EVALUATION OF DELAWARE'S READING FIRST INITIATIVE YEAR III REPORT (REVISED)

AUGUST 2006

LINDA GRUSENMEYER, M.ED.,
EDUCATIONAL RESEARCHER

WITH CONTRIBUTIONS FROM

ANDREW AUGUSTINE, M.ED., EDUCATIONAL RESEARCHER
ROBERT HAMPEL, PH.D., FACULTY AFFILIATE
KELLY SCOLLON, MPA, EDUCATIONAL RESEARCHER
BARBARA SHEPPERSON, M.ED., EDUCATIONAL RESEARCHER
DEBRA COFFEY, M.A., GRADUATE RESEARCH ASSISTANT
MEGAN RUNK, M.ED. GRADUATE RESEARCH ASSISTANT
HEIDI SWEETMAN, PH.D., GRADUATE RESEARCH ASSISTANT
XIMENA URIBE-ZARAIN, GRADUATE RESEARCH ASSISTANT

Delaware Education
R&D
Research & Development
CENTER

> This revision of Delaware's Reading First evaluation report contains student level achievement data which was previously unavailable to the researchers.

TABLE OF CONTENTS

EXECUTIVE SUMMARY

STUDENT–LEVEL EFFECTS

- **NOTE: In 2006 Delaware Student Testing Program (DSTP) cut scores were revisited and revised. See report section "Data Analysis Issues" (pg. 13) for further discussion.**

- On the 2005-2006 DIBELS assessments, Delaware's Reading First kindergartners made the greatest gains in the areas of Phoneme Segmentation (PSF).

- For Initial Sounds Fluency (ISF), while the total percent of kindergarten students scoring "at risk" decreases from fall to winter, the number initially scoring at "low risk" did not maintain a sufficient rate of increase to meet the winter "low risk" benchmark.

- In spring 2006, 62% of Delaware Reading First 1st graders scored at "low risk" on Oral Reading Fluency (ORF). Although there was a 6% decrease in first graders scoring at "some risk", there was a 4% increase in those scoring "at risk."

- At the end of 2006, 92% of first graders score at the "established" level for PSF and 74% are considered "established" for Nonsense Word Fluency (NWF).

- Second grade ORF scores show that the percentage of students in the "low risk" group increased from 52% in fall 2004 to 58% in spring 2005. However, over one-fifth (22%) of the second graders remain "at risk" in the spring of 2006.

- In fall 2005, third graders in Delaware's Reading First schools scored 23% "at risk," 32% "at some risk," and 46% at "low risk" for poor reading outcomes on ORF. A small number (6%) of third graders who scored "at risk" in the fall were moved into a lower risk category by spring, with the largest decrease appearing between winter (22%) and spring (17%) benchmark testing periods.

- In five Reading First schools that tested their students at the third grade level, there was improvement in the numbers of students who reached the reading standard between 2003 and 2006.

- In 2006, two of the Reading First schools scored at levels exceeding the state average in percentage of students who met or exceeded the third grade reading standard.

- Although cross sections of third graders meeting or exceeding the DSTP reading standard shows gradual improvement from the baseline 2003 scores in Reading First target schools, this growth is not noticeably different from that of their in-district comparison schools.

TEACHER AND CLASSROOM–LEVEL EFFECTS

Instructional practice

- Teachers seem more confident and competent using DIBELS data to diagnose student needs and adapt instruction.

- Small group work and classroom centers were widely adopted in Reading First classrooms.

- Teachers continue to struggle with differentiating instruction.

- A small number of teachers consider Reading First too prescriptive, preferring instead a wider range of options for teaching reading

- In randomly selected classrooms, Grades 1-3 teachers were more frequently observed to engage in practices related to fluency, vocabulary and comprehension instruction than in practices related to phonics and phonemic awareness.

- In Grades 1-3 there were two areas which, when observed, were most often labeled "in need of improvement"
    - Comprehension practices *after reading, where teacher follows up text to insure understanding,* and
    - Fluency related practices wherein *Teacher provides an appropriate amount of time for students to practice reading books on their own or in pairs, including students reading aloud.*

- In randomly sampled kindergartens, 100% of the teachers were seen to deliver instruction related to phonics and phonemic awareness.

- In the observed kindergartens, two practices were most frequently named as "in need of improvement"
    - *Teacher talks about new words that students may not know*; and
    - *After reading, teacher follows up text.*

Teacher Preparation

- The number of reading related credits has generally remained constant within Delaware's higher education institutions despite changes made to grade level parameters for state certification since 2003.

- In most cases, the ratio of SBRR related credits within reading related coursework has increased from 2003-2004 to 2005-2006.

SYSTEM-LEVEL EFFECTS

School climate

- Almost all (92%) of the teachers agreed or strongly agreed that teachers are continually learning and seeking new ideas compared to 98% in year two.

- This year, fewer (84%) of the teachers felt that the overall impact of SBRR practices has been positive compared to 91% in Year 2.

- Most (58%) of Reading First teachers revealed management related concerns about adopting SBRR practices, such as lack of materials, problems with time management, and difficulty meeting the needs of a diverse student population.

- Most coaches and principals noted increases in teamwork, collegiality, and willingness to share problems and solutions between teachers.

Roles of Principals and Coaches

- The principals supported their coaches by staying in close touch, negotiating bureaucratic requirements, and taking the time to deepen their own knowledge of best practices in reading instruction.

- Coaches were expected to spend at least 40% of each week in classrooms.

- Reading First coaches offered assistance to teachers by helping them fine-tune their current practices and coax them to try new ones.

- Coaches' paperwork took much time—reports, grants, planning, ordering supplies, and other administrative tasks.

Professional development

- An increased percentage of teachers reported the professional development as being "well" or "somewhat" aligned with SBRR framework in all categories, with school or district workshops and mentoring most frequently cited as "well aligned."

- About half (52%) of Reading First teachers indicated that at least twice a month their Reading First Coach visits their classroom for a walk-through. Somewhat fewer (42%) indicate that their coach provides feedback after the walk-through.

- One-half (52%) of Reading First teachers stated that to a great or moderate extent they had received adequate professional development to help them use SBRR practices to teach reading to children with disabilities.

Support for Students with Special Needs

- Almost three-quarters (72%) of the teachers indicated that general education and special education teachers were using the same reading curriculum always or frequently. In a random poll of kindergarten to third-grade teachers throughout Delaware, 66% reported similarly.

- Most coaches and principals reported no significant barriers to involving special education students in the general education curriculum, with the possible exception of scheduling conflicts.

INTRODUCTION

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

GOAL 1

To establish a statewide cohesive framework for early reading programs in K-3 that is based on scientifically-based reading research, hereafter to be referred to as SBRR. This framework is the foundation for achieving the goal that all of Delaware's children will be reading at or above grade level by the end of grade three. (Impact on Student Achievement)

GOAL 2

To provide comprehensive professional development and technical assistance at the state and local level that uses SBRR and ongoing, sustained opportunities for K-3 general and special education teachers to improve their knowledge and expertise in teaching early reading. (Impact on Teachers' Content Knowledge & Instructional Practice)

Further, Delaware intends to work with its institutions of higher learning to ensure that undergraduate and graduate students in reading courses are exposed to findings of SBRR as well as engaged in opportunities to practice implementing proven practices based on substantive research findings in early reading instruction. (Impact on Teacher Preparation)

GOAL 3

To support SBRR classrooms by adopting the following criteria:

Increase the quality and consistency of instruction so that it reflects instructional SBRR principles (Impact on Instructional Practice)

Improve the use of information obtained from early reading assessments so that struggling readers are identified and provided with additional instruction in a timely manner.
(Impact on Teachers' Content Knowledge & Instructional Practice)

Establish procedures to provide struggling readers with intensive intervention to supplement the instruction they receive in the regular class.
(Impact on Student Achievement & on Instructional Practice)

Goal 4
Institutionalize a seamless early reading curriculum for all children in Delaware schools.
(Impact on System of Coordinated Literacy Services)

Reduce the number of students referred to special education and Title I.
(Impact on Student Placement)

Increase student access to engaging reading materials.
(Impact on Student Access to Curriculum)

DESIGN AND ORGANIZATION OF THE YEAR III EVALUATION REPORT

Evaluation Questions and Data Sources

To determine how well Delaware's Reading First program is addressing these four major goals, the Year III (2005-2006) 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 three levels: effects on students, effects on teachers and classrooms, and effects on the school system as a whole. This report describes all of 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 four major program goals and specific evaluation questions as outlined in the federal proposal. It also illustrates the data sources used to evaluate each of these effects and to answer the evaluation questions. The findings section of this report is organized by levels of effect and according to each of the evaluation questions.

Table 1. Reading First Year 3 Goals, Evaluation Questions, and Measures

Student-Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 1A	What is learned from data disaggregation? Progress of ethnic/racial groups? Children w/disabilities & special education? Limited English Proficient students?	DSTP disaggregation- grade 3 DSTP2 disaggregation- grade 2
GOAL 1B	Do children in RF schools and classrooms make greater progress than children at the same grade level in low-achieving schools that are not receiving assistance from RF funding and resources?	Compare end-of-year DSTP performance of students in RF classrooms /schools to similar groups of students in comparable non-RF schools
GOAL 3A	What percent of the children in RF schools are reading on grade level; moving toward reading on grade level; or reading above grade level?	2005-2006 DIBELS
GOAL 3B	Have children in RF classrooms made significant improvement in their reading performance?	2004-2005-2006 end of year DIBELS data
GOAL 3C	Do both regular and special education students have access to high quality SBRR programs that include instructional content based on the five essential components of reading?	Classroom observation Coaches' Interviews RF Teacher Survey

Student-Level Effects (continued)		
FOCUS	QUESTIONS	MEASURES
GOAL 4	How does the rate of placement into special education programs change over time in RF schools?	Comparison of special education referral and participation rates
GOAL 4A	Are general education and special education teachers in Reading First schools using the same SBRR reading curriculum?	RF Teacher survey DE Educator Poll

Teacher/Classroom Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 1D	Did RF classrooms implement high quality SBRR programs that include instructional content based on the 5 essential components of reading?	Classroom observation
GOAL 2D	What evidence is there that teachers' practice in teaching reading has changed as a result of teachers' participation in RF professional development?	Classroom observations RF Teacher survey
GOAL 3C	What changes in teachers' reading pedagogy are evident? How is the classroom set up? How are students grouped?	Classroom observation Coaches' interviews
GOAL 4	To what degree does the preparation of general and special education teachers in DE higher education institutions reflect SBRR?	Document analysis [e.g., program requirements, course syllabi]

System Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 1C	Did RF classrooms implement high quality SBRR programs that include instructional content based on the 5 essential components of reading?	Coordinator interviews Classroom observations
GOAL 2A	What evidence is there that district and school level RF professional development is well-aligned with SBRR framework?	RF Teacher survey
GOAL 2E	What is the impact on school climate of teachers working and learning together? What changes are evident?	RF Teacher survey Principals' interview
GOAL 4A	Are Title I, general education and special education teachers using the same SBRR reading curriculum?	RF Teacher survey DE Educator poll
GOAL 4B	Are IST teams meeting consistently to discuss students' instructional needs?	RF Teacher survey
GOAL 4C	What is the role of the RF coach? And how well are they performing??	RF Teacher survey Coaches' interviews Principals' interviews Coordinators' interview
GOAL 4D	How are RF teachers utilizing reading and assessment materials designed to support their instruction?	RF Teacher survey Coaches' interviews Principals' interviews Coordinators' interview
GOAL 4E	How are principals supporting reading achievement in RF schools?	RF Teacher survey Coaches' interviews Principals' interviews Coordinators' interview

Data Sources

During academic year 2005-2006, data were collected using numerous methods as indicated above. A complete description of methods and instrumentation used for data collection can be found in Appendix A of this report.

FINDINGS

STUDENT- LEVEL EFFECTS

Summary

The impact of Delaware's Reading First program on student achievement was determined using school level data from second and third grade reading Delaware Student Testing Program (DSTP) and project level data from the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS.) Although cross sections of third graders meeting or exceeding the DSTP reading standard show gradual improvement from the baseline 2003 scores in Reading First target schools, this growth is not noticeably different from that of the in-district comparison schools. DIBELS growth, which is longitudinal over the 2005-2006 school year, shows steady improvement of individual student groups.**Changes in DSTP cut scores have been made and any comparisons with previous years must be made with caution. See the following section, 'Data Analysis Issues.'**

Data Analysis Issues

Cautionary Note For 2006, the third grade DSTP performance level cut scores were revisited and revised. All tables, figures, and textual comparisons reported here are the percentages of students who met or exceeded performance levels as they existed **at that point in time. Caution must be used** when considering any comparisons of 2006 data with previous years. Current and previous cut scores are reported by Delaware DOE at http://www.doe.state.de.us/AAB/Cut%20Points%202006%20Marked%20Changes.pdf

Also for 2006, the DSTP2 second grade schema has changed. **Caution must be used** when considering any comparisons of 2006 data with previous years. All second grade scores are reported in Performance Levels 2-4. Current and previous cut scores are reported at http://www.doe.state.de.us/AAB/Cut%20Points%202006%20Marked%20Changes.pdf

Finally, it is important to note that the achievement analyses in this section that are based upon the Delaware Student Testing Program (DSTP) data are not longitudinal; that is, they do not track one group of students over time. Rather, they are cross-sectional in nature, which means that each year's data represents a different group of students. This change in student grouping is expected to have some effect of the group's overall achievement.

Goal 1A Evaluation Question: What is learned from data disaggregation?

One of the goals of the Reading First program deals with closing the achievement gap that exists between various student groups. Due to the relatively small numbers of students in categories such as special education, English Language Learners

> For 2006, the third grade DSTP performance level cut scores were revisited and revised. All tables, figures, and textual comparisons reported here are the percentages of students who met or exceeded performance levels as they existed at that point in time. **Caution must be used** when considering any comparisons of 2006 data with previous years. Current and previous cut scores are reported by Delaware DOE at http://www.doe.state.de.us/AAB/Cut%20Points%202006%20Marked%20Changes.pdf

(ELL), and other ethnic minorities, data for this analysis were limited to an examination of the achievement of African-American students. Figure 1 shows changes in percentages of African-American students who met or exceeded the 3rd grade reading standard on the DSTP in 2003, 2004, 2005, and 2006. 2003 data serves as a baseline for a comparison after three years of implementation of the Reading First program.

In general, Reading First schools appear to be moving more African-American students toward meeting or exceeding the 3rd grade reading standard. Only one school seems to be the exception.

2003 to 2006 Third Grade African American Students in Reading First Schools Meeting the Reading Standard
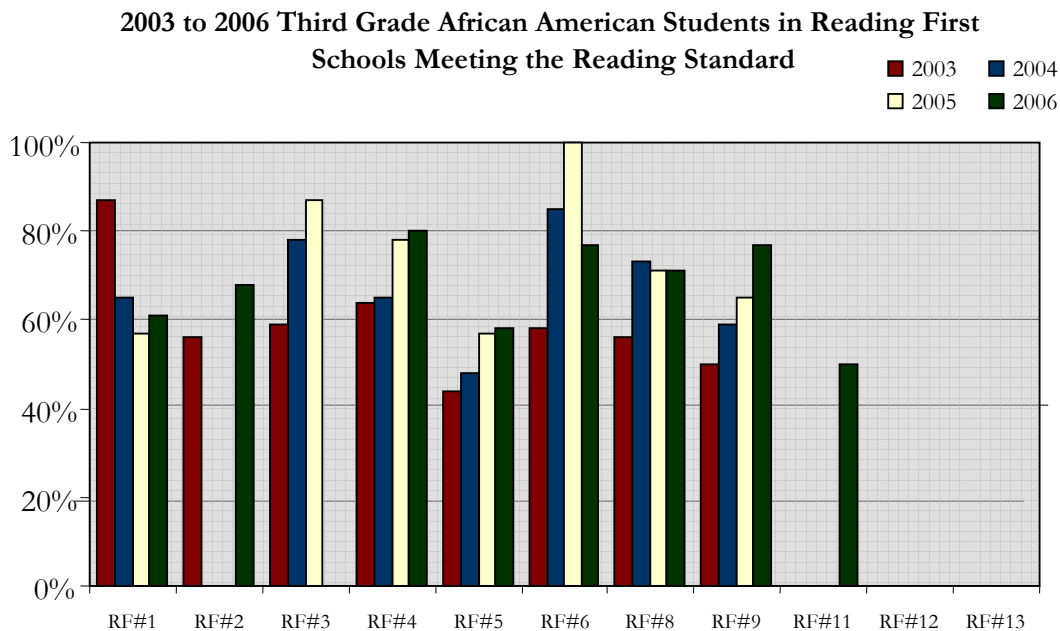
Figure 1. Comparison of 2003 to 2006 DSTP 3rd grade reading performance in all Reading First schools disaggregated by race; i.e., African-American students[1]

---

[1] It was not possible to disaggregate school level DSTP data for RF schools 12 and 13, since the numbers of students fell below fifteen, the state's reporting minimum.

NOTES:
1. Throughout this report, the numbering of Reading First schools in the data presentations remains consistent; that is, RF school #1 is always #1, etc.
2. Reading First schools #7 and 10 have closed.
3. Comparisons reported here are the percentages of students who met or exceeded performance levels as they existed at that point in time. **(See "Cautionary Note" p.13.)**

Goal 1B: Do children in RF schools and classrooms make greater progress than children at the same grade level in low-achieving schools that are not receiving assistance from RF funding and resources?

DSTP performance of third grade students in five (5) of the Reading First schools was compared with academic achievement of students in similar non-participating schools. Schools were matched on district, size, and percentage of poor and minority students, as well as prior achievement. Figure 2 shows how each Reading First school and its comparison school performed on the third grade reading portion of the DSTP in 2003 and in 2006, at the end of three years of Delaware's Reading First initiative. Percentages reflect the total number of students who met or exceeded the third grade reading standard **at that point in time.**

It is apparent that the Reading First school in district #6 shows greater improvement from 2003 to 2006 when contrasted against changes at its district comparison school. In districts #1, #2, and #3, the Reading First schools lost some ground in relationship to their comparison schools. RF #4, however, made gains similar to that of its comparison school. The comparison analysis no longer includes Reading First School#5 due to programmatic changes at comparison school #5.

It should be noted again that this is a cross-sectional comparison of schools. This is important since cohorts of students vary in their ability and motivation; both of these factors affect achievement. Consequently, the reader is advised of this limitation and should recognize its potential impact on the interpretation of data.
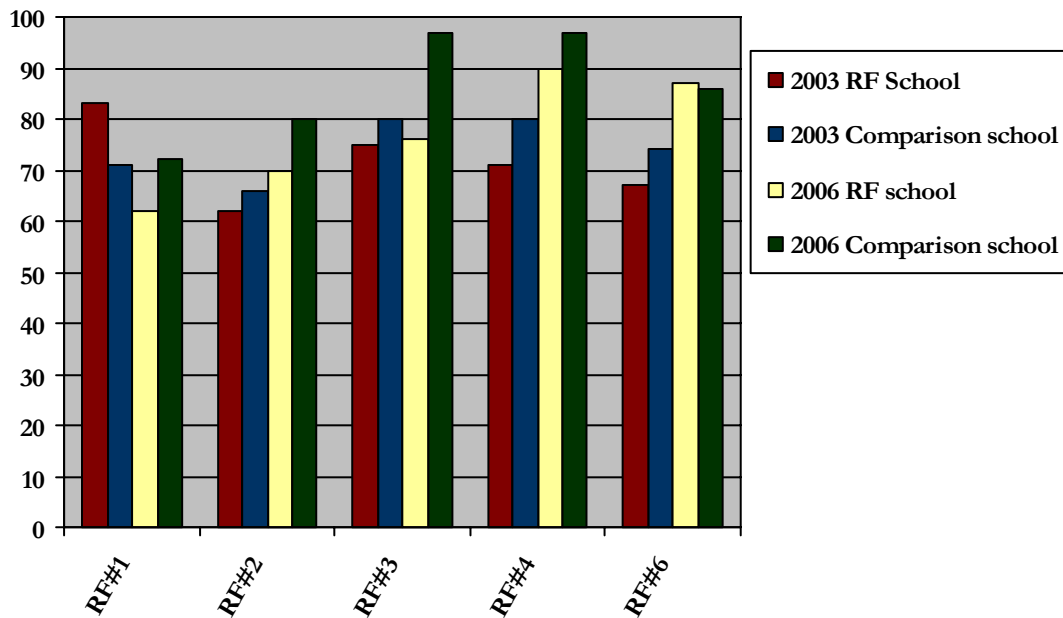
Figure 2. Comparison of five Reading First schools' **2003** and **2006** DSTP third grade reading performance (% meets or exceeds standard)

Goal 3A Evaluation Question: What percent of the children in Reading First schools are reading on grade level, moving toward reading on grade level, or reading above grade level?

