reading task**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*	Needs Improvement/ Good (1.91)		
7	**1**	**4**	4. Teacher **reads aloud text** that is **above students'** instructional reading **level**.	Needs Improvement/ Good (1.88)		

Activity Observed or Clear Evidence of the Activity Seen			AREA V: COMPREHENSION STRATEGIES FOR TEACHERS (continued)	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Instruction that promotes comprehension by actively building linguistic and conceptual knowledge in a rich variety of domains. Instruction must be connected to a specific text.	Excellent	Good	Needs Improvement
9	1	2	5. **After Reading:** Teacher **follows up** text to ensure understanding. Examples of how a teacher follows up might include: • Asks students to retell or dramatize the written text. • Asks students to make connections among parts of the text. • Compares student predictions to author's ending. • Leads students in relating parts of written text to experiences from their own lives. • Encourages students to remember past experiences and connect them to the text. • Asks students to compare newly introduced text with previously read material. • Compares and contrasts different authors and texts. • Discusses vocabulary in text and discusses related words. • Asks students for their reactions to the text _Student Response (5)_ – In follow-up discussions, students respond with ideas that **show an understanding of the text**. ☐ _None_ ☐ _Some_ ☐ _Most_ ☐ _Almost All_		Needs Improvement/ Good (1.60)	
*8	0	3	6. If the story was **previously read**, teacher or students **reread** it (or parts of it) sometime during the "before," "during," or "after" reading activities.		Needs Improvement/ Good (1.88)	
5	2	5	7. Teacher **reinforces** students' **use of conventional language**, including grammatically correct sentences and vocabulary.		Good (2.14)	
7	0	5	8. Teacher **encourages students to expand on their ideas** as they talk.		Needs Improvement/ Good (1.57)	
*1	1	9	9. Teacher provides extended **opportunities for English language learners to practice English oral language**.		Good (2.0)	
7	2	3	10. Teacher provides **explicit instruction of key vocabulary concepts related to the material** they are reading, including showing illustrations of words and labeling pictures.		Needs Improvement/ Good (1.60)	

* missing data

Activity Observed or Clear Evidence of the Activity Seen			AREA VI: COMPREHENSION STRATEGIES FOR STUDENTS	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Direct instruction about comprehension strategies such as summarizing the main idea, predicting events and outcomes of upcoming text, drawing inferences, and monitoring for coherence and misunderstanding.	Excellent	Good	Needs Improvement
9	1	2	1. Teacher **models** or shows students **how to use <u>one or more</u> comprehension strategies** (during a guided or shared reading lesson, a mini-lesson, or reading aloud) such as:	Needs Improvement/ Good (1.90)		
			• Summarizing • Predicting events and outcomes of upcoming text. • Drawing inferences • Monitoring comprehension for coherence and misunderstanding. • Connecting new information to prior knowledge. • Asking questions • Using vocabulary			
6	2	4	2. Teacher provides students **with guided practice** of the comprehension strategy just taught (i.e., having students practice using the strategies with the whole class, with a small group, or with a partner).	Needs Improvement/ Good (1.63)		
3	4	5	3. Teacher structures opportunities for students to **independently practice** the comprehension strategy taught.	Needs Improvement/ Good (1.57)		
3	2	7	4. Teacher talks about **when and where to use the comprehension strategy**.	Needs Improvement/ Good (1.60)		
			Student Response (4) – Students **can tell when and where they use the strategy** *as they read.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*			