Third Grade Performance in Reading First schools

In this section, third grade performance is examined in two ways: 1) a cross-sectional comparison of how third grade students performed in the Reading First schools over four years, 2003 (baseline), 2004 (first year implementation), 2005 (second year implementation), and 2006 (third year implementation); and, 2) a comparison of how Reading First schools performed in 2006 as compared to the statewide average on the third grade DSTP reading assessment. **(See "Cautionary Note" above regarding comparisons to previous years' DSTP data.)**

Figure 3 illustrates that in five Reading First schools that tested their students at the third grade level[2], there was improvement in the numbers of students who reached the reading standard between 2003 and 2006. Also in 2006, three of the Reading First schools scored at

---

[2] Some Reading First schools did not include grade 3 until 2005- 2006 school year.

or above the state average in percentage of students who met or exceeded the third grade reading standard. Two schools did not test third graders in numbers sufficient to meet the state reporting minimum.

2003 to 2006 Third Grade Students in Reading First Schools Meeting the Reading Standard
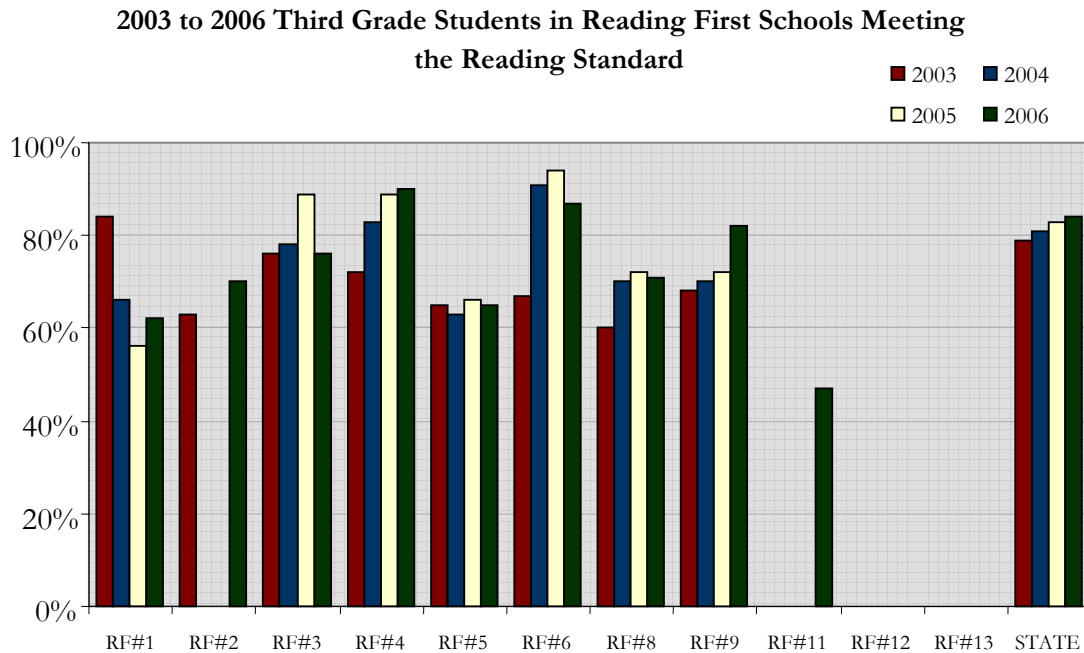
Figure 3. Comparison of 2003 to 2006 DSTP third grade reading performance in Reading First schools: Percentages of Students Meeting or Exceeding the DSTP Reading Standard

Second Grade Performance in Reading First schools

For 2006, the DSTP2 second grade schema has changed. **Caution must be used** when considering any comparisons of 2006 data with previous years. All second grade scores are reported in Performance Levels 2-4. Current and previous cut scores are reported by Delaware DOE at
http://www.doe.state.de.us/AAB/Cut%20Points%202006%20Marked%20Changes.pdf

To examine how well second grade students are performing in Reading First schools, data from the DSTP2 were analyzed from each of the schools that tested students at this grade level. Data from the DSTP 2 were provided by the Delaware Department of Education and are presented according to the new scoring system. Figure 4 illustrates the percentage of 2006 second grade students at each performance level. Caution must be used when considering any comparisons of 2006 data with previous years. **For 2003- 2005 second grade DSTP data please see Appendix B. Results reported there have not been recalculated or revised using standard scores. They represent the reporting indicators at that time: satisfactory, unsatisfactory, and warning.**
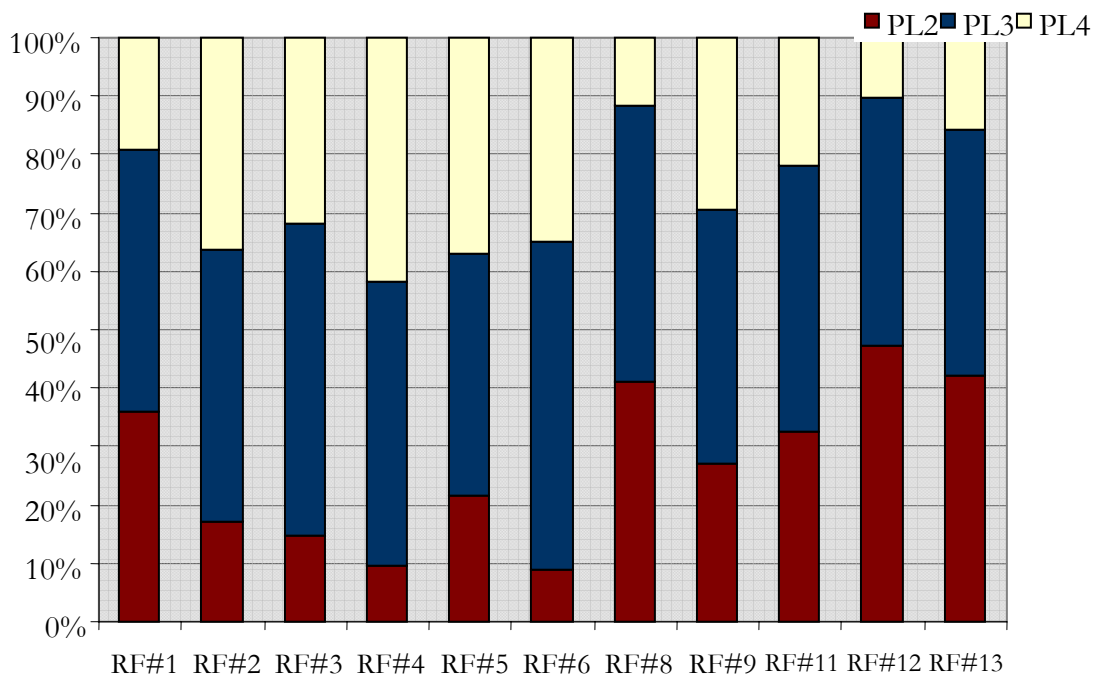
Figure 4. Second grade Reading First students' performance levels on 2006 DSTP2

Goal 3B: Have children in Reading First classrooms made significant improvement in their reading performance?

Caveat: Since the DSTP and DSTP2 data do not allow for analyses that reveal improvement over time, the data that inform this question are derived from the administration of the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS). It should be noted that this assessment is designed to inform instruction and is not fully validated for summative program evaluation purposes. The data were also collected by numerous Reading First classroom teachers, coaches, and state coordinators. Consequently, one should recognize that these data were not collected under fully standardized conditions and this may influence the validity of these findings. Therefore, the authors of this report advise caution when interpreting these results, especially in regard to making judgments about overall program impact.

The following analyses illustrate the progress made statewide by Reading First students between fall 2005 and spring 2006[3]. The analyses show the percentages of students by grade level for each DIBELS subtest, kindergarten through grade three, and how these students' scores have changed over time as they participated in the Reading First program. DIBELS assesses the development of students' reading skills in various domains and at different points in a child's development. For this reason, not all assessments were administered at all three points in time, i.e., fall 2005, winter 2006, and spring 2006. The following tables are organized by grade level and demonstrate Reading First students' progress during the 2005-2006 academic year.

The optional Word Use Fluency (WUF) subtest was added to Delaware's Reading First student measurement in winter 2004. It does not have national benchmarks. Instead, the DIBELS authors recommend using local norms, with the lowest 20% of the state scores representing the students "at risk" for poor reading and language outcomes, while the "low risk" students are those who score at or above 40% of the state's own students. This is recalculated at each testing point. Results for 2005-2006 WUF can be found in Appendix C.

<u>Kindergarten Progress on DIBELS during 2005-2006</u>

When examining DIBELS data, it is important to note that the benchmarks rise at each testing administration. This represents what the test developers believe is the ongoing growth that must be made in order to reach reading independence later in life. Thus, a kindergartener who scored at "low risk" on the fall test must still improve in order to continue scoring in the "low risk" category. Children who score in the "at risk" category must improve at a *greater rate* than their "low risk" peers in order to move into the "some risk" or the "low risk" areas.

Based on the 2005-2006 DIBELS assessments, Delaware's Reading First kindergartners have made the greatest gains in the area of Phoneme Segmentation (PSF). These gains include the effect of the steadily rising benchmarks. The Nonsense Word Fluency (NWF) subtest also shows an improvement although in a moderate way. Regarding the Letter Naming

---

[3] Data from previous years are available online in *Evaluation of Delaware's Reading First Initiative- Reports* at http://www.rdc.udel.edu/reports.

Fluency (LNF) subtest, a decrease in the number of students "at risk" is evident. However, for Initial Sounds Fluency (ISF), while the total scoring "at risk" decreases from fall to winter, the number of students initially scoring at "low risk" did not maintain a sufficient rate of increase to meet the winter "low risk" benchmark. (See Figures 5a-d.)

2005-2006 Kindergarten Initial Sound Fluency

	Fall '05	Winter '06
■ At Risk	22	10
■ Some Risk	24	45
□ Low Risk	54	45
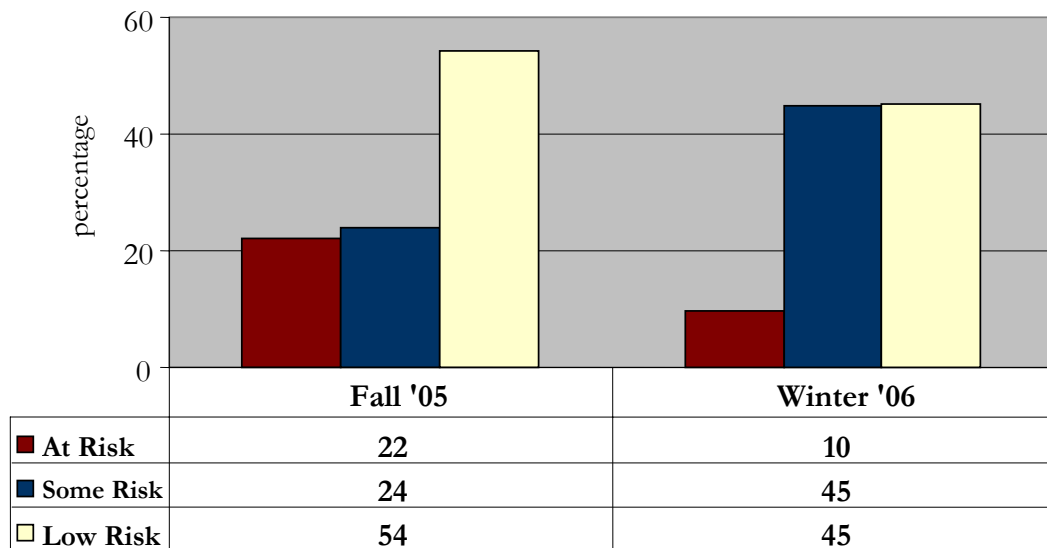
FIGURE 5a. 2005-2006 Kindergarten Initial Sound Fluency Benchmark Percentages

2005-2006 Kindergarten Letter Naming Fluency

	Fall '05	Winter '06	Spring '06
■ At Risk	24	12	13
■ Some Risk	19	12	15
□ Low Risk	57	77	71
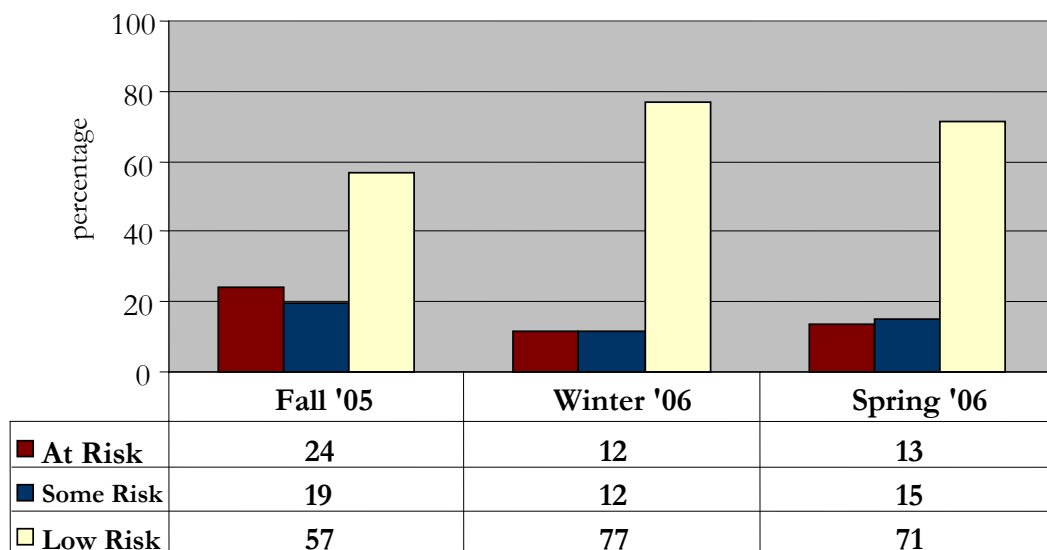
FIGURE 5b. 2005-2006 Kindergarten Letter Naming Fluency Benchmark Percentages

2005-2006 Kindergarten Phoneme Segmentation Fluency

	Winter '06	Spring '06
At Risk	18	5
Some Risk	24	13
Low Risk	58	82
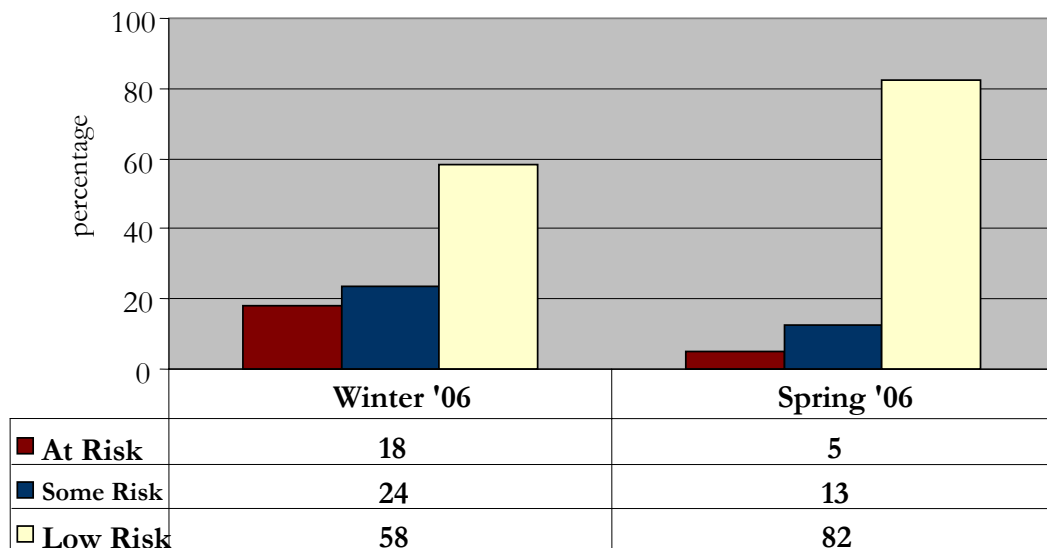
FIGURE 5c. 2005-2006 Kindergarten Phoneme Segmentation Fluency Benchmark Percentages

2005-2006 Kindergarten Nonsense Word Fluency

	Winter '06	Spring '06
At Risk	14	11
Some Risk	16	17
Low Risk	70	73
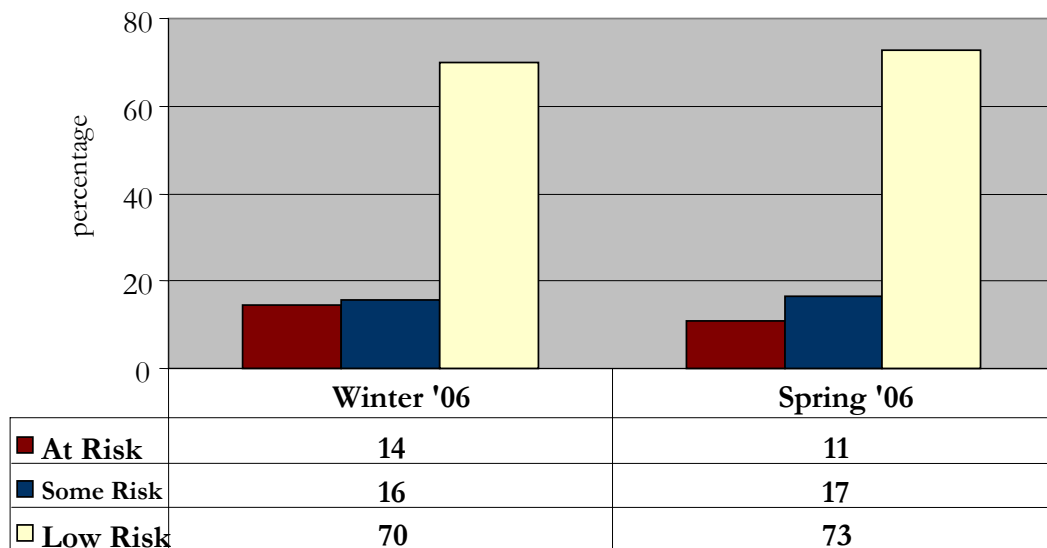
FIGURE 5d. 2005-2006 Kindergarten Nonsense Word Fluency Benchmark Percentages

First Grade Progress on DIBELS during 2004-2005

Although DIBELS developers have identified Oral Reading Fluency (ORF) as the most critical early literacy predictor at the end of first grade[4], the other recommended subtests—PSF and NWF-- serve as predictors and teaching targets on the path to that result. ORF is first administered in the winter of first grade. In spring 2006, 62% of Delaware Reading First 1st graders scored at "low risk" on ORF. Although there was a 6% decrease in first graders scoring at "some risk", there was also a 4% increase in those scoring "at risk." (See Figure 5g.)

The intervening indicators of PSF and NWF show a steady rise in the percentages of students at the "established" benchmarks. At the end of 2006, 92% score at the "established" level for PSF and 74% are considered "established" for NWF. DIBELS' authors indicate that students performing at that rate have *established* the behavior or task and are in the "low risk" category. (See Figures 5e-f.)

2005-2006 First Grade Phoneme Segmentation Fluency

	Fall '05	Winter '06	Spring '06
■ **Deficit**	13	2	1
■ **Emerging**	37	11	7
□ **Established**	50	87	92
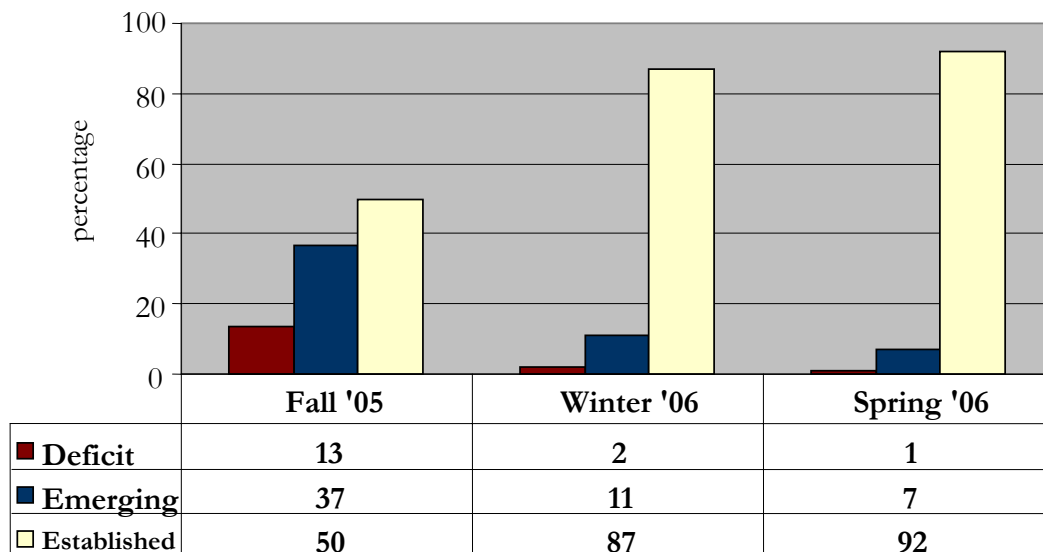
FIGURE 5e. 2005-2006 First Grade Phoneme Segmentation Fluency Benchmark Percentages

---

[4] Good, R.H., & Kaminski, R.A. (Eds.). (2002). Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: http://dibels.uregon.edu/.

2005-2006 First Grade Nonsense Word Fluency

	Fall '05	Winter '06	Spring '06
■ Deficit	18	8	3
■ Emerging	27	31	22
□ Established	56	60	74
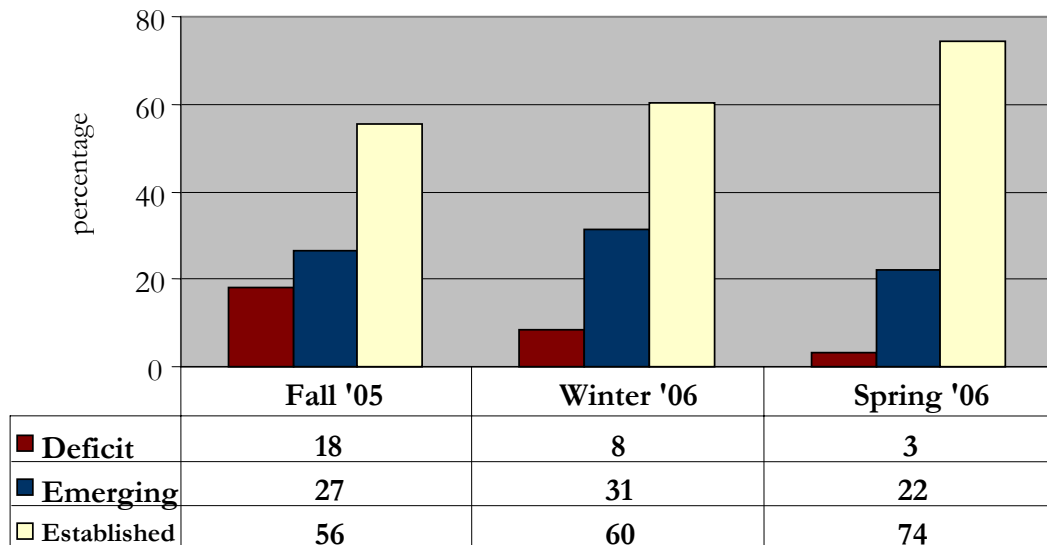
FIGURE 5f. 2005-2006 First Grade Nonsense Word Fluency Benchmark Percentages

2005-2006 First Grade Oral Reading Fluency

	Winter '06	Spring '06
■ At Risk	10	14
■ Some Risk	31	25
□ Low Risk	59	62
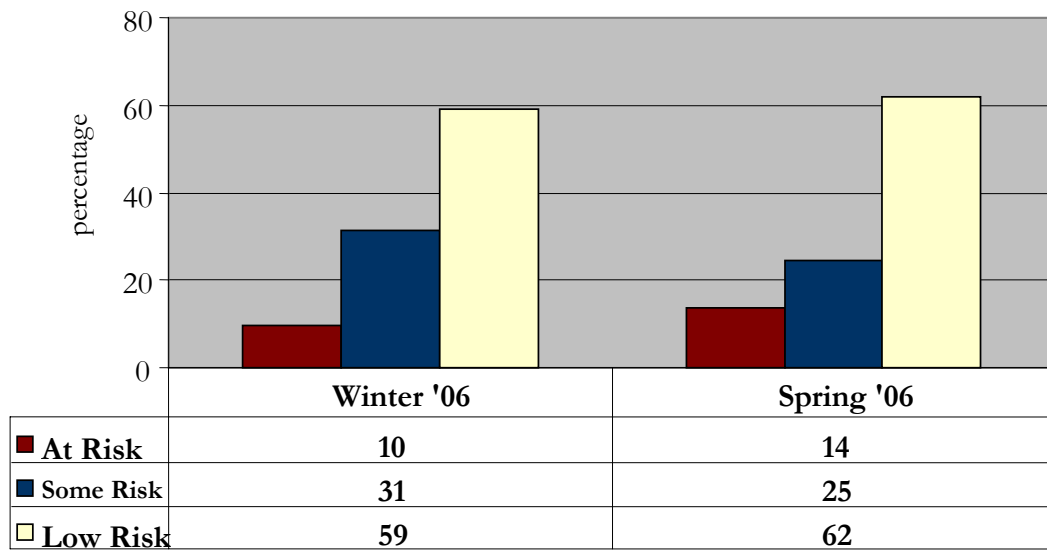
FIGURE 5g. 2005-2006 First Grade Oral Reading Fluency Benchmark Percentages

<u>Second Grade Progress on DIBELS during 2005-2006</u>

In spring 2006, second grade Oral Reading Fluency (ORF) scores show that the percentage of students in the "low risk" group has increased to 58% from 52% in fall 2004. However, over one-fifth of the second graders (22%) remain "at risk" in the spring of 2006. A score of 25 words or less per minute placed a second grade student in the "at risk" category in the fall; that cut point rose to 69 words or less per minute by the spring testing. In spring, the "low risk" benchmark for ORF was 90 or more correct words per minute. (See Figure 5h.)

<u>Third Grade Progress on DIBELS during 2005-2006</u>

Third graders in Delaware's Reading First schools scored in similar proportions to second graders on the fall Oral Reading Fluency testing with 23% at risk, 32% at some risk, and 46% at low risk for poor reading outcomes. A small number (6%) of third graders who scored "at risk" in the fall were moved into a lower risk category by spring, with the largest decrease appearing between winter (22%) and spring (17%) benchmark testing periods. (See Figure 5i.)

2005-2006 Second Grade Oral Reading Fluency

	Fall '05	Winter '06	
■ **At Risk**	19	21	22
■ **Some Risk**	29	16	20
□ **Low Risk**	52	63	58
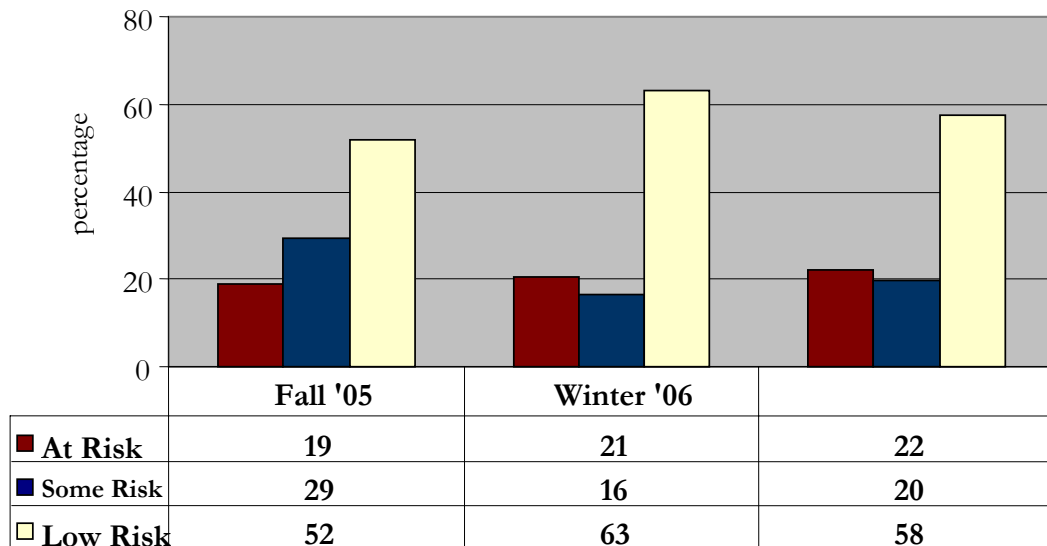
***FIGURE 5h**. 2005-2006 Second Grade Oral Reading Fluency Benchmark Percentages*

2005-2006 Third Grade Oral Reading Fluency

	Fall '05	Winter '06	Spring '06
■ At Risk	23	22	17
■ Some Risk	32	28	35
□ Low Risk	46	50	48
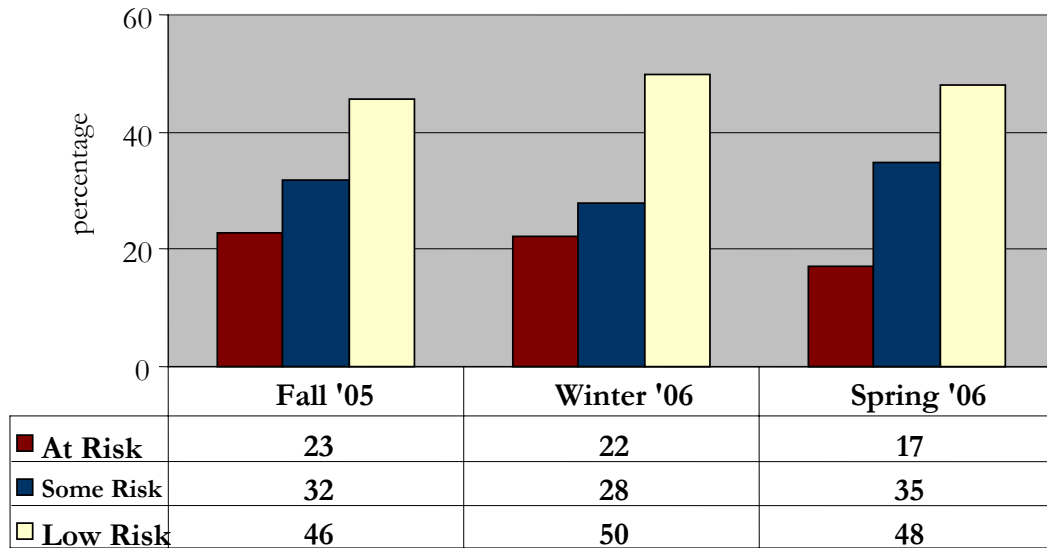
FIGURE 5i. 2005-2065 Third Grade Oral Reading Fluency Benchmark Percentages

At the project level, DIBELS ORF scores from spring 2004, 2005, and 2006 can be compared in cross sections. When 1st, 2nd, and 3rd grade levels are examined, all grades appear to be improving. (See Figures 5j-l.) Less than half (45%) of the program's first graders met the spring benchmark in 2004, compared to almost two-thirds (62%) in 2006. Cross sectional gains also appear to occur at second grade; 40% met the DIBELS ORF benchmark in 2004 compared to 58% in 2006. Thirty-two percent (32%) of third graders were at "low risk" in spring 2004, which increased to 48% in 2006.

DIBELS Benchmark Performance: First Grade Cross-sections (ORF)
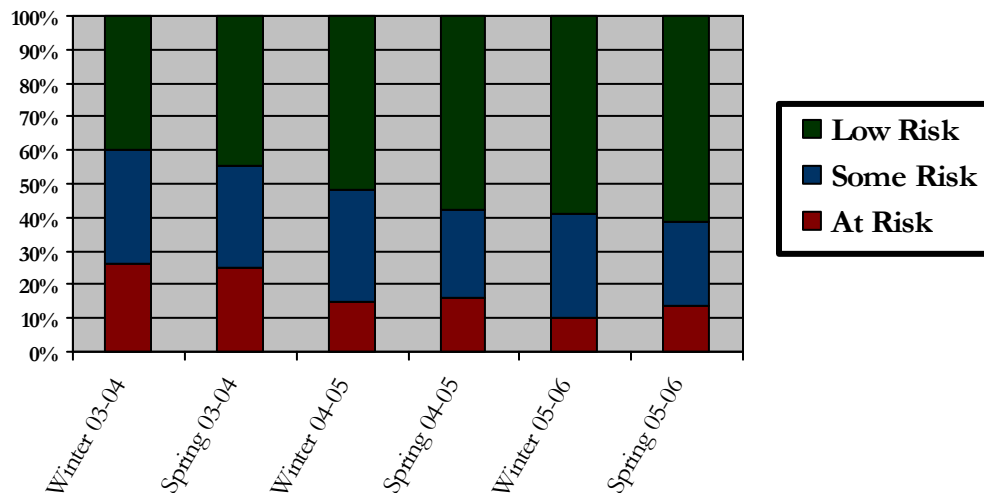
Figure 5j. DIBELS ORF benchmark performance for first graders: Cross sectional comparison

DIBELS Benchmark Performance: Second Grade Cross-sections (ORF)
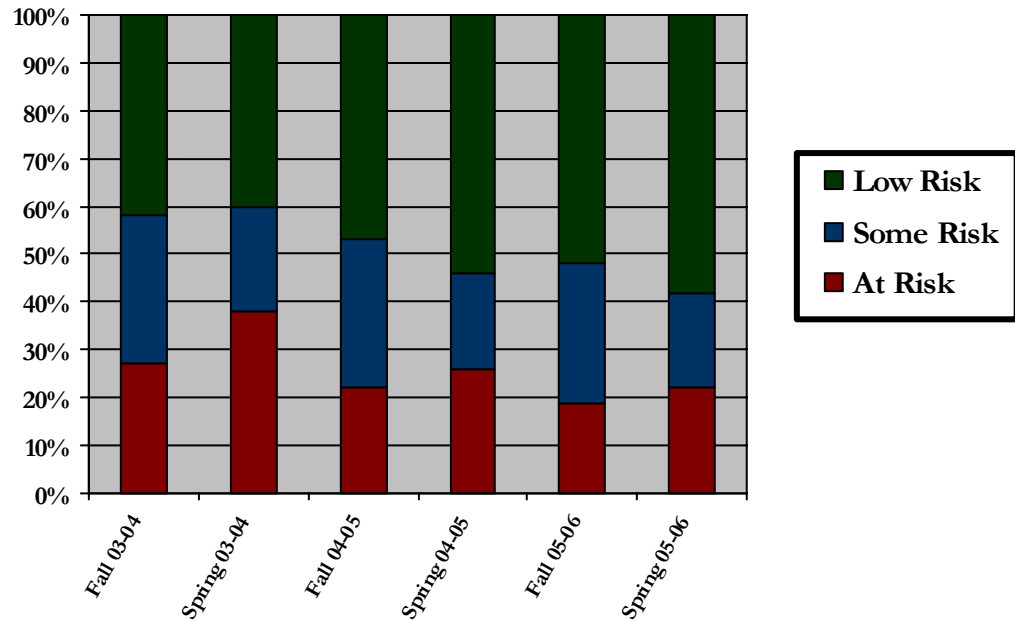
Figure 5k. DIBELS ORF benchmark performance for second graders: Cross sectional comparison

DIBELS Benchmark Performance: Third Grade Cross-sections (ORF)
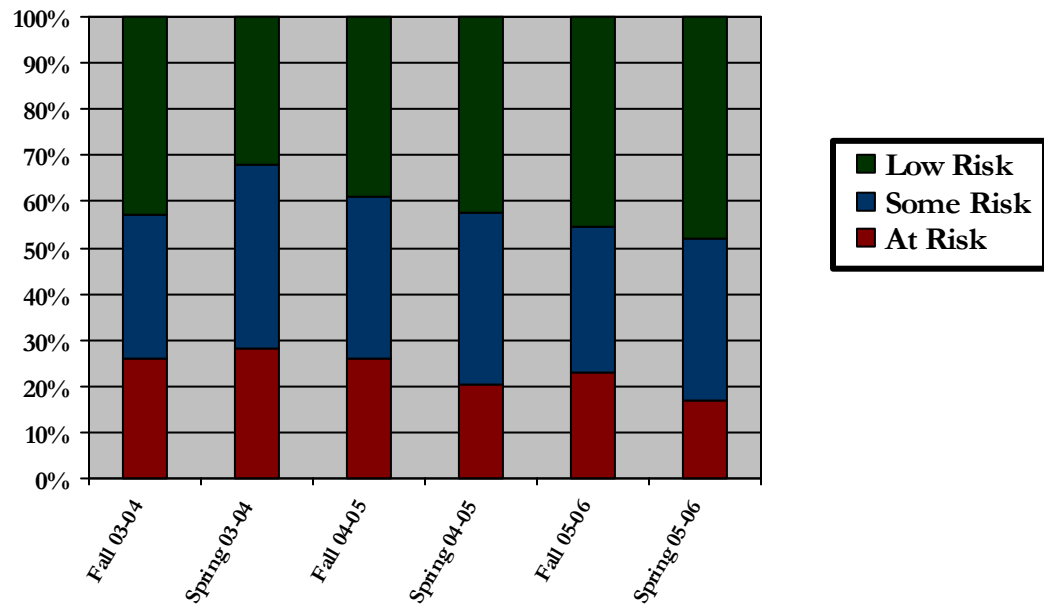
Figure 5l. DIBELS ORF benchmark performance for third graders: Cross sectional comparison

Goal 4: How does the rate of participation in special education change over time in Reading First schools?

An assumption of the Reading First program is that many students are referred to special education because of reading difficulties they experience. With appropriate early reading intervention, the number of struggling readers should decrease and subsequently, a decrease in special education placement should follow. To determine the impact of the Reading First program on the rate of student enrollment in special education programs, we compared 2002-2003 special education referral rates (prior to implementation of Reading First) with each of the three years' K- third grade referral rates. Referral rates are calculated as the percentage of students in each grade level referred for special education testing. All referral rates were reported by school level personnel. (See Figure 6a.)