Activity Observed or Clear Evidence of the Activity Seen			AREA VII: WRITING	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Instruction that encourages students to write letters and begin writing words and parts of words and then use words to begin writing sentences. Regular and frequent writing opportunities to encourage children to become more comfortable and familiar with writing.	Excellent	Good	Needs Improvement
6	5	1	1. Teacher **models or structures activities** for students **to write letters and begin writing words and sentences** by doing some of the following: • Writing about a topic on the chalkboard. • Labeling items and illustrations in class. • Writing in journals/folders. • Writing students' names on board/chart.			Needs Improvement/ Good (1.73)
			Student Response (1) – Students **can translate sounds in words to letters and write the letters** *down. When asked, they can tell that they are using their knowledge of sounds to help them write the letters.* ☐ *None*　　☐ *Some*　　☐ *Most*　　☐ *Almost All*			
1	5	6	2. Teacher allows **students** to **select topics for writing**.			Needs Improvement/ Good (1.67)
			Student Response (2) – During writing activities, students **are on-task and engaged in their writing***.* ☐ *None*　　☐ *Some*　　☐ *Most*　　☐ *Almost All*			
2	7	3	3. Teacher provides **regular and frequent extended writing opportunities** (several times a week).			Needs Improvement/ Good (1.89)
2	2	8	4. Teacher provides **opportunities** for students **to share their writing**.			Good (2.00)

Activity Observed or Clear Evidence of the Activity Seen			AREA VIII: DAILY ASSISTED READING	Instructional Quality		
Observed	**Clear Evidence**	**Not Observed & No Evidence**	**DAILY assisted or supported reading and rereading of text written at the instructional reading level.**	**Excellent**	**Good**	**Needs Improvement**
9	2	1	1. Teacher works with a **small group of students reading** a text or leveled book **at their instructional reading level**.			Needs Improvement/ Good (1.91)
10	2	0	2. Teacher **provides help and support as students read** these texts. Examples of how a teacher provides help and support might include: • Activates background knowledge. • Stops periodically to engage student. • Follows up text to ensure understanding. • Helps with identifying unknown words.			Needs Improvement/ Good (1.67)
9	2	1	3. Teacher provides **opportunities for students to reread texts** or leveled books **at their instructional level**. Teacher assists in this rereading.			Needs Improvement/ Good (1.91)
8	3	1	4. Teacher **encourages students to use decoding and comprehension strategies** they have learned to help them understand what they read.			Needs Improvement/ Good (1.55)

Activity Observed or Clear Evidence of the Activity Seen			AREA IX: READING OUTSIDE OF SCHOOL	Instructional Quality		
Observed	**Clear Evidence**	**Not Observed & No Evidence**	**Promotion of reading outside of school through at-home reading assignments and parent and community involvement.**	**Excellent**	**Good**	**Needs Improvement**
2	9	1	1. Teacher makes **connections with parents and the community** by using <u>**one or more**</u> **home/community activities**, such as: • Sends books home with students. • Keeps records of students' reading at home. • Provides volunteer tutors to read with students. • Makes opportunities for students to visit community libraries. • Makes regular contact with parents through newsletters, at-home assignments, and conferences. • Teaches parents how to work with their children at home.		Good (2.00)	

*Student Response (1) – Students **take books home** to read after school.*
☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*

Inter-rater reliability for the classroom observation instrument was calculated. With individuals trained on this instrument, we achieved an average inter-rater reliability of .82 with a range of .57 to 1.00 for the *observance of activity* scale and an average inter-rater reliability of .59 with a range of .33 to 1.00 for the *quality of instruction* scale. The inter-rater reliability rates for agreement are calculated as exact agreement.*

When the categories on the *quality of instruction* scale of "excellent" and "good" are combined, we achieved an average inter-rater reliability of .77 with a range of .43 to 1.00. While a satisfactory level of reliability depends on how a measure is being used, in the early stages of a research study using instruments that have only a modest reliability, e.g., .70, is acceptable.

*It should be noted that one of the trained classroom observers did not provide data for these reliability results.

APPENDIX G: RESULTS OF PRE-K PARENT SURVEY

How often do you participate in the following activities?	Never	Sometimes [18]	Often	Daily	Don't Know
Show your child that we read print moving from left to right and top to bottom	1	2	3	4	9
Read aloud to your child	1	2	3	4	9
Visit the public library with your child	1	2	3	4	9
Introduce children to different kinds of print materials *such as newspapers, maps, box labels, public signs etc.*	1	2	3	4	9
*Re*read favorite stories to your child	1	2	3	4	9
Select the books to be read	1	2	3	4	9
Talk about the features of a book, such as the author and title	1	2	3	4	9
Hold the book and turn the pages when reading to your child	1	2	3	4	9
After reading a story to your child, ask what the story was about	1	2	3	4	9
Point to pictures or words as you read	1	2	3	4	9
How often does your child participate in the following activities?					
Try to read to you	1	2	3	4	9
Ask for help to read store signs or read traffic signs	1	2	3	4	9
Write or ask for help to write letters or words	1	2	3	4	9

---

[18] Sometimes represents 1-2 days a week; often represents 3-4 days a week; daily represents 5 days a week.