There is some change in referral rate noted from the baseline year 2002-2003. Six of the schools have slightly fewer referrals; two have slightly more. Referrals at School #1 are noticeably fewer. The schools' referral rates are disaggregated by grade level in Table D1 (Appendix D). Figure 6b reveals the discrepancy between the number of students referred for special education services and the number of students ultimately placed into the program. In addition, schools with the more referrals in general, tended to refer more students in third grade in particular in 2005-2006. (See Figure 6c.) A two year comparison of rates of referral and placement (proportions of enrollment by grade level) are reported in Table D2 (Appendix D).
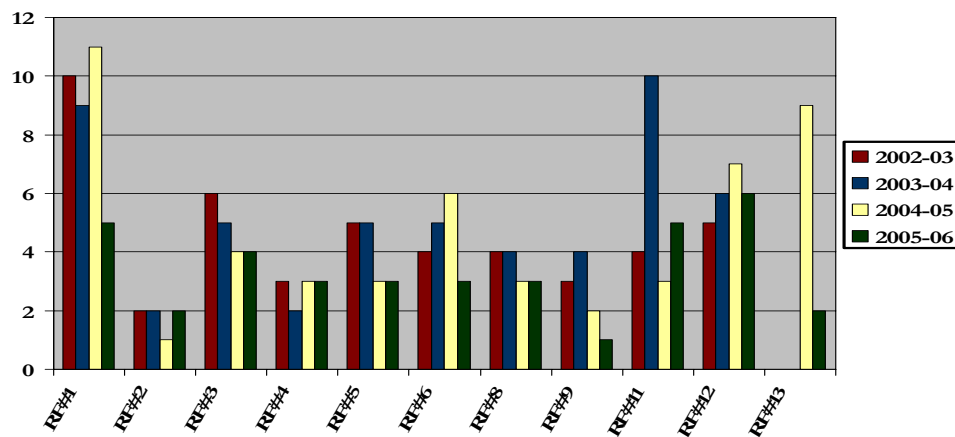
Figure 6a. Special Education Referral Rates Reading First Schools Grades K-3 (Total %)
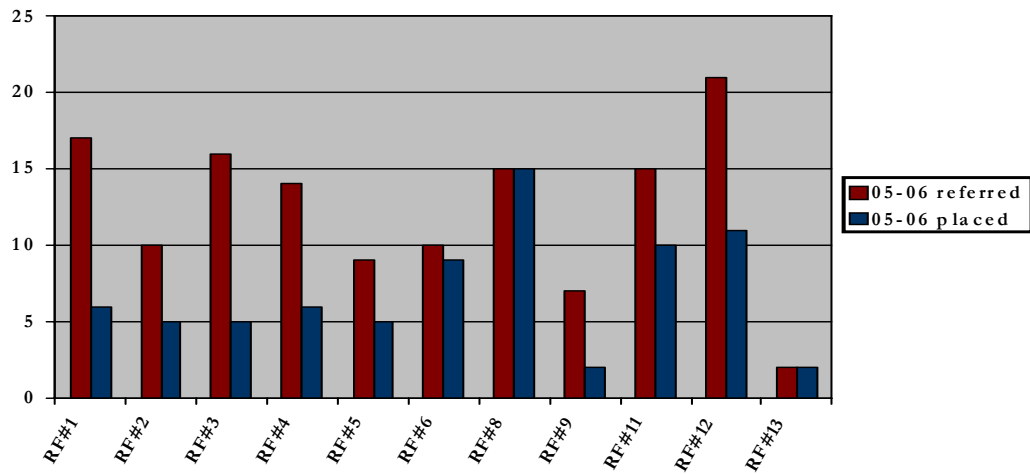
Figure 6b. Number of Special Education Referrals Compared to Number Student Special Education Placements
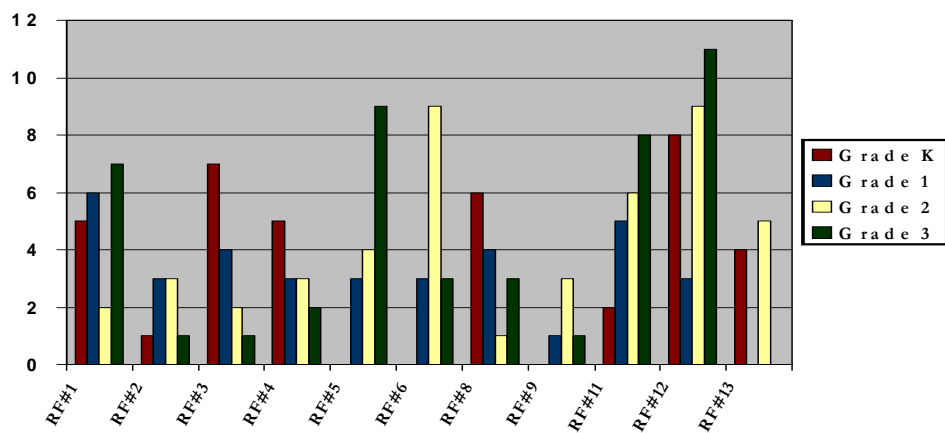
Figure 6c. 2005-2006 Special Education Referral Rates in Reading First Schools- Percent by Grade

Student – Level Effects

In 2006, more third grade students are experiencing success on the DSTP in Delaware's Reading First schools; however few RF schools are progressing when compared to the state average or to their in-district comparison schools. End of year DIBELS scores also show steady progress when grade level growth is studied across the project. However questions arise regarding the ability of DIBELS to predict DSTP performance. Also, what factors might account for similar growth in both RF and comparison schools? Finally, what can be learned when studying students' longitudinal progress toward Delaware's reading standards? Data analysis scheduled for project year 4 may shed light on some of these issues.

Regarding special education referral rates, there are hints of change. In 2005-2006, Reading First schools tended to refer fewer K-3rd students for special education testing than in 2002-2003. Schools which reported lower baseline rates of referral continued to report lower referral rates, but schools with higher baseline levels have tended toward reduced K-3rd grade referral rates. Continued data collection may help determine if these tendencies reveal lasting effects.

Summary

Three data sources primarily speak to these evaluation questions, teacher surveys, (*Reading First K-3 Teacher Literacy Self-Evaluation*, referred to as the 2006 Teacher Survey), structured classroom observation (*Key Reading Instructional Activities for Reading Excellence Act (REA); Profile of Scientifically-Based Reading Research)*, and interviews with each of the Reading First coaches, principals, and state-level coordinators. Results indicate that teachers, working closely with their coaches and principals, seem more confident and competent using DIBELS data to diagnose students' needs and adapt instruction. What challenged many teachers was differentiating instruction once small groups had been formed and classroom centers had been created. In regard to specific practices, teachers in grades 1-3 focused on fluency, vocabulary, and comprehension more than phonics and phonemic awareness, two areas which kindergarten classrooms emphasized.

Impact on Instructional Practice

Goal 1d: Did Reading First classrooms implement high quality Scientifically Based Reading Research (SBRR) programs that include instructional content based on the five essential components of reading?

Goal 2d: What evidence is there that teachers' practice in teaching reading had changed as a result of the teacher's participation in RF professional development?

Goal 3c: What changes in teachers' reading pedagogy are evident? How is the classroom setup? How are students grouped?

Teacher Survey

The 2006 Teacher Survey was administered in May to gather teachers' impressions of the scope and efficacy of the Delaware Reading First program and of their experiences with Delaware Reading First professional development. Teachers were also asked to estimate the frequency with which they use various literacy practices. This was the third administration of the survey, which has been modified slightly each year.

The number of completed and returned surveys increased from Year 1, possibly due to a change in survey administration procedures between Year 1 and 2. In Year 1, the teachers anonymously mailed the survey in individual postage paid envelopes. In Years 2 and 3, they gave their completed survey in a sealed envelope to their literacy coaches who then returned the entire packet to the evaluation by mail. The number of surveys returned grew from 93 in 2004 to 213 in 2005 and finally to 222 in 2006. This year's response rate was 95%.

To examine changes over time, K-3 teachers' survey results from 2006 were compared, when appropriate, to the 2004 and 2005 survey results. Although most findings from the 2006 survey are consistent with results from 2004 and 2005, there were a few responses indicating differences in perceptions and/or behaviors. The complete survey and three years of teacher survey results can be found in Appendix F.

Results of Teacher Surveys

In spring 2006, Delaware Reading First teachers reported the following regarding their current instructional practices:

- Phonics & Phonemic Awareness
    - Almost all (96%) of the Reading First teachers reported that at least 3 times per week, they draw children's attention to the sounds they hear in words.

    - Almost all (95%) said that at least 3 times per week they say the sounds that letters and letter combinations make.

    - One-half (50%) reported *all* of their students regularly say the sounds that letters and letter combinations make; one-third (36%) reported *most* of their students did this regularly.

- Vocabulary
    - Most (87%) of the Reading First teachers reported that at least 3 times per week , they explicitly teach new vocabulary and concepts *before reading*.

- Comprehension
    - Most (85%) of the teachers indicated that they identify the elements of a story at least 3 times per week.

    - Three-quarters (75%) of the Reading First teachers said all or most of their students regularly relate their own experiences to those in books.

- Fluency
    - Most (84%) of the Reading First teachers said all or most of their students independently read or look at books written in their native language.

    - Over one-half (57%) indicated all or most of their students regularly reread favorite stories aloud to an adult or peer.

Table 7a: Instructional practices reported by DE Reading First teachers (2006)

How often do *you* participate in the following activities in you 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)	05-06	45%	39.9%	14.2%	0.9%	0%
	04-05	37.7%	42.9%	18.4%	0.9%	0%
	03-04	36.3%	47.5%	16.3%	0%	0%
Draw children's attention to the sounds they *hear* in words	05-06	81.8%	14.5%	3.6%	0%	0%
	04-05	77.3%	18.5%	3.8%	0.5%	0%
	03-04	81.3%	13.8%	3.8%	1.3%	0%
Read to the children in class	05-06	88.1%	8.7%	3.2%	0%	0%
	04-05	83.0%	10.8%	4.2%	1.4%	0.5%
	03-04	83.8%	11.3%	3.8%	1.3%	0%
Say the sounds that letters and letter combinations make	05-06	78.6%	16.8%	4.1%	0.5%	0%
	04-05	74.8%	16.7%	6.7%	1.9%	0%
	03-04	80%	15.0%	3.8%	1.3%	0%
Before reading, explicitly teach new vocabulary and concepts	05-06	50.5%	36.2%	12.8%	0.5%	0%
	04-05	40.1%	39.6%	18.9%	1.4%	0%
	03-04	40%	37.5%	21.3%	1.3%	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	05-06	21.4%	53.6%	24.1%	0.9%	0%
	04-05	24.1%	46.2%	25.0%	4..2%	0.5%
	03-04	21.3%	50.0%	23.8%	5.0%	0%
*Re*read favorite stories aloud to an adult or peer	05-06	19.5%	37.7%	32.3%	8.6%	1.8%
	04-05	21.3%	36.0%	34.1%	6.6%	1.9%
	03-04	16.3%	36.3%	32.5%	12.5%	2.5%
Say the sounds that letters make and letter combinations make	05-06	49.8%	36.1%	13.2%	0.9%	0%
	04-05	46.7%	37.1%	12.4%	3.3%	0.5%
	03-04	52.5%	36.4%	7.5%	3.8%	0%
Independently read or look at books written in their native language	05-06	58.4%	25.1%	8.2%	3.7%	4.6%
	04-05	60.3%	25.8%	7.2%	5.3%	1.4%
	03-04	61.3%	23.8%	7.5%	7.5%	0%

Reading First Coaches', Principals', and State Coordinators' Interviews

In the spring of 2006, evaluators conducted individual interviews[5] with 11 Reading First principals, 12 literacy coaches, and all 3 state coordinators in order to understand changing teacher practices and the impact of Reading First's professional development. Analysis of interview data yielded three major points of convergence.

Results of Principal, Literacy Coach and State Coordinator Interviews

- Small group work and classroom centers were widely adopted in Reading First classrooms; however, teachers continue to struggle with differentiating instruction. Coaches identified this as an area in need of further professional development.

- Teachers, working closely with their coaches and principals, seem more confident and competent using DIBELS data to diagnose student needs and adapt instruction. This has been facilitated by the adoption of hand held data devices in all but one RF school.

- A small number of teachers still consider Reading First too prescriptive and would prefer a wider range of options for teaching reading

Small group work and classroom centers were widely adopted in Reading First classrooms.

The major instructional priority throughout the project this year was small group work. Interviewees reported that it was often challenging to do well. Getting small groups started was not the problem. By using the test data that they and the coaches gathered and analyzed, most teachers were able to identify who should be in which group. However, instructing small groups effectively placed large demands on teachers, particularly those accustomed to whole group instruction. Differentiation required planning instruction for three groups, and thus took more time and a wider pedagogical repertoire. In addition, appropriate materials had to be found. With the teacher focused on one group, maintaining discipline throughout the class could be difficult. Most students were expected to work independently, especially if no other adult was in the room. "It was a struggle," one coach acknowledged, and her principal made the point this way: "Differentiation is an idea everyone likes, but true application of it is another story."

The coaches recognized the teachers' need for advice and guidance, and at one point they all developed lesson plans for three weeks of small group instruction. They helped find suitable materials and assisted with modifications to the centers. The coaches received advice in their professional development workshops and conferences, and then shared the information with their teachers, who hope to receive even more next year, including videotapes of good small group instruction.

---

[5] For interview protocols, see Appendix F.

Teachers, working closely with their coaches and principals, seem more confident using DIBELS data to diagnose student needs and adapt instruction.

The coaches and principals felt that nearly all teachers were more comfortable and more competent instructors this year. The major features of Reading First that puzzled so many at first were no longer baffling. Reading centers were in place and used well. All schools had a variety of interventions for students who fell below "benchmark" (and most had options available for the very highest achievers). Teachers usually worked well with the reading specialists who carried out the bulk of those interventions. The core reading materials included detailed manuals and the coaches supplied additional training, so problems using them were rare. In addition, teachers felt more at ease testing their students, and then using those tests results to modify their instruction. In the words of one coach, "They are better at pinpointing students' needs and providing interventions based on data."

For most principals and coaches, the most satisfying benefit of teaching as Reading First requires is the chance to know and reach individual students' unique needs. Each child could be diagnosed accurately, and that diagnosis would point the way to appropriate instructional interventions. A principal boasted, "No longer do we say, Sally isn't doing well," and then sit there and stare at each other, not knowing what to do." Rather than teaching to the average child and under serving the rest, teachers are increasingly "in the habit of watching individuals…nobody falls through the cracks."

Reading First accelerates the pace of teaching, and everyone agreed that this is not easy and does not happen overnight. During the 90 minute reading block each morning, teachers needed to use every minute of that time. "It's a pretty tight implementation," one coach acknowledged, with much to do each day. Transitions from one activity to the next had to be fast but not chaotic. Such instruction required advanced planning, with grade level teams meeting frequently with the coaches to map how to allocate those 90 minutes. When done well, discipline problems plummeted—students were on task and engaged, too busy and interested for mischief.

A small number of teachers consider Reading First too prescriptive and would prefer a wider range of options for teaching reading

For a few teachers who resisted and resented Reading First, the entire initiative seemed too restrictive. They wanted more freedom and flexibility. They yearned to use supplemental materials of their own choice, or continue to employ practices they had used, successfully, teaching other students in previous years. One principal heard teachers say, "Well, my gut tells me to do this," and told them, "I'm not interested in your gut. Do what it says. These are research-based best practices, and everyone in this school will follow them."

Data from Classroom Observations

Classroom observations were conducted in a random sample of 23 Reading First classrooms across the state during January 2006. The observation instrument used to guide these sessions was the *Key Instructional Activities for REA: Profile of Scientifically-Based Reading Instruction* developed by the Institute for Behavioral Research in Creativity. Training on the use of the instrument was coordinated by the University of Delaware Education Research and Development Center (R&D Center) and was conducted by a reading specialist recommended by the Institute who had participated in its development. Evaluators from the R&D Center, Reading First coaches, and DOE personnel participated in the training. This cohort of classrooms was the second of three groups to be observed during the five-year project. Ultimately, results from 2006 will be compared to those of 2004 (Year 1) and 2008 (Year 5.)

The instruments and summary findings for all observations can be found in Appendix E of this report. It is important to recognize that the number of observations is small in relation to the size of the group of teachers involved in this program. The findings below should be interpreted with caution due to their limited generalizability.

Results of Classroom Observation

The following represents a selection of some items from the *Key Instructional Activities for REA[6]* instrument that address each of the five essential components. Data are reported in two separate sections: one for Kindergarten and another for grades 1 through 3 because two versions of the instrument were used. Items reported as observed/clear evidence are then rated on a 3-point scale of 3=excellent, 2=good, and 1= needs improvement. For the purpose of greater reliability, these ratings were collapsed into two categories: Excellent/good and Needs Improvement.

When comparing the two years of data, no clear trends were noted regarding the increased or decreased use of the five components of SBRR. (See Tables 7b and 7c.) However, when Year 3 (2006) data is examined for both presence and quality ratings, the following findings emerge:

- In Grades 1-3 teachers were more frequently seen engaging in practices related to fluency, vocabulary and comprehension instruction than in practices related to phonics and phonemic awareness.
- One practice was seen in 100% of the sampled Reading First classes, grades 1-3: *Teacher provides an appropriate amount of time for students to practice reading books on their own or in pairs, including students reading aloud.*
- In grades 1-3, two areas were most often labeled "in need of improvement."

---

[6] For details of sampling and reliability methods, the full report, *Evaluation of Delaware's Reading First Initiative: Teachers' Use of SBRR Practices,* can be found on line at http://www.rdc.udel.edu/reports/t060301.pdf.

- o Comprehension practices *after reading, where teacher follows up text to insure understanding,* and
- o Fluency related practices wherein *Teacher provides an appropriate amount of time for students to practice reading books on their own or in pairs, including students reading aloud.*

- In Reading First kindergartens, teachers were seen to deliver some components of instruction related to phonics and phonemic awareness in 100% of the classrooms.
- In kindergartens, two areas most frequently rated as "in need of improvement" were
  - o *Teacher talks about new words that students may not know,* and
  - o *After reading, teacher follows up text.*

Table 7b. Grades 1-3 Classroom Observations & Five Reading Components **2006** *(2004)* (**N=18**; *N=11*).

OBSERVED/ CLEAR EVIDENCE	NOT OBSERVED/ NO EVIDENCE	PHONICS	EXCELLENT/ GOOD	NEEDS IMPROVEMENT
68.8% *(36.4%)*	**31.3%** *(63.6%)*	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).	**90.0%** *(50.0%)*	**10.0%** *(50.0%)*
47.1% *(54.5%)*	**52.9%** *(45.5%)*	Teacher explicitly teaches the **alphabetic principle**	**87.5%** *(80.0%)*	**12.5%** *(20.0%)*
		PHONEMIC AWARENESS		
47.1% *(63.6%)*	**52.9%** *(36.4%)*	Teacher **models how to identify sounds** through one or more of the following: rhyming and word families, onsets and rimes	**71.4%** *(85.7%)*	**28.6%** *(14.3%)*
58.8% *(36.4%)*	**41.2%** *(63.6%)*	Teacher communicates to students the **connection between word work and real reading** in text.	**77.8%** *(75.0%)*	**22.2%** *(25.0%)*
64.7% *(54.5%)*	**35.3%** *(45.5%)*	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.	**80.0%** *(100%)*	**20.0%** *(0.0%)*
		VOCABULARY		
77.8% *(72.7%)*	**22.2%** *(27.3%)*	Teacher provides **explicit instruction of key vocabulary concepts related to the material** they are reading, including showing illustrations of words and labeling pictures.	**75.0%** *(55.6%)*	**25.0%** *(44.4%)*

		FLUENCY		
88.9% *(63.6%)*	**11.1%** *(36.4%)*	Teacher structures **activities** for students **to practice identifying and using high-frequency words.**	**78.6%** *(71.4%)*	**21.4%** *(28.6%)*
100.0% *(90.9%)*	**0.0%** *(9.1%)*	Teacher provides an appropriate amount of **time for students to practice reading books** on their own or in pairs, including students reading aloud.	**64.7%** *(60.0%)*	**35.3%** *(40.0%)*
77.8% *(63.6%)*	**22.2%** *(36.4%)*	Teacher **reads aloud text** that is **above students'** instructional level.	**83.3%** *(71.4%)*	**16.7%** *(28.6%)*
		COMPREHENSION		
88.9% *(90.9%)*	**11.1%** *(9.1%)*	**Before Reading:** Teacher **activates students' background knowledge**.	**73.3%** *(70.0%)*	**26.7%** *(30.0%)*
88.9% *(90.9%)*	**11.1%** *(9.1%)*	**During Reading**: Teacher **stops** periodically **to engage students**.	**73.3%** *(80.0%)*	**26.7%** *(20.0%)*
72.2% *(81.8%)*	**27.8%** *(18.2%)*	**After Reading:** Teacher **follows up** text to ensure understanding.	**58.3%** *(55.6%)*	**41.7%** *(44.4%)*

Table 7c. Kindergarten Classroom Observations & Five Reading Components **2006** (*2004*) (**N=5**; *N=3*)

OBSERVED/ CLEAR EVIDENCE	NOT OBSERVED/ NO EVIDENCE	PHONICS	EXCELLENT/ GOOD	NEEDS IMPROVEMENT
100.0% *(100%)*	**0.0%** *(0.0%)*	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.	**60.0%** *(100%)*	**40.0%** *(0.0%)*
80.0% *(100%)*	**20.0%** *(0.0%)*	Teacher encourages students to **write letters that represent certain sounds** when they know some letters and sounds.	**100.0%** *(100%)*	**0.0%** *(0.0%)*
60.0% *(66.7%)*	**40.0%** *(33.3%)*	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).	**66.7%** *(100%)*	**33.3%** *(0.0%)*

		PHONEMIC AWARENESS		
80.0% *(66.7%)*	**20.0%** *(33.3%)*	Teacher **focuses** students' attention **on rhyming words** through songs, poems, plays, nursery rhymes, etc.	**100.0%** *(50%)*	**0.0%** *(50%)*
100.0% *(100%)*	**0.0%** *(0.0%)*	Teacher conducts **phonemic awareness** activities by teaching **one or more** of the following orally or with letters: onsets and rimes, syllable, segmentation, blending,	**60.0%** *(100%)*	**40.0%** *(0.0%)*
80.0% *(66.7%)*	**20.0%** *(33.3%)*	Teacher **uses students' names** to identify and teach sounds.	**66.7%** *(100%)*	**33.3%** *(0.0%)*

		VOCABULARY		
60.0% *(33.3%)*	**40.0%** *(66.7%)*	Teacher **introduces** and discusses **new words** through **two or more forms of media** (e.g., pictures, objects, audio-visual media, oral expression, kinesthetic expression).	**66.7%** *(100%)*	**33.3%** *(0.0%)*
80.0% *(66.7%)*	**20.0%** *(33.3%)*	Teacher **talks about new words** that students may not know.	**25.0%** *(0.0%)*	**75.0%** *(100%)*
40.0% *(66.7%)*	**60.0%** *(33.3%)*	Teacher builds and/or discusses **vocabulary relationships** or **concepts** (e.g., Spring: buds, flowers, blooming, wind, rain, thaw, melt).	**100.0%** *(0.0%)*	0.0% *(100%)*
		FLUENCY		
40.0% *(66.7%)*	**60.0%** *(33.3%)*	Teacher **reads with expression** (e.g., varies tone and pitch of voice; reads softly, loudly; shows emotion).	**100.0%** *(100%)*	**0.0%** *(0.0%)*
60.0% *(100%)*	**40.0%** *(0.0%)*	Teacher **leads** students in **shared or choral reading**.	**75.0%** *(100%)*	**25.0%** *(0.0%)*
60.0% *(100%)*	**40.0%** *(0.0%)*	Teacher has **students read what they have written** while students are seated around or with the teacher	**100.0%** *(66.7%)*	**0.0%** *(33.3%)*
		COMPREHENSION		
80.0% *(66.7%)*	**20.0%** *(33.3%)*	**Before Reading:** Teacher **activates students' background knowledge** while holding the book and showing its pictures.	**75.0%** *(50%)*	**25.0%** *(50%)*
60.0% *(33.3%)*	**40.0%** *(66.7%)*	**During Reading**: Teacher **stops** periodically **to engage students**.	**66.7%** *(0.0%)*	**33.3%** *(100%)*
60.0% *(33.3%)*	**40.0%** *(66.7%)*	**After Reading:** Teacher **follows up** text.	**33.3%** *(0.0%)*	**66.7%** *(100%)*

Summary

For this analysis, every institution in Delaware offering programs leading to Elementary, Early Childhood, or Reading Specialist certification was requested to provide a list of program requirements and reading related course syllabi. Syllabi from courses deemed most likely to contain instruction concerning Scientifically Based Reading Research (SBRR) were examined. Course objectives or instructional topics addressing phonemic awareness, phonics, fluency, comprehension, or vocabulary were used as the main indicators that courses addressed SBRR principles. Comparisons to similar data obtained in 2003 were made. Findings indicate that although the number of reading related courses has remained the same, the SBRR content seems to have increased.

Goal 4 Evaluation Question: To what degree does the preparation of general and special education teachers in DE higher education institutions reflect SBRR?

Higher Education Syllabus Analysis

Currently in the state of Delaware there are three classes of certification leading to a teaching license in primary education: Early Childhood, Elementary, and Reading Specialist. Both the Early Childhood and the Elementary certification require only bachelor degrees, while the Reading Specialist certification requires graduate level coursework. The major change in Delaware's certification requirements from 2003-2004 was in the grades in which teachers can teach with each certificate level. Certification in Early Childhood enables an individual to teach children from birth through second grade. An Elementary certificate allows an individual to teach children in Kindergarten through sixth grade. Finally, Reading Specialist certification certifies an individual to work as a Title I reading teacher, reading resource teacher or building coordinator for teachers of reading and communication skills. The requirements for Reading Specialist certification remain the same as in 2003-2004. In general, the state has moved away from requiring specific credit requirements and has moved toward recognizing National Council for Accreditation of Teacher Education (NCATE) educator preparation programs offered by regionally accredited colleges.

Results of Higher Education Syllabus Analysis

Of the Delaware institutions of higher education that offer undergraduate and/or graduate degrees in education, all four provided their syllabi for this evaluation project. This initial analysis was not tested for statistical significance; however, findings noted here may indicate that institutions of higher learning have increased their emphasis on SBRR practices in reading and writing courses required for teacher certification programs. Additional data, scheduled to be collected in project Year 5 (2007-8) may help to identify a measurable trend.

- The number of reading related credits has generally remained constant within Delaware's higher education institutions despite changes made to grade level parameters for state certification since 2003.

- In most cases, the degree of SBRR related credits within reading related coursework has increased from 2003-2004 to 2005-2006.

<u>Institution A</u>

Institution A provides programs in all three certification classes (See Figure 8a). Additionally, graduate programs in education were offered. A review of requirements for the Early Childhood program revealed students were required to complete a total of 76 credit hours within the area of concentration. Of those 76 credit hours, six credit hours, or two courses, were identified as having reading-related course content. It is important to note that the increase in percentage of reading related credits was related to a decrease of non-reading related credits. An analysis of the syllabi however, revealed that only one of the two contained explicit references to instruction in SBRR practices. This number was the same in 2003-2004.

A review of the Bachelor of Science in Education program revealed that students were required to take 77 credit hours directly related to their Elementary Education degree which includes both general elementary certification and middle school certification in their area of choice. Of the 77 required credit hours, nine were related to the teaching of reading and writing. All three classes contained elements of the SBRR practices mandated by Reading First. Additionally, a three credit course on the teaching of reading and writing in the middle school was required for middle school certification in English candidates. The percentage of reading related credits dropped since one course was newly designated as a requirement solely for middle school English certification.

Of the 33 credit hours required for the Reading Specialist certification, all 33 credit hours concentrated on the teaching of reading and writing, including coursework involving diagnosis and remediation of reading and writing problems. Of these 33 credit hours, 12 appeared to address SBRR practices. There was a decrease in percentage of SBRR related courses since the number of reading related courses increased from 2003-2004 as shown in Figure 8b. However, the actual number of credits with SBRR content increased by three credit hours in 2005-2006.
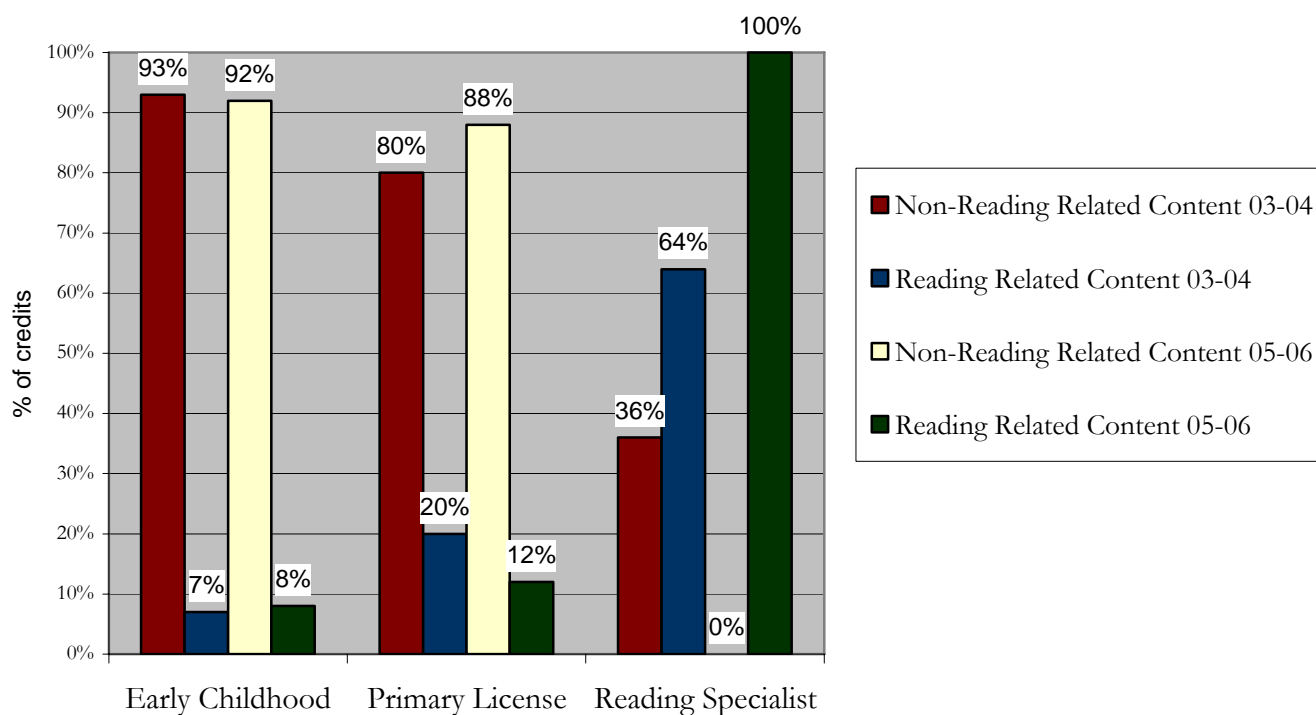
Figure 8a. Comparison of required reading-related credits by certification level for DE Institution A (2003-2004 and 2005-2006)
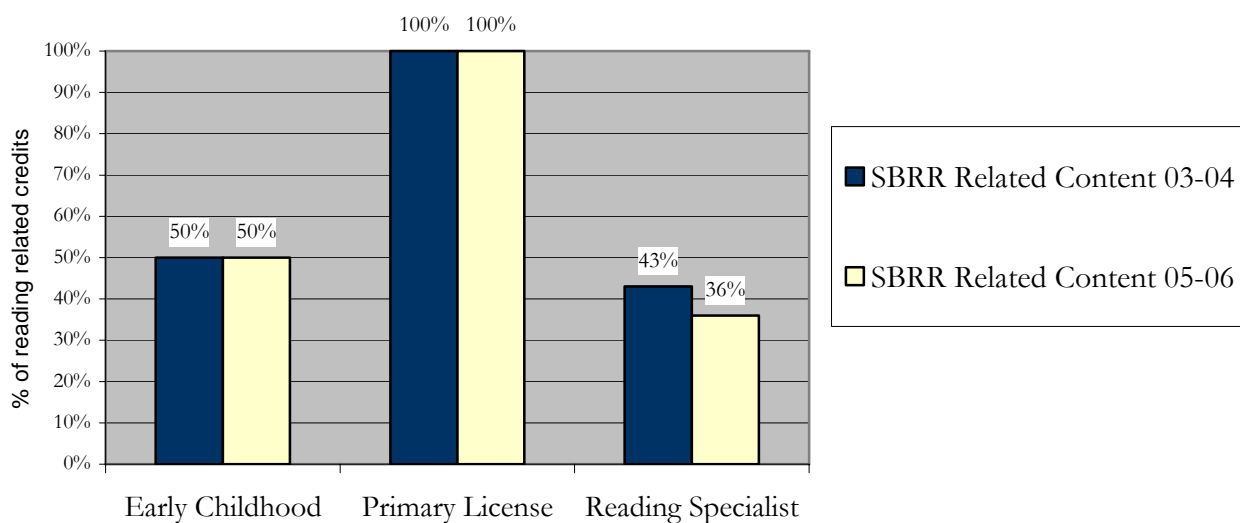
Figure 8b. Percent of reading courses with SBRR content by certification level for DE Institution A (2003-2004 and 2005-2006)

Institution B

Institution B also provided undergraduate certification pathways in both early childhood and primary education. Documents revealed that students in the Early Care and Education program were required to complete a total of 77 credit hours. This was a decrease by 3 credits from 2003-2004. (See Figure 8c.) Of the 77 credit hours required, only three credits, or one course, was related to the teaching of reading and writing. The syllabi provided for analysis indicated that the course did contain SBRR components. Figure 8d shows 100% of reading and writing coursework in 2005-2006 contained SBRR. Due to the lack of availability of syllabi in 2003-2004, the percent of SBRR courses could not be determined and a comparison is not included here.

The Primary Education Program offered students the opportunity to become certified to teach Kindergarten through grade six. It required 83 credit hours of coursework directly related to teacher preparation. This was an increase of 4 credits from 2003-2004. Of the 83 required credits, 12 credit hours, or three four-hour classes, were related to the teaching of reading and writing. This was the same in 2003-2004. Of these 12 credit hours, eight credit hours contained elements of SBRR components. This was a four credit increase from two years ago. Additional credits could be taken for middle level certification.

Finally, Institution B offered coursework leading to a Master of Arts degree in Educational Curriculum and Instruction. Students in this program were required to complete a total of 36 credits Of the 36 credit hours, three credits were related to the teaching of reading and writing. The specific course requirements were not available for analysis and therefore SBRR components within the course could not be determined.

Figure 8c. Comparison of required reading-related credits by certification level for DE Institution B (2003-2004 and 2005-2006)

Figure 8d. Percent of reading courses with SBRR content by certification level for DE Institution B (2003-2004 and 2005-2006)

Institution C

Institution C offered programs for all three certification classes: Early Care and Education, Primary Education License and Reading Specialist with the addition of a Master in Education: Literacy program. The syllabi provided for analysis however, did not include course topics or assignments for analysis. Upon examination of only course goals, seven credit hours of the 66 credit hours directly related to certification in Early Care and Education were devoted to the teaching of reading and writing (See Figure 8e). This was an increase of four credits from 2003-2004. These seven credit hours seemed to include instruction related to SBRR practices (See Figure 8f).

A review of the Primary Education Concentration for Institution C revealed that students were required to take 69 credit hours, up from 66 credits in 2003-2004, directly related to their Elementary Education Degree. Of the 69 required credit hours, 16 credit hours contained coursework regarding the teaching of reading and writing (See Figure 8e). Of these 16 credits, 13 were found to directly address the SBRR practices mandated by Reading First (See Figure 8f). This was a 31% increase of SBRR related credits within reading related coursework.

The Reading Specialist graduate degree required students to take a total of 36 credit hours. Of these 36 credit hours, 27 were directly related to SBRR practices (See Figure 3f). In comparing data from 2003-2004 and 2005-2006, the number of required credits stayed the same with a 17% increase of SBRR related credits in 2005-2006.