How often does your child participate in the following activities?	Never	Sometimes	Often	Daily	Don't Know
Pretend to read story books	1	2	3	4	9
Try to tell or write stories	1	2	3	4	9
Help open mail (e.g. catalogs, flyers, ads)	1	2	3	4	9
Sit across from you when reading so he or she can hear the story	1	2	3	4	9
Ask to be read to	1	2	3	4	9
Choose the book(s) to be read	1	2	3	4	9

How important is it for your preschool age child to participate in the following activities?	Very Important	Somewhat important	Somewhat not important	Not at all important	Don't Know
Listen to an adult read out loud	1	2	3	4	9
To hold the book and turns the pages	1	2	3	4	9
Sit beside you when reading so he or she can see the book	1	2	3	4	9
Participate in pretend play with an adult	1	2	3	4	9
Select the book(s) to be read	1	2	3	4	9
Independently look at books or pretend to read	1	2	3	4	9
Draw pictures and tell a story to go with the pictures	1	2	3	4	9
Relate their own experiences to those in storybooks	1	2	3	4	9
Tell their own stories	1	2	3	4	9
Repeat a favorite nursery rhyme	1	2	3	4	9
Read or pretend to read a favorite story aloud to an adult	1	2	3	4	9

Please rate your level of agreement with the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Children do better in school when their parents also teach them things at home.	1	2	3	4	9
Stories help build my child's imagination.	1	2	3	4	9
My child learns important life skills from books (like how to follow a recipe, how to protect themselves from strangers).	1	2	3	4	9
As a parent, I play an important role in my child's development.	1	2	3	4	9
Schools, not parents, are responsible for teaching children.	1	2	3	4	9
When my child goes to school, the teacher will teach my child everything my child needs to know so I don't need to worry.	1	2	3	4	9
My child is too young to learn about reading.	1	2	3	4	9
Parents should teach children how to read before they start school.	1	2	3	4	9
Some children are natural talkers, others are silent. Parents do not have much influence over this.	1	2	3	4	9
Children learn new words, colors, names, etc. from books.	1	2	3	4	9
I don't read to my child because we have nothing to read.	1	2	3	4	9
Reading helps children be better talkers and better listeners.	1	2	3	4	9
Reading helps children learn about things they never see in real life (like the planets in outer space).	1	2	3	4	9
I ask my child a lot of questions when we read.	1	2	3	4	9
When we read, we talk about the pictures as much as we read the story.	1	2	3	4	9
I don't read to my child because he or she will not sit still.	1	2	3	4	9
My child does not like to be read to.	1	2	3	4	9
I don't read to my child because I have other, more important things to do as a parent.	1	2	3	4	9
When we read, I want my child to help me tell the story.	1	2	3	4	9
When we read, I want my child to ask questions about the book.	1	2	3	4	9
My child should be able to recognize and name the letters of the alphabet.	1	2	3	4	9
It is my responsibility to help my child to learn new vocabulary words.	1	2	3	4	9

Background Information

1. Your preschool child is a: ☐ male ☐ female

2. How old is your preschool child? _____ years _____ months

3. How many <u>older</u> brothers or sisters does your child have? _____

4. How many <u>younger</u> brothers or sisters does your child have? _____

5. What is your relationship to your child? ☐ Mother/Female guardian ☐ Father/Male guardian ☐ Other

6. What is your child's first language? ☐ English ☐ Spanish ☐ Other

7. What is your first language? ☐ English ☐ Spanish ☐ Other

8. Are you aware of any reading assessments/screenings given to your preschooler? ☐ Yes ☐ No

9. Why did you decide to attend this literacy information session?

   _____

   _____

10. Have you attended any other literacy information sessions in the last 12 months? ☐ Yes ☐ No

    If yes, how many? _____

11. In your household, about how many children's books does your child have? _____

12. From the items listed below, please check (X) only the statements in which <u>you</u> have participated with your child.