Finally, Institution C granted Master of Education degrees in Literacy. This program required students to complete a minimum of 36 credit hours. All of these courses related to the teaching of reading and writing. Of these 36 credit hours, 21 credits contained aspects of SBRR (See Figure 8f).
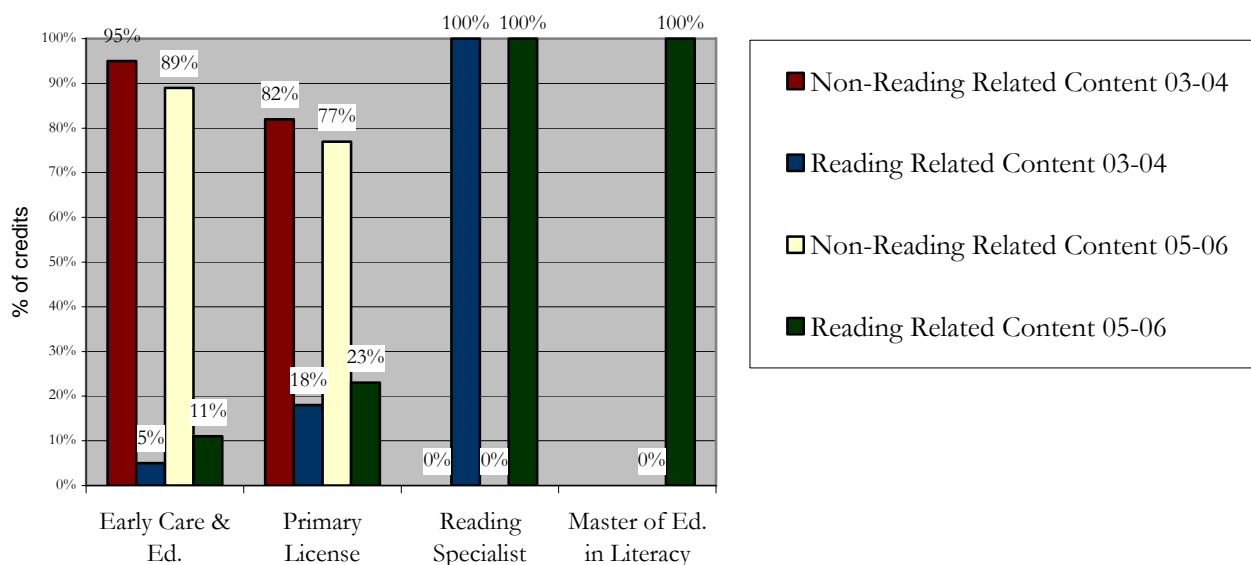
Figure 8e. Comparison of required reading related courses by certification level for DE Institution C (2003-2004 and 2005-2006)
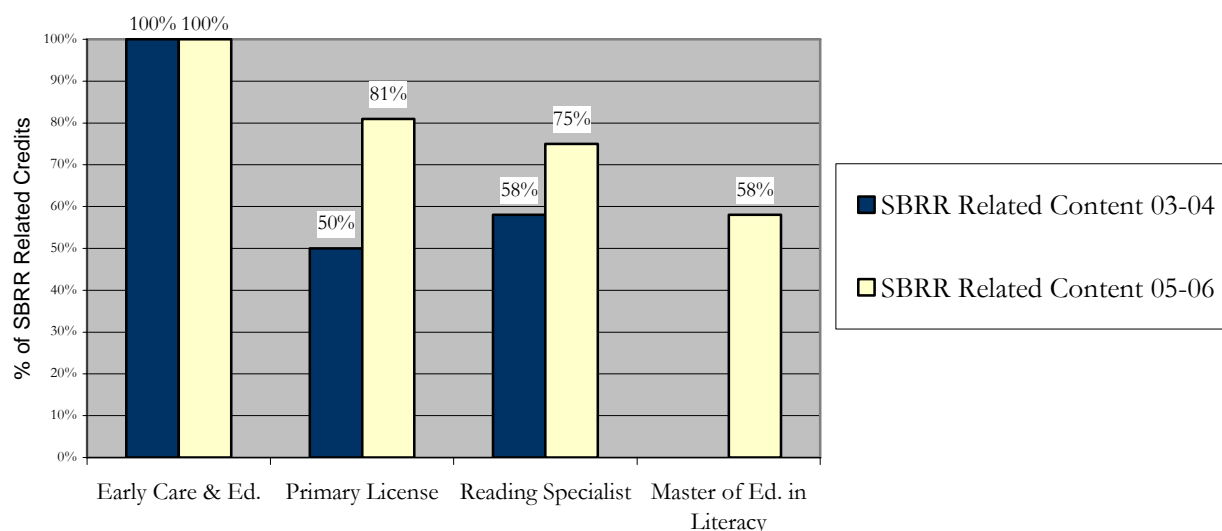
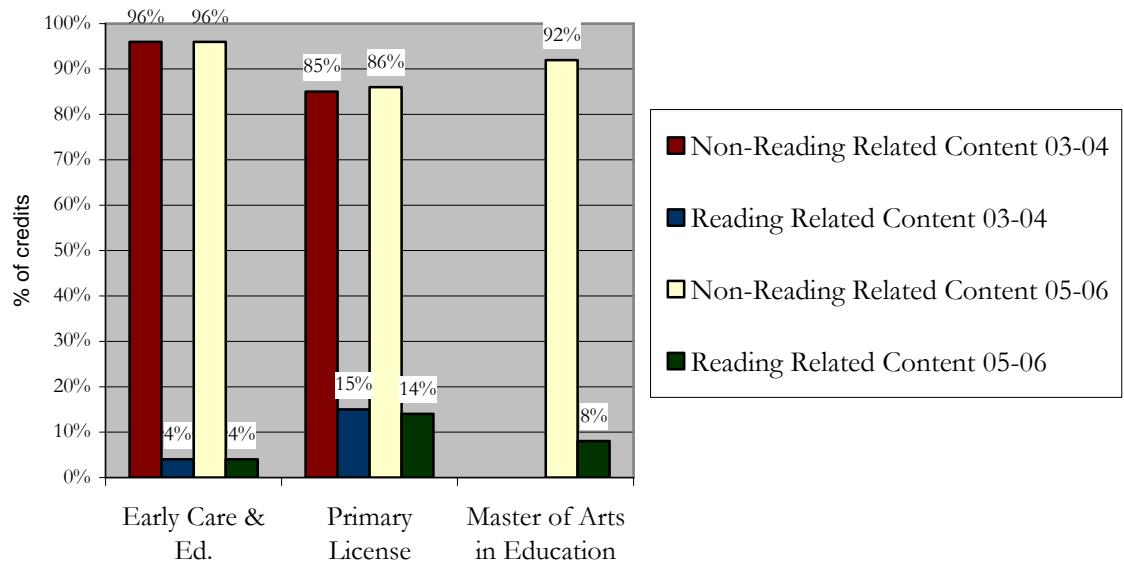**_Figure 8f._** Percent of reading courses with SBRR content by certification level for DE Institution C (2003-2004 and 2005-2006)
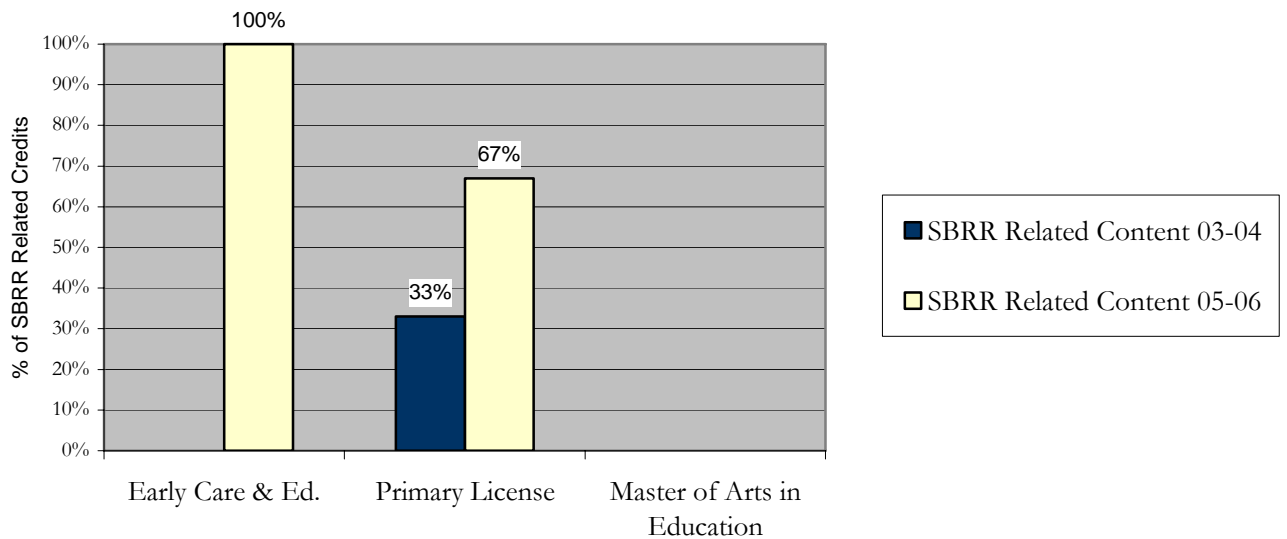
Institution D

Institution D offered programs that lead to certification with a Primary License, with opportunities for certification extended into 8th grade. Opportunities were also provided for Graduate Course of Study Certificates in both Reading Instruction and Literacy. Of the 72 credit hours directly related to the Primary License, 21 credit hours were devoted to the teaching of reading and writing (See Figure 8g.) This was the same as in 2003-2004. Of the 21 credit hours devoted to the teaching of reading

and writing, 15[7] had goals directly related to SBRR practices (See Figure 8h.) This is an increase of 6 credit hours from 2003-2004.
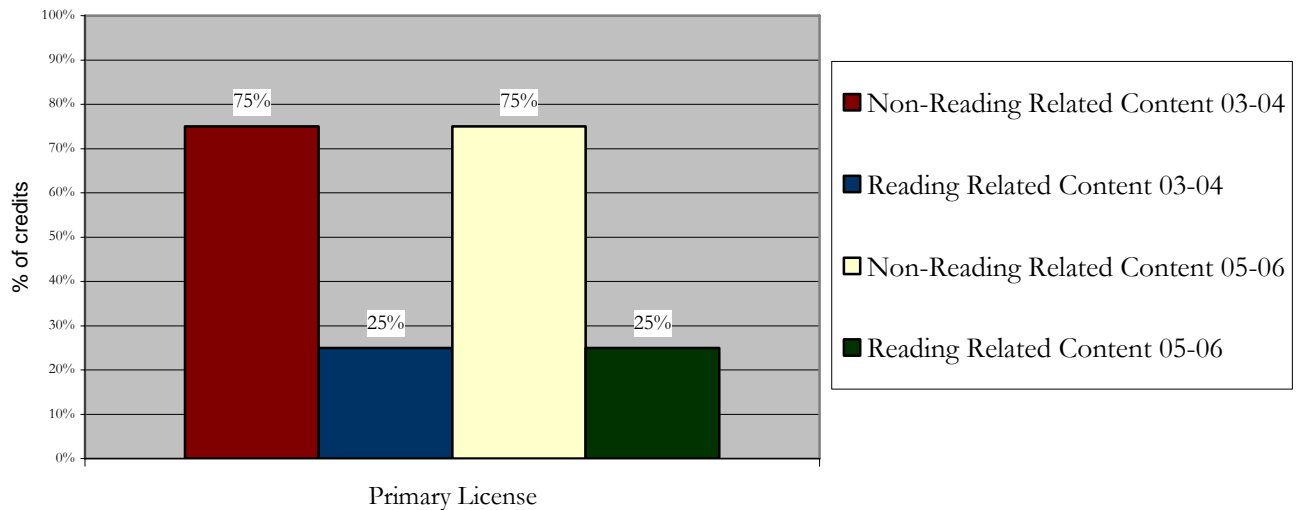
Figure 8g. Comparison of required reading-related courses by certification level for DE Institution D (2003-2004 and 2005-2006)
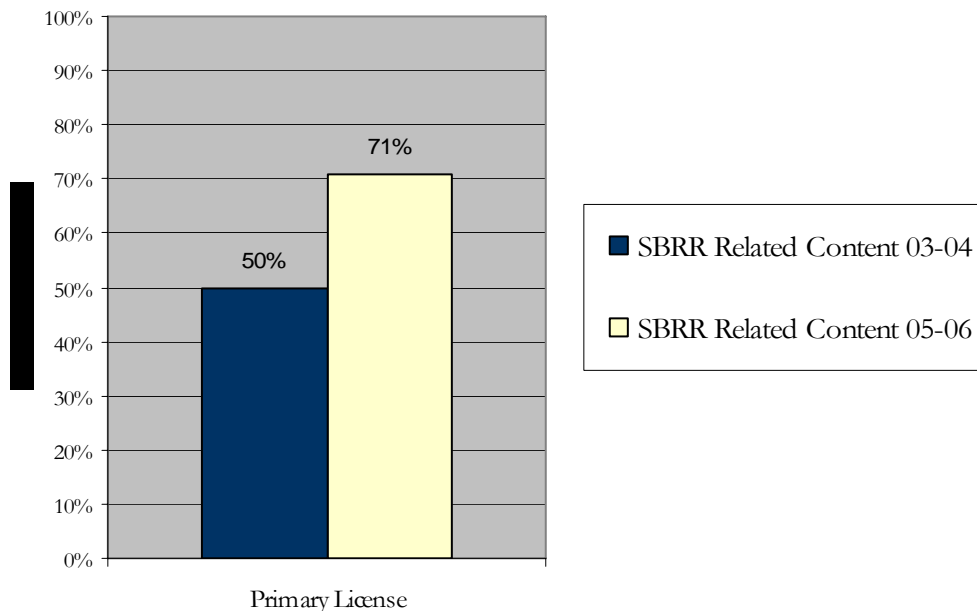
Figure 8h. Percent of reading courses with SBRR content by certification level for DE Institution D (2003-2004 and 2005-2006)

---

[7] The total number of credits with SBRR content reflects only those syllabi submitted for examination.

Summary Analysis: Implications for Future Study

Teacher/Classroom Level Effects

In its third year, this evaluation project yields a richly detailed picture of an evolving educational innovation. As in all innovations, there are individuals and sites at different stages of progress. Teachers vary in their ability to internalize and adapt the practices of Reading First. Further study might examine the form and content of professional development most effective with teachers who continue to struggle with or resist program implementation.

Classroom observation illustrates changing practices, but also yields puzzling inconsistencies. Some practices are seen to be widely established, yet lacking in quality. Additional research may ask what proportion of professional development efforts addresses each of the five SBRR components. How does that relate to changes in instructional practice?

Finally, although teacher preparation may arguably bridge the gap between classroom level and system level effects, how much and what type of an effect Delaware Reading First has in this arena is unclear. If Delaware's program seeks to have a statewide, sustainable impact on elementary education, it may prove useful to explore the relationship between Delaware's institutes of higher education and the Reading First program. To what degree is this relationship influencing teacher training in Delaware? Alternatively, is change in research-based course content at the higher education level entirely separate from Delaware's Reading First program?

Summary

During the 2005-2006 school year, two types of data were collected for the evaluation of goals impacting the system level: teacher surveys, and coach, principal and coordinator interviews. The results of the teacher surveys indicate that compared to last year, more teachers considered the professional development as "well" or "somewhat" aligned with the SBRR framework in all categories. Moreover, half of the Reading First teachers said that they had received to a great or moderate extent satisfactory professional development to help them use SBRR practices to teach reading to children with disabilities. The vast majority of teachers believe that the overall impact of SBRR practices has been positive.

The coach, principal and coordinator interviews revealed that the coaches established good working relationships by acting as a colleague and peer rather than a critic or boss. They offered assistance to teachers by helping them fine-tune their current practices and coax them to try new ones. Most coaches saw in each grade level more teamwork, collegiality, and willingness to share problems and solutions. What they did not see were barriers to involving special education students in the general education curriculum. Those who did note a barrier most commonly mentioned scheduling conflicts, not challenges with the methods of Reading First.

The principals supported their coaches in several ways. They told the teachers that Reading First was an expectation, not an option. They stayed in close touch with the coach, often joining her for walkthroughs, data analysis, and grade level meetings. They helped negotiate bureaucratic requirements, and also took the time to deepen their own knowledge of best practices in reading instruction.

Reading First Professional Development

Goal 2a: What evidence is there that district and school level RF professional development is well-aligned with SBRR framework?

Teacher Surveys

Teacher Survey Results Regarding Reading First Teachers' Impressions of Professional Development

The teacher survey for 2006 included a series of questions regarding the Reading First teachers' participation in professional development. Table 9a illustrates the types of professional development they experienced and their views of its effectiveness and its alignment with SBRR framework. Below is a snapshot of findings from the 2006 survey.

Table 9a: Reading First teachers' evaluation of professional development and its SBRR alignment (N=221)[8]

As part of your professional development this year, have you		Yes	No	Effectiveness of the professional development?					Alignment of the professional development with the SBRR framework			
				Very Effective	Moderately	Slightly	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).	**05-06**	**21%**	**80%**	**46%**	**48%**	**7%**	**0%**	**0%**	**56%**	**44%**	**0%**	**0%**
	04-05[9]	18%	82%	72%	25%	3%	0%	0%	63%	30%	4%	4%
	03-04	24%	73%	61%	28%	11%	0%	0%	63%	25%	0%	13%
Read professional literature related to the teaching of reading (for example, reading student groups).	**05-06**	**79%**	**22%**	**31%**	**45%**	**23%**	**1%**	**0%**	**51%**	**41%**	**2%**	**6%**
	04-05	84%	16%	39%	45%	<u>15%</u>	1%	1%	56%	36%	1%	7%
	03-04	80%	20%	30%	42%	26%	2%	0%	53 %	36%	0%	11%
Attended grade level meeting related to reading instructional issues.	**05-06**	**97%**	**3%**	**39%**	**42%**	**15%**	**4%**	**0%**	**62%**	**33%**	**2%**	**3%**
	04-05	97%	3%	51%	36%	12%	1%	0%	69 %	25%	0%	6%
	03-04	98%	3%	42%	38%	18%	1%	0%	66%	16%	4%	15%
Observed demonstrations of teaching reading (either in my school or in another school).	**05-06**	**42%**	**58%**	**39%**	**52%**	**7%**	**1%**	**0%**	**70%**	**25%**	**0%**	**5%**
	04-05	50%	50%	47%	39%	11%	3%	0%	72%	21%	0%	7%
	03-04	68%	33%	50%	38%	12%	0%	0%	62%	23%	3%	13%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	**05-06**	**36%**	**65%**	**41%**	**45%**	**11%**	**3%**	**0%**	**74%**	**18%**	**6%**	**2%**
	04-05	31%	69%	52%	43%	5%	0%	0%	67%	23%	0%	10%
	03-04	33%	67%	57%	26%	17%	0%	0%	53%	26%	5%	16%
Attended school or district sponsored Reading First workshops or in-services	**05-06**	**88%**	**12%**	**37%**	**41%**	**19%**	**2%**	**1%**	**76%**	**19%**	**0%**	**5%**
	04-05	98%	2%	48%	42%	8%	2%	0%	80%	14%	1%	5%
	03-04	100%	0%	39%	39%	19%	3%	0%	67%	16%	2%	16%

Two forms of professional development were indicated as most frequently attended by Reading First teachers during the 2005-2006 school year: *attending grade level meetings related to reading instructional issues,* and *attending school or district sponsored Reading First workshops or in-services.*

---

[8] Data regarding the effectiveness and alignment to SBRR of the professional development were only provided by those respondents who indicated "yes" to having participated.

[9] Corrections to Year 2 (2004-2005) data have been made and are reflected in this report.

- Less than half (39%) of the teachers who participated in grade level meetings found them to be "very effective" as forms of professional development.

- However, nearly two thirds (62%) of these same teachers felt that the meetings were "well aligned" with the SBRR framework.

- Less than half (37%) of the teachers who attended school or district sponsored Reading First workshops or in-services found them to be "very effective."

- Three quarters (76%) of those attending stated that the Reading First workshops or in-services were "well aligned" with SBRR principles.

Overall, there was an increase in the percentage of respondents who reported the professional development as being "well" or "somewhat" aligned with SBRR framework in all categories, with school or district workshops and mentoring most frequently cited as "well aligned." It is interesting to note that there was a slight decrease between Years 2 and 3 in the percentage of respondents who reported the professional development as being "very" or "moderately" effective in all categories except for when observing demonstrations of teaching reading.

- Only 42% of the teachers observed teaching demonstrations

- However, 91% indicated that teaching demonstrations were "very" or "moderately" effective forms of professional development.

- The highest percentages of teachers have ranked university courses in reading as "very effective" over the past three survey administrations, even though the smallest percentages of teachers have participated in this form of professional development.

The Role of the Literacy Coach

Goal 4c: What is the role of the RF coach? And how well are they performing?

Teacher Survey Results Regarding the Role of Reading First Coach

This year, a new component was added to the Reading First teacher survey. Participants were surveyed about the frequency with which their coaches deliver individualized forms of professional development (See Table 9b). Only if they had experienced the shorter walk-throughs or the longer 90 minute observations were the teachers' responses analyzed regarding feedback.

Table 9b. Frequency of teachers' participation in individualized professional development (N=221)

Please indicate how often your Reading First Coach	Weekly	Twice a Month	Once a Month	2-3 Times a Year	Once a Year	Never
Visits your classroom for a walk through	22%	31%	28%	18%	1%	1%
Provides feedback after the walk through	16%	26%	26%	18%	6%	8%
Observes your classroom for a 90 minute block	4%	10%	12%	26%	26%	22%
Provides feedback after 90 minute observation	8%	11%	17%	31%	27%	5%
Models instructional practices in your class	6%	7%	10%	21%	19%	38%

- About half (52%) of respondents indicated that at least twice a month their Reading First Coach visits their classroom for a walk through.

- Of those who reported having their coach walk through, somewhat fewer (42%) indicated that at least twice a month their coach provides feedback afterwards.

- Extended observations were much less frequent, with 48% stating that their coach observes their classroom for a 90 minute block once a year or never.

- Over half (56%) of the teachers indicated that their coach models instructional practices in their class once a year or never.

Coordinator, Principal and Coach Interview Results Regarding the Role of Reading First Coach

Collegial relationships

The credibility of the building coaches with their schools' teachers is a result of strong relationships built over time. Good relationships were essential for effective coaches. Coaches lacked (and did not want) administrative power to order teachers to change their practice, even as they reminded them of the requirements of Reading First. As one principal said, "They are not here to push their peers around." A supportive rather than judgmental style characterized the most effective coaches. "You have to stroke people" by offering "encouragement" and "holding their hand," with occasionally a "shoulder to cry on." In the few instances when principals noted areas where coaches needed to improve, they always focused on interpersonal skills rather than instructional or curricular deficits.

Individualized Support

What specific types of support did coaches offer? Every coach tried to meet a new expectation—spend 40% of each week in classrooms. In those hours, coaches would both observe and also model best practices, ranging from brief lessons to a full week of

teaching. Afterward, they tried to meet with teachers to discuss not only instruction and pedagogy but also analyze the strengths and weaknesses of individual students. Often the coaches helped the teachers fine-tune new interventions designed for readers who had difficulties of one sort or another. Throughout their feedback, the coaches did more than toss out ideas. They instead worked through the specifics of how teachers could introduce a new strategy or modify a familiar one.

Accountability

As in previous years, the coaches relied on a close analysis of student data and collaborated with teachers on the use and application of DIBELS data. Coaches also immersed themselves in data in another way—receiving and sending a substantial amount of paperwork. Many coaches spent a large fraction of each afternoon at their desks. The state required painstaking documentation of the coaches' activities. "[My coach] has a notebook this thick," one principal exclaimed as she extended her thumb and forefinger. Several coaches called the stacks "overwhelming" and "excessive." Furthermore, many coaches generated more paper by writing grant proposals on their own initiative, preparing "state of the school" analyses of DIBELS data for the entire school, ordering supplies and materials, and keeping in touch with the district's central office.

After Hours, the Work Continues

With mornings devoted to classroom visits and afternoons filled with other tasks, many coaches also took on after-school work, especially professional development options teachers could voluntarily undertake, and evening events, such as literacy nights for parents and families. In addition, "each day has its surprises," as one coach said, adding that the more time she spent in classrooms, the more requests she received from teachers for assistance. "Now they say, 'Come back more.' unlike the first year, when they looked at me and thought, 'What is she doing here?'" The upshot for most coaches was a busy year. They had to be well organized and yet remain flexible, modifying their plans based on what occurred in their teachers' rooms. Several principals hoped the paper workload would lessen, fearing that an overworked coach might leave, a prospect that appalled the principals. "She can't leave me. Please! That would make a grown woman cry!"

Impact on School Climate

Goals 2e: What is the impact on school climate of teachers working and learning together? What changes are evident?

Teacher Survey Results Regarding School Climate

One goal of Delaware Reading First is to have a positive impact on school climate— its professional culture and social atmosphere. "Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to school

climate[10]" Each year, Reading First teachers were surveyed about the climate within their schools.

Table 9c: Reading First teachers' views of the climate within their schools (N=221)

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.	05-06	53%	45%	1%	1%	0%
	04-05	63%	36%	1%	1%	1%
	03-04	66%	31%	3%	0%	0%
Teachers in this school are continually learning and seeking new ideas.	05-06	42%	50%	6%	1%	1%
	04-05	62%	36%	1%	0%	1%
	03-04	56%	36%	6%	1%	0%
I believe the overall impact of SBRR practices on this school has been positive.	05-06	32%	52%	9%	1%	6%
	04-05	43%	47%	4%	1%	5%
	03-04	33%	46%	11%	3%	8%

It appears that the majority of Reading First teachers who responded to the survey see their schools as collegial places where continuous learning is valued. (See Table 9c.) There also appears to be the belief that SBRR practices have had a positive impact on their schools' climate.

Even though teachers feel that their schools are collegial, in 2006, there was an overall decrease in the teachers' views of climate within their school.

- 92% of the teachers agreed or strongly agreed that teachers are continually learning and seeking new ideas compared to 98% in Year 2.

- 84% of the teachers felt that the overall impact of SBRR practices has been positive compared to 91% in Year 2.

Again this year, Reading First teachers were asked how often they were provided a common grade level planning time.

- Over one-half (56%) of the teachers reported it was provided *every day*.

- A few (12%) of the teachers reported it was provided a *few times a week*.

- One-eighth (12%) of the teachers reported *never*.

---

[10] McBrien, J. L. and R. S. Brandt, (1997). *The Language of Learning: A Guide to Education Terms*, p. 89. Alexandria, VA: Association for Supervision and Curriculum Development.

Coordinators', Principals' and Coaches' Interview Results Regarding School Climate

Interview respondents described the impact of Reading First on school climate in largely positive terms, relating examples of *collaboration, willingness to work,* and *engaging instruction.*

An important aspect of a school's climate is how teachers work together. Nearly all Reading First coaches and principals claimed that within the various grade levels, teams of teachers collaborated harmoniously and productively. In their common planning periods, teachers shared the details of what had worked well and commiserated about what had not. The detailed structure of Reading First gave the teachers a focus for their conversations. As one principal said, "They speak the same language now." There was also collaboration across grade levels, but that was not as frequent as the extensive grade level exchanges.

The teachers' willingness to work hard was applauded by the coaches and principals, who admitted that a few complained of overload and exhaustion. For most, the gratifying results more than repaid the time invested. Coaches used words like "pride" and "excitement" to describe the teachers' pleasure when test scores showed substantial gains for their students.

Another aspect of school climate credited to Reading First was a reduction in disciplinary problems. During the morning 90 minute literacy block, clear structure and a fast pace kept students engaged and on task. The routines and expectations quickly became habits for the students. Although several new teachers needed assistance with their classroom management, that was the case throughout the day, not just during the 90 minute block.

Impact on Instructional Practice

Goal 1c: Did RF classrooms implement high quality SBRR programs that include instructional content based on the 5 essential components of reading?

Earlier in section 3 of this report, this question was asked in order to evaluate classroom level effects; however, using different data sources and focusing exclusively on the systemic support of instructional practice, it can illuminate system level effects as well. In 2006 two practices were frequently mentioned that seem to provide routine oversight of both implementation of and accountability for instruction: weekly walk-throughs by literacy coaches and their paper work.

To examine these procedures more closely, Delaware's three county coordinators were asked to address the nature and purpose of the literacy coaches' weekly walk-throughs. Sometimes, during these brief, 5 to 10 minute classroom visits, coaches were accompanied by their principals and coordinators; at other times, they were alone. The coordinators were also asked to describe the nature and purpose of the coaches' documentation and reporting, generically referred to as paperwork.

Coordinator Interview Results Regarding Instructional Practices

Coordinators outlined three broad purposes for the coaches' walk-throughs and paperwork: *Focus on compliance with program externals; focus on fidelity to the core,* and *follow- up of specific elements of professional development.* Coordinators explained that Reading First is founded on the understanding that the curriculum and materials, student assessments, and professional development it delivers are all correlated with and representative of SBRR and "the 5 essential components." When Reading First personnel speak about "fidelity to the core," what do they mean? "The Basal reading program which should be SBRR, should address the 5 components and should be taught as it is designed to be taught....that you follow the scope, sequence, instructional guidelines." Any decisions to modify the core are data based, student centered, and made with the coaches' approval.

Focus on Compliance with Program Externals

On one level, Reading First coaches were "taking the pulse of the school in respect to implementation." This may include external factors that are common to many reading initiatives— scheduling, pacing of individual lessons and of overall curriculum, classroom organization, student engagement and effective use of personnel.

Focus on Fidelity to the Core

Coaches also sought answers to the following in their weekly walk-throughs. Are core materials in place? Are they being used properly? Is instruction explicit? Is there evidence that materials and practices *not* associated with the RF core program are being used? Is data organized and used to drive instruction?

Follow- up to Specific Elements of Professional Development

In some cases class "walk-throughs" were specifically focused on instructional techniques previously discussed or demonstrated. Feedback regarding the efficacy of training that has been provided sometimes informed the coaches' next steps. "We use the results of the walk-through to plan professional development."

A great deal (but not all) of the reporting and paperwork that coaches are responsible for tabulates their time spent in classrooms and in professional development. One coordinator confirmed, "Coaches need to keep track of professional development delivered - to whom, how much, who delivers; a summary of their work each day - what was done, time involved and with whom; a calendar- which in many cases includes staff development dates, walkthrough/observation dates, grade level meetings."

Principals' and Coaches' Interview Results Regarding Instructional Practices

Principals and coaches' interviews also illustrate the systematic use of SBRR and the 5 components in primarily three ways: *the design and supervision of reading instruction, the diagnosis and delivery of reading interventions,* and *the outlining and provision of staff development.*

SBRR in the Design and Supervision of Reading Instruction

One principal explained how the components of SBRR come into classroom instruction intentionally and by design, facilitating her work as curriculum leader. "A lot of times in my observations I'll talk about how much of their time is focused on vocabulary, and refer to the five big ideas. 'During the initial time of the lesson from 9 to 9:20 you were working on phonics skills such as....' Of course it varies from grade level to grade level, but we incorporate those ideas."

SBRR in the Diagnosis and Delivery of Reading Intervention

Another principal reported how the 5 components of reading frame their school's diagnosis of students' needs. Once a student's deficits have been carefully measured within that framework, the intervention becomes clear to all. "We're not going to do this child any justice by providing oral reading fluency activities with sight words, when this child needs to learn initial sound fluency. We need to be smarter than that, and we need to use our data that way."

SBRR in the Outlining and Provision of Staff Development

In Reading First schools, SBRR provide a common vocabulary, a theoretical orientation and common content to staff development, whether it's in book study groups, guided practice and modeling, or traditional workshop formats. One principal explained how SBRR provides a common theoretical perspective. "When [our coach] does her walk-throughs, she'll talk about what she saw, and she'll tell me where she thinks we need to work, and what the focus is for the week. It's fluency in phonemic awareness this week."

One principal boasted about the level of knowledge their staff had gained. "I would say most of them are very knowledgeable about the components of Reading First, and they do use those practices. When you think about the Reading First program, you're using best practices, and your teachers have been trained in using best practices. I think, overall, we have better instruction and better instructors because of Reading First."

Another principal found that the benefits of professional development grounded in shared practice reach beyond the students. It can also define success for the teaching staff. "I think that the data reaffirms for our instructors that what they're doing is the right thing to do. I don't know how it is in other buildings, but sometimes teachers feel that they don't have a lot of freedom, because they have to do this program. But when you spend the time to go over that data with them and you celebrate all of those successes, they know that it's exactly what children need. I think that the data helps us stay on track, stay true to the program."

Using Hall and Hord's Stages of Concern model, teacher responses were divided into these seven stages of adoption. This model was designed to help project leaders identify teachers' needs and better adapt staff support and development.

Awareness– lack of awareness or concern for the project

Informational– wants more information about the project

Personal– concerns center on personal consequences

Management– logistics, time, and management concerns

Consequence– concerns about impact of the project on students

Collaboration– concerns about working with others regarding the project

Refocusing– already knows enough about the project and has ideas for its improvement.

The data for this analysis were taken from the participants' written responses on the K-3 Teacher Survey given to all Reading First teachers in April, 2006. The responses were elicited with the prompt[11], "When I think about using SBRR practices in my classroom, my greatest concerns are..."

Similar to the previous two years, the majority of the responses, 58% (as compared to 78% in Year 1 and 75.2% last year), fell under the Management Stage. Almost 7% of the responses in the Management Stage were related to teachers feeling they do not have adequate materials. As in previous years, other Management Stage concerns were related to time management and meeting the needs of a diverse student body

Despite the persistent cluster of responses at the Management Stage, overall the responses seem to indicate movement from the beginning stages of the continuum to the middle and end of the continuum (See Table 9d.)

- This year there were no responses classified as belonging to the Awareness or Informational Stage, while the percent of responses in the last three stages increased from 0% in Year 1 and 9.3% in Year 2 to 29% this year.

- The percent of responses classified in the Consequence Stage increased from 0% the first year and 6% the second year, to 17% this year. Comments in the Consequence Stage were often related to teachers' concerns that SBRR practices were not developmentally appropriate and did not meet the needs of students with very high or very low reading abilities.

- The percent of responses classified in the Collaboration Stage increased from 0% in the first year and 1.3% in the second year to 4% this year. Comments in the Collaboration Stage were diverse, ranging from satisfaction with ability to plan with other teachers to dissatisfaction with the lack of opportunities for collaborative planning.

---

[11] Hord, S. M., Rutherford, W. L., Huling-Austin, L. & Hall, G. E. (1998). *Taking Charge of Change*. Austin, TX:Southwest Educational Development Laboratory.

- The percent of responses coded in the Refocusing Stage increased from 0% in the first year and 2% in the second year to 8% this year. The majority of the concerns in the Refocusing Stage (56%) were related to the rigid schedule and lack of flexibility that teachers perceive results from SBRR practices. One teacher claimed that "We are robots-everyone on the same page every day".

Table 9d: Percent of Reading First Teacher's Comments Categorized By Stage

	2003	2004	2005
Stage 0: Awareness	N/A	0%	0%
Stage 1: Informational	3%	5%	0%
Stage 2: Personal	14%	7%	5%
Stage 3: Management	78%	75%	58%
Stage 4: Consequence	0%	6%	17%
Stage 5: Collaboration	0%	1%	4%
Stage 6: Refocusing	0%	2%	8%

Reading and Assessment Material Utilization

Goal 4d: How are RF teachers utilizing reading and assessment materials designed to support their instruction?

Results of Coordinators', Principals' and Coaches' Interviews Regarding Reading and Assessment Material Utilization

As in previous years, the coaches relied on a close analysis of data in whatever they did. Although the introduction of "palm pilots" (handheld computers) allowed more teachers to do progress monitoring and DIBELS assessments on their own, the coaches still participated, sometimes doing the entire job for new teachers or for grade levels just joining Reading First. Regardless of who did the testing, the coaches always drew teachers' attention to the results, coaxing them to modify their teaching on the basis of what the numbers revealed. Nearly all coaches reported that their teachers improved markedly in their willingness and ability to comply.

Support of Students with Special Needs

Goal 4a: Are Title I, general education and special education teachers using the same SBRR reading curriculum?

Goal 4b: Are Instructional Support Teams (ISTs) meeting consistently to discuss students' instructional needs?

Teacher Survey and Educator Poll Results Regarding Support of Special Needs Students

Reading First teachers' 2006 survey responses were compared with the general population of Kindergarten to third-grade teachers in Delaware by polling a randomly selected group of Delaware educators.[12] When the responses of polled K- 3 teachers were compared, not only did Delaware Reading First teachers respond more frequently that general education and special education teachers "Always" use the same materials, they also responded more frequently that they "Didn't know" if the materials were the same. (Figure 10a) Far more of the polled teachers statewide, however, selected the "Sometimes" category.

How often are general education and special education teachers using the same reading curriculum?
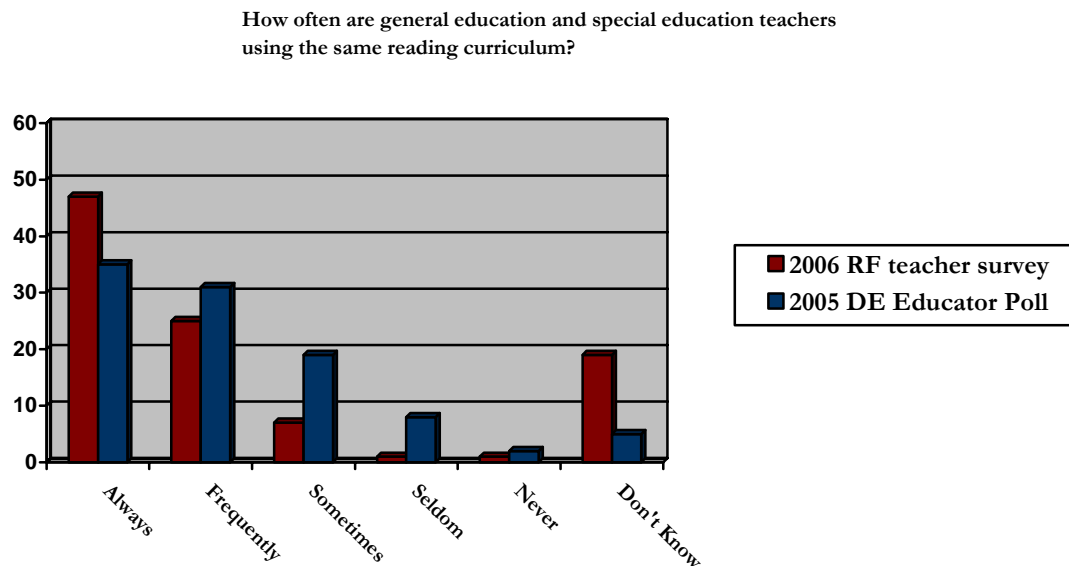
Figure 10a. Comparison of teacher perceptions regarding materials used in K-3 reading

Impact on Instructional Support Teams

Results from Coordinators', Principals' and Coaches' Interviews Regarding IST

Although no principals or coaches specifically addressed the IST process this year, the needs of individual students did provide substantial opportunities for data-driven collaboration regarding instruction. They also reported that their schools relied on a wide range of interventions to give special education students extra help.

Sometimes student assistance took the form of "push-ins" where the reading specialists or special education staff came into the room to work with individuals or small groups (these

---

[12] Complete results of the report, **Findings from the 2005 Delaware Educator Poll: What are kindergarten to third grade teachers' beliefs and practices regarding Scientifically Based Reading Research?** can be found online at http://www.rdc.udel.edu/reports/t060401.pdf.

interventions were not restricted to special education students; the identification of who needed what hinged on reading test scores, not the formal identification of the student as "special education"). More often, there were "pull-out" times for work outside the room. The schools were pleased with the array of supplemental programs available for both push-ins and pull-outs.

A challenge faced in most schools was time. Scheduling every intervention outside the 90 minute literacy block was a major challenge. Pulling students from different grade levels sometimes made sense, but was hard to do; at other times it was easy to do but hard to defend as the right approach. When IEPs specified many other services, adding more reading work risked encroaching on other interventions the children needed. Much depended on the particular needs of the students and those were not the same at each grade level. As a result, the coaches worked closely with the special education staff and the reading specialists to develop realistic schedules. Coaches never reported serious conflicts with the special educators.

Teacher Survey Results Regarding Instructional Support Teams

The K-3 Reading First teachers were asked if their school had adopted the Maryland model of an IST. Some schools in Delaware had versions of this approach prior to Reading First. Other schools already had their own intervention teams or plans to start one.

- Very few (4.1 %) of the Reading First teachers report that in 2006, their school had adopted the Maryland model of the IST.

- Most (53.5%) of the teachers did not know if their school had adopted the IST model.

Table 10a: Reading First teachers' participation in ISTs

		Yes	No	Don't Know
Has your school adopted the Maryland model of an instructional support team?	**05-06**	**4.1%**	**42.4%**	**53.5%**
	04-05	3.6%	58.0%	38.5%
Are you an IST member?	**05-06**	**6.6%**	**93.4%**	**n/a**
	04-05	33.3%	66.7%	n/a

Teacher Survey Results Regarding Professional Development in Support of Students with Special Needs

The Reading First teacher survey examined teachers' opinions of professional development designed to meet the literacy needs of all children within their classrooms, including those children who qualify for special services. (See Table 10b.) The following is a summary of findings:

- In Year 3 one-half (52%) of Reading First teachers stated that to a great or moderate extent they had received adequate professional development to help them use SBRR practices to teach reading to children with disabilities. This is an increase from Year 2 (50%) and Year 1 (26%).

- This year, like last year, almost one fifth of the teachers (19%) felt that to a great or moderate extent the professional development in SBRR was adequate to teach children whose native language is not English. In Year 1 even fewer (9%) responded similarly.