    ☐ prepared a library corner in child's room   ☐ placed written labels on objects around the house

    ☐ used flash cards/workbooks to teach names or sounds   ☐ provided an area for drawing or writing

    ☐ purchased/borrowed books or magazines for your child   ☐ enforced rules about limiting TV viewing

13. From the choices below, please check all of the items that your child uses <u>at least two times</u> a week at home.

    ☐ Paper   ☐ Chalkboard   ☐ Magnetic block letters

    ☐ Pencils or pens   ☐ Coloring books   ☐ Comics

    ☐ Markers   ☐ Crayons   ☐ Flash cards with letters/pictures

    ☐ Children's book   ☐ Computer

I. Literacy Beliefs

	Strongly Disagree	Disagree	Agree	Strongly Agree
I play an important role in my child's learning.	0.5%	0%	14.1%	85.4%
There is little I can do to help my child do well in school.	77.7%	13.0%	6.0%	3.3%
I want my child to love books.	0%	0.5%	15.2%	84.0%
I would like to help my child learn to read, but I don't know how to help.	38.1%	39.8%	15.3%	6.8%
I am the most important person who can help my child learn.	2.7%	15.3%	39.3%	42.6%
Schools, not parents, are responsible for teaching children.	46.7%	43.4%	6.0%	3.8%
Reading helps children be better speakers and listeners.	0.5%	1.6%	25.9%	71.9%
I have good memories of being read to when I was a child.	9.4%	24.4%	41.1%	25.0%
Children do better in school when their parents also teach them things at home.	0%	0.5%	17.8%	81.6%
Parents should teach children how to read before they start school.	1.7%	26.5%	46.4%	25.4%
My child is too young to have a library card.	65.6%	28.4%	4.4%	1.6%
Stories help build my child's imagination.	0%	0.5%	28.6%	70.8%
My child learns lessons from books like how to be safe or how to play fair.	0.5%	6.0%	39.7%	53.8%
I don't read to my child because we have nothing to read.	78.1%	20.2%	1.1%	0.5%
1 don't read to my child because there is no quiet place in the house.	74.2%	21.4%	2.7%	1.6%
My child learns about the world from books.	3.3%	12.2%	49.4%	35.0%
Parents can help their children learn to speak well.	0%	1.1%	41.0%	57.9%
Some children have a natural gift for speaking well.	5.0%	20.0%	48.3%	26.7%

II. Literacy Activities

	Always	Often	Sometimes	Seldom	Never
I find it boring to read to my child.	0.5%	0.5%	9.8%	27.7%	61.4%
I enjoy reading with my child.	60.3%	25.0%	12.5%	2.2%	0%
My child does not like to read aloud to me.	3.8%	8.8%	23.6%	24.2%	39.6%
I feel warm and close to my child when we read.	62.1%	25.8%	9.9%	1.6%	0.5%
I have to argue or fuss with my child when we try to read.	2.7%	3.8%	16.3%	24.5%	52.7%
I don't read to my child because he or she won't sit still.	0.6%	1.7%	8.4%	24.7%	64.6%
I read to my child whenever he or she wants.	40.3%	42.0%	14.4%	2.2%	1.1%
When we read, I try to sound excited so my child stays interested.	61.4%	27.2%	9.8%	1.6%	0%
My child learns new words from books.	48.9%	35.9%	14.1%	1.1%	0%
I point out words to my child wherever we go like to the grocery store, to the pharmacy, or to the gas station.	27.6%	29.7%	34.6%	5.9%	2.2%
When we read, I want my child to help me tell the story.	37.4%	25.8%	28.6%	7.1%	1.1%
I ask my child a lot of questions when we read.	34.4%	27.3%	29.0%	8.7%	0.5%
When we read, I want my child to ask questions about the book.	48.1%	29.8%	20.4%	1.7%	0%
My child reads homework or favorite stories to me.	36.6%	34.4%	21.9%	6.0%	1.1%
I talk with my child about the importance of being a good reader.	44.6%	38.6%	12.0%	4.9%	0%
When my child reads aloud, my child and I talk about what we have read.	42.1%	30.1%	23.5%	3.8%	0.5%
When we read, I try to relate the story to my child's life.	23.8%	21.0%	38.7%	9.9%	6.6%
Even if I would like to, I'm just too busy or too tired to read to my child.	2.2%	2.7%	22.8%	31.5%	40.8%

Background Information

1. My K-3 elementary school-aged child is a:

        Male   51.9%

        Female   48.1%

2. My child's current age is:

    Mean = 7.75   Standard Deviation = 1.25

3. How many <u>older</u> brothers or sisters does your child have?

None	36.2%
One to three	55.9%
Four or more	8.0%

4. How many <u>younger</u> brothers or sisters does your child have?

None	48.3%
One to three	50.0%
Four or more	1.7%

5. What is your relationship to your child?

Mother/Female guardian	88.9%
Father/Male guardian	8.9%
Other	2.2%

6. What is your child's first language?

English	92.4%
Spanish	7.0%
Other	0.5%

7. What is your first language?

English	90.8%
Spanish	8.7%
Other	0.5%

8. Do you know if your child has been given any reading assessments or screenings?

        Yes   77.3%   No   22.7%

9. When you need information about parenting, what source do you go to first?

Family/friends/others	29.0%
Books/Internet/classes	25.8%
Professionals	10.8%
Religious sources	6.5%
Self	2.2%
None	25.8%

10. About how many times have you and your child(ren) visited a public library in the last 12 months?

None	19.6%
1-2 times	11.9%
3-10 times	36.4%
11-23 times	16.7%
24-51 times	10.2%
52+ times	5.4%

11. About how many children's books has your child borrowed from a public library in the last 12 months?

None	24.7%
1-5 books	11.7%
6-15 books	22.9%
16-24 books	9.9%
25-50 books	13.0%
51+ books	17.9%

12. In your household, about how many children's books does your child have?

None	0.0%
1-14 books	4.9%
15-30 books	19.1%
31-45 books	5.0%
46-99 books	23.5%
100-199 books	32.4%
200+ books	14.6%

13. Which best describes your race or ethnic background?

White	60.2%	African American	30.7%
Hispanic	9.1%	Asian	0.0%
American Indian	0.0%		

14. What is the highest education level you have completed?

Less than high school	8.8%
High school graduate	29.1%
Some college or technical college training	47.3%
Bachelors degree	14.8%

Adapted with permission from DeBaryshe, B. D & Binder, J. C. (1994). Development of an instrument measuring parental beliefs about reading aloud to young children. *Perceptual & Motor Skills, 78 (3),* 1303-1311.

APPENDIX H: SIG BASELINE INCLUSION SURVEY (N = 85)

When completing this form, please consider only the students that were assigned to be under your supervision on Wednesday, May 19, 2004 at 9:30 a.m. To avoid missing any students, include students that were absent or in non-instructional locations (e.g., bathroom, recess, nurse's office, guidance counselor's office). To avoid double counting any students, do not count children that were assigned to be under the supervision of another instructional staff member at 9:30 a.m. on Wednesday, May 19, 2004.

Total number of students in your class

        Mean = 19.8   Standard Deviation = 7.3   Range = 1-30

Total number of students in your class with an IEP

        Mean = 4.1   Standard Deviation = 4.7   Range = 1-15

What grade level(s) are represented by these students?

Kindergarten	2.2%
1st	7.9%
2nd	21.3%
3rd	16.9%
4th	16.9%
5th	18.0%
6th	20.2%
7th	5.6%
8th	4.5%
9th	2.2%
10th	2.2%
11th	1.1%
12th	0.0%

How many teachers (no volunteers, instructional aides, or paraprofessionals) were assigned to be in the room with these students on May 19, 2004 at 9:30 a.m.?

One teacher	76.4%
Two teachers	23.6%

	Very familiar	Somewhat familiar	Slightly familiar	Not at all familiar	Don't know
How familiar are you with the concept of Universal Design for Learning?	4%	13%	14%	69%	< 1%

To what extent do you agree with the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The general education curriculum used in Delaware schools should be flexible enough to meet the needs of nearly all students, including students with mild to moderate disabilities.	39%	46%	12%	3%	1%

	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
The challenge of being in a general education classroom would promote the academic growth of a child with a disability.	14%	55%	22%	4%	4%

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The integration of students with mild to moderate disabilities into the general classroom would not harm the achievement of other students.	17%	46%	28%	6%	4%
Having to teach children with disabilities places an unfair burden on the majority of classroom teachers.	13%	43%	32%	7%	4%
I believe that most teachers are not able to work effectively with children with disabilities.	12%	40%	38%	5%	5%

	All	Some	None		Don't know
How much of the school day should students with mild or moderate disabilities typically spend in a regular classroom setting?	23%	67%	5%		4%

	More than half	About half	Less than half		Don't know
If some of the school day: Would you say they should spend more than half of the school day, about half, or less than half of the school day in a regular classroom?	19%	52%	26%		3%

Comments made when responding to the previous question about how long students with disabilities should spend in the regular classroom. (N=71)

Category	Response	Percent response
Depends on the Situation	Depends on the severity of the disability.	35%
	Depends on the curriculum or classroom situation.	10%
Philosophical Reason	Deserve a chance in the general classroom.	28%
	Distraction to other students and learning performance.	13%
	Need to be with a specially trained teacher.	13%
	TOTAL	100%

To what extent do you agree with the following statements:	Strongly	Agree	Disagree	Strongly	Don't know
The general education curriculum used in Delaware schools should be flexible enough to meet the needs of nearly all students, including students with mild to moderate disabilities.	42%	48%	8%	2%	<1%
The curriculum at <u>my school</u> is flexible enough to meet the needs of all students including those with mild or moderate disabilities.	25%	51%	19%	4%	2%
To what extent do you agree that most teachers feel they should not be expected to work with children with disabilities?	6%	30%	46%	15%	2%

	Very familiar	Somewhat familiar	Slightly familiar	Not at all familiar	Don't know
How familiar are you with the concept of Universal Design for Learning - very familiar, somewhat familiar, slightly familiar, or not at all familiar?	6%	19%	16%	59%	0%

	Very well prepared	Somewhat prepared	Not very well prepared	Not at all prepared	Don't know
How well prepared do you feel to teach children of varying abilities?	46%	46%	7%	<1%	<1%

About how frequently are the following instructional materials used by students in your classroom?	Every day	A few times a week	A few times a month	Less than once a month	Don't know
Grade-level textbook.	49%	26%	3%	14%	6%
Supplemental textbook or printed materials.	53%	34%	8%	3%	1%
Audio or video cassettes, or DVD.	11%	25%	40%	23%	2%
Software that has an audio component.	14%	21%	28%	34%	3%
Manipulatives or other tactile materials.	48%	26%	16%	10%	<1%

How often do you allow students in your class to participate in the following types of instructional activities?	Every day	A few times a week	A few times a month	Less than once a month	Don't know
Work in cooperative learning groups.	54%	30%	13%	3%	<1%
Engage in hands-on learning activities.	62%	26%	10%	3%	0%
Work on assignments individually.	68%	26%	3%	2%	<1%
Use calculators or computers as tools.	27%	38%	17%	15%	4%
Work on solving a real-world problem.	35%	34%	20%	8%	2%

Please list any barriers that may limit your success in addressing the diverse learning needs of students in your classroom.

Response	Percent Response
Large number of students in class	32%
Not enough time for example, not enough time for preparation)	16%
Not enough appropriate instructional materials	16%
Negative student behavior	13%
Lack of parental involvement	11%
Academic and language barriers	11%
Classrooms are ill-equipped technologically	8%
Insufficient funding for class supplies	8%
Insufficient number of instructional staff (for example, paraprofessionals)	6%
Problems with facilities	4%
Little administrative support	4%
Lack of appropriate teacher training	3%
Other barriers	5%
No Barriers	8%