Table 10b: Reading First teachers report perceived adequacy of SBRR training

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices		Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
To teach reading?	05-06	**48%**	**43%**	**5%**	**2%**	**2%**
	04-05	54%	40%	5%	1%	1%
	03-04	*41%*	*44%*	*11%*	*0%*	*4%*
To teach reading to children with disabilities?	05-06	**18%**	**33%**	**32%**	**14%**	**2%**
	04-05	15%	35%	32%	18%	1%
	03-04	*15%*	*11%*	*36%*	*32%*	*6%*
To teach reading to children whose native language is not English?	05-06	**5%**	**14%**	**29%**	**48%**	**4%**
	04-05	3%	11%	34%	4%	3%
	03-04	*5%*	*4%*	*20%*	*64%*	*8%*

- On average, Reading First teachers reported having four students with individual education plans (IEPs) in their class. The number of students with IEPs in Reading First classrooms ranged from 0 to 15, with 0 as the most common response (34%) (See Table 10c.)

- Almost three-quarters (72%) of the teachers indicated that general education and special education teachers were using the same reading curriculum always or frequently.

Table 10c: Average number of students with an IEP

Teacher Survey Year	Average # students with IEP	Number of students with IEP in class	Most common response/percentage
2005-2006	4	0-15 students	0/ (34%)
2004-2005	3	0-22 students	0/ (37%)
2003-2004	3	0-14 students	0/ (37%)

Goal 4e: How are principals supporting reading achievement in Reading First Schools?

Two data sources inform the evaluation regarding principals' support of reading achievement in Reading First schools: interviews with Reading First principals, coaches, and state coordinators, and Reading First teacher surveys. Table 11a includes teachers' responses across all three years of the project.

Teacher Survey Data Regarding Principal's Role

In 2006, teachers indicated that "always" or "frequently" their principal
- Accepted the noise that comes with an active lesson (86 %).
- Ensured few to no interruptions during literacy blocks (78 %).
- Explicitly stated his/her expectations about formal classroom observations during reading instruction (78.6 %).

Also in 2006, there was a decrease from 2005 in the percentage of those who indicated
- their principal encouraged them to select reading content and instructional strategies that address individual students' learning, and
- their principal encouraged teachers to observe exemplary reading teachers.

Table 11a: Reading First teachers' views of their principal's role

Please indicate how often your principal:		Always	Frequently	Sometimes	Seldom	Never	Don't Know
Encourages you to select reading content and instructional strategies that address individual students' learning.	**05-06**	**34%**	**33%**	**19%**	**6%**	**6%**	**2%**
	04-05	41%	34%	14%	6%	3%	1%
	03-04	*48%*	*--*	*28%*	*--*	*1%*	*6%*
Accepts the noise that comes with an active lesson.	**05-06**	**59%**	**27%**	**6%**	**2%**	**1%**	**5%**
	04-05	63%	27%	6%	1%	1%	1%
	03-04	*65%*	*--*	*28%*	*--*	*1%*	*6%*

Table 11a: (Cont.) Reading First teachers' views of their principal's role

Please indicate how often your principal:		Always	Frequently	Sometimes	Seldom	Never	Don't Know
Encourages the implementation of SBRR instructional practices.	**05-06**	**61%**	**26%**	**6%**	**2%**	**1%**	**5%**
	04-05	66%	21%	6%	1%	1%	6%
	03-04	*80%*	*--*	*11%*	*--*	*4%*	*5%*
Encourages you to observe exemplary reading teachers.	**05-06**	**21%**	**21%**	**28%**	**11%**	**16%**	**5%**
	04-05	25%	23%	24%	16%	9%	4%
	03-04	*32%*	*--*	*34%*	*--*	*30%*	*4%*
Ensures few to no interruptions during literacy blocks.	**05-06**	**43%**	**35%**	**14%**	**5%**	**2%**	**1%**
	04-05	43%	34%	14%	5%	1%	3%
	03-04	*34%*	*--*	*54%*	*--*	*9%*	*4%*
Explicitly states his/her expectations about formal classroom observations during reading instruction.	**05-06**	**50%**	**29%**	**10%**	**3%**	**5%**	**4%**
	04-05	48%	26%	14%	3%	4%	4%
	03-04	*58%*	*--*	*32%*	*--*	*6%*	*4%*

Coordinators', Principals' and Coaches' Interview Results Regarding Principal's Role

The support provided by the building principals has been and continues to be crucial for the success of Reading First. Support takes many forms and is not always the same from one place to the next, but several types of support recurred again and again. Most reported that principals have become *more involved, more informed,* and *more explicit or directive regarding Reading First.*

More Involved

The principals did not merely endorse this initiative; they actively participated. Frequent contact with the coach was the most common form of participation. Most principals scheduled times during the week to be sure they meet with the coach; others preferred spur of the moment meetings. Regardless of their meeting preference, all of them reported keeping in close touch with the coach. The principals always knew what the coach was doing or was planning to do. Ongoing conversations also took place as the principal joined the coach for "walk through" observations of classrooms, usually followed by discussions of what they had seen. Although many principals liked to do some walk-throughs on their own, they all tried to do one each week with the coach. Afterwards the principal and the coach

discussed what they had seen. Additional dialogue occurred at grade level meetings (most principals attended as many as possible, acknowledging that other commitments made it impossible to be at all of them) and during the monthly meetings of the Reading First leadership team (a group encompassing the Principal, the coach, the reading specialists, a representative from each grade level, and a special education teacher).

More Informed

The involvement was informed involvement. Many of the principals attended (and praised) several out-of-state conferences on Reading First. They also benefited from workshops and meetings held within the state. The technical skill they valued the most was data analysis. All principals discussed students' reading test scores, especially DIBELS and progress monitoring, with the coaches and with the grade level teams, and several principals scrutinized the achievement data on their own. One of the county coordinators praised the principals' appetite for data: "If there's anything you can dangle in front of them, it's data. You can hook them in to more action with that, I've found, than anything else."

More Explicit

Principals made their endorsement of Reading First clear to the entire faculty. The leaders unambiguously told the staff to comply with the requirements of Reading First; opting out or setting aside pieces of it was not acceptable. As one principal put it, "The teachers know that I mean business about Reading First. They know it's a priority. So they're not giving the coach as much, "Do we have to? Why do we have to? We don't want to." Principals did not rely on speeches or paperwork to signal their expectations.   When doing evaluations, most principals expected to see the key features of Reading First instruction carried out. At other times, principals would follow up with teachers whom the coaches had struggled to improve. "You need the principal, in her own gentle way, asking that teacher, "How's it going? So-and-so has been in your room, and she identified a problem. What will I see when I come to your room next week?' That sends a message. The teachers need that gentle nudge from the principal." One county coordinator praised interventions of that kind because they were more specific than the support offered in previous years. "We always knew we wanted principals involved. Now we have a better idea of what to ask for. It's no longer, we need your support; instead, we need your support of this, and this, and this particular area."

Bureaucratic assistance from the principals was another valued contribution. They could expedite the ordering of materials and supplies, sometimes using non-Reading First funds to do so. They could also remove materials that contradicted Reading First's approach to instruction, tempting teachers to continue to use old familiar books and supplemental materials they knew well and enjoyed. A major form of administrative help was arranging the master schedule to provide common planning time.   In smaller schools that shared "special" teachers (of art, music, physical

education, and so on) that task was difficult, as it was in larger schools where there were more than five teachers in one grade level. No principal said it was impossible to provide at least some time together, and everywhere the leaders recognized the importance of having it.

SUMMARY ANALYSIS: IMPLICATIONS FOR FUTURE STUDY

SYSTEM LEVEL EFFECTS

At every level of reporting, school climate and collegiality were said to have benefited from adoption of Reading First. New instructional methods which were at times scaffolded to enable individual teacher's professional growth provided sources of pride and increased confidence. It is possible, however, that the constant newness in the pursuit of best practices came at a cost.

As in previous years, the majority of teachers identified personal concerns based on management issues. Yet those teachers who may have become more comfortable managing the project's content and methods voiced different concerns. Some stated that they were fearful of its effects on both their struggling and their more-able students. Others were dissatisfied with the rigidity they saw in its implementation. Will student level data, when it becomes available, alleviate or substantiate some of those fears?

Another puzzling finding comes from the teacher surveys. They indicate that Reading First's professional development continues to be well aligned with SBRR but was less effective than in earlier years of the program. Future questionnaires may examine this more closely. For example, have Reading First teachers, as consumers of professional development, raised their expectations or outgrown the usefulness of the types of professional development currently offered? Has the professional development itself changed?

Finally, Reading First principals reported that they played a larger role in leadership and professional development this year; however, teachers' perceptions of their principals' levels of involvement show little change. Will the effect of greater principal involvement be more evident in subsequent years? How might their involvement be captured more accurately as the program continues to evolve?

Appendices Table of Contents

During the 2005 -2006 academic year data were collected as follows:

1. Student achievement data **(See "Cautionary Note" pg. 13 regarding revisited and revised DSTP cut scores.)**
    - DIBELS benchmark assessment
    - 2006 DSTP 1 and DSTP 2 scores

2. Questionnaires
    - Reading First Teacher Survey to all Reading First teachers in May 2006
    - 2005 DE Educator poll, a telephone survey, was administered in November and December of 2005 to a statewide sample of Delaware educators (N=106).

3. Interviews
    - All three Reading First State Coordinators were interviewed individually in spring 2006.
    - The principal of each Reading First school was interviewed in spring 2006 (N=11).
    - All Reading First Coaches in were interviewed spring 2006 (with the exception of one co-coach at one school) (N=12).
    - Interview protocols are in Appendix G. The interviews were 30-60 minutes in length. Each was audiotape recorded and transcribed. The transcripts were collaboratively analyzed for major themes by members of the evaluation team.

4. Classroom Observation data
    - In January 2006, a sample of Reading First classrooms was selected for observation using the *Key Reading Instructional Activities for REA: Profile of Scientifically-Based Reading Instruction* (N=23).

5. Special education referral data
    - School-level referral and placement data reported by Reading First literacy coaches

6. Document analysis, course requirements and syllabi
    - Four Delaware institutions of higher education submitted current syllabi for reading content/pedagogy courses required for early childhood, elementary education, and graduate reading specialist degrees.

For 2006, the DSTP2 second grade schema was changed to performance levels. **Caution must be used** when considering any comparisons of 2006 data with previous years. All second grade scores reported here have not been recalculated or revised. They represent the represent the reporting indicators as they existed at that time: satisfactory, unsatisfactory, and warning. Current and previous cut scores are reported by Delaware DOE at
http://www.doe.state.de.us/AAB/Cut%20Points%202006%20Marked%20Changes.pdf

2003-2005 Second Grade Students at "Warning" Level in Reading First Schools
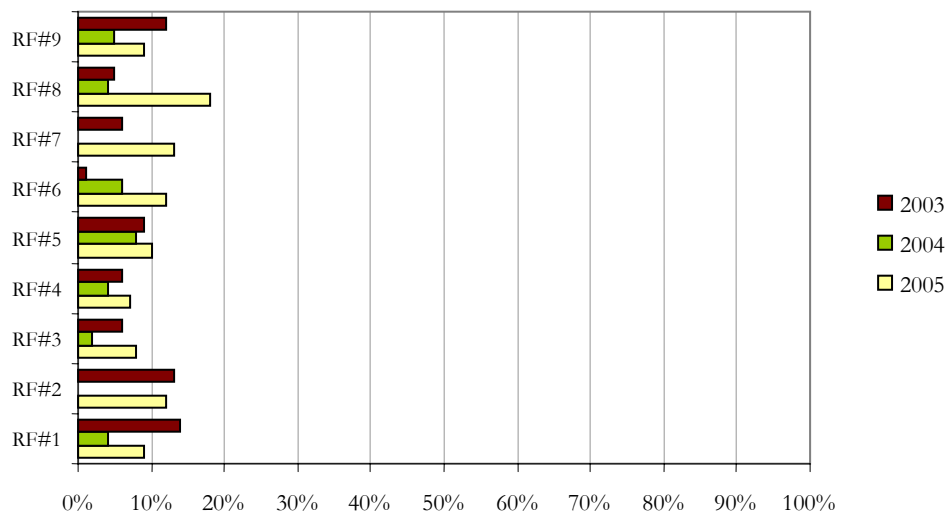
FIGURE B1. *2003-2005 Second Grade students at "Warning" level on the DSTP2**

* RF Schools #2 and 7 did not include second grade students in RF program until 2005.

2003-2005 Second Grade Students at "Unsatisfactory" Level in Reading First Schools
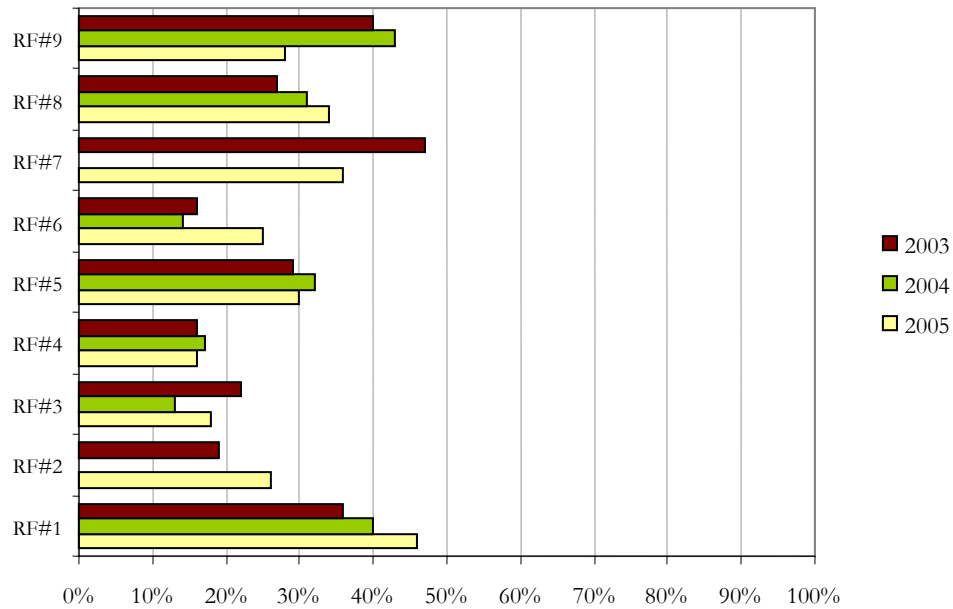
FIGURE B2. *2003-2005 Second Grade students at "Unsatisfactory" level on the DSTP2**

2003-2005 Second Grade Students at "Satisfactory" Level in Reading First Schools
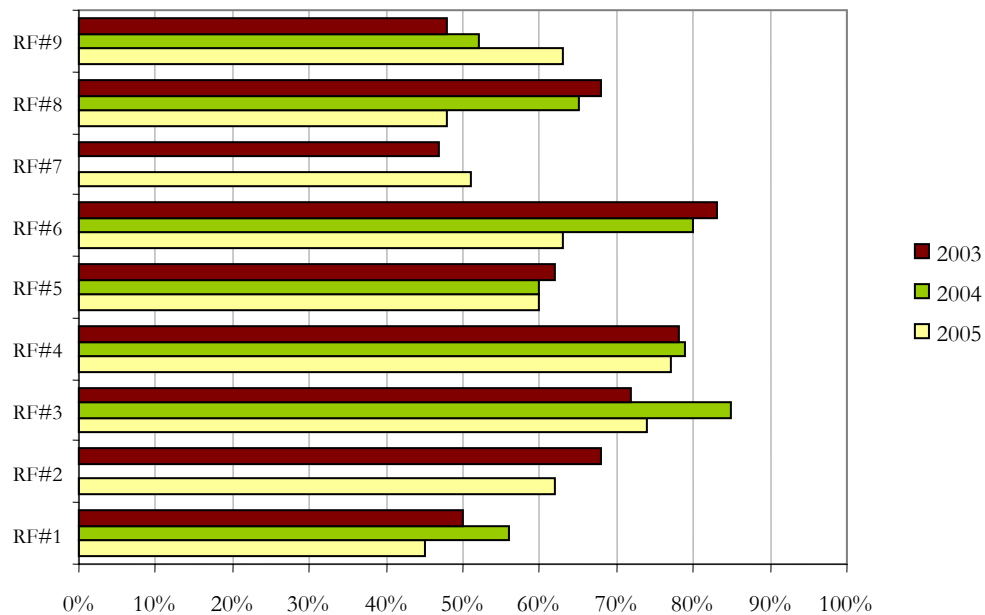
FIGURE B3. *2003-2005 Second Grade students at "Satisfactory" level on the DSTP2**

* RF Schools #2 and 7 did not include second grade students in RF program until 2005.

The optional Word Use Fluency (WUF) subtest was added to Delaware's Reading First student measurement in winter 2004. The DIBELS authors recommend using local norms, with the lowest 20% of the state scores representing the students "at risk" for poor reading and language outcomes, while the "low risk" students are those who score at or above 40% of the state's own students. This is recalculated at each testing point.

Word Use Fluency (WUF) scores seem to have remained fairly stable through the fall and spring DIBELS administrations. One effect of the author's recommended use of local norms is that 20% of the students will always be "at risk." In the aggregate, the scores appear flat. Changes are most noticeable at the individual student level.

2005-2006 Kindergarten Word Use Fluency

	Fall '05	Winter '06	Spring '06
■ At Risk	20	20	21
■ Some Risk	38	39	37
□ Low Risk	42	41	42
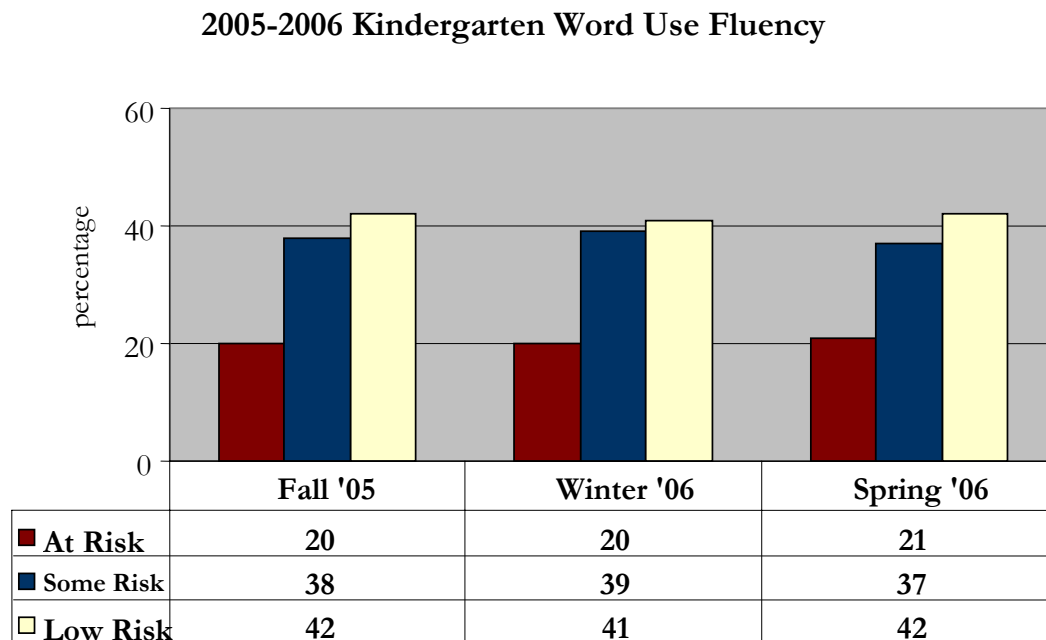
FIGURE C1. *2005-2006 Kindergarten Word Use Fluency Benchmark Percentages*

2005-2006 First Grade Word Use Fluency

	Fall '05	Winter '06	Spring '06
■ At Risk	20	20	21
■ Some Risk	38	39	37
□ Low Risk	42	41	42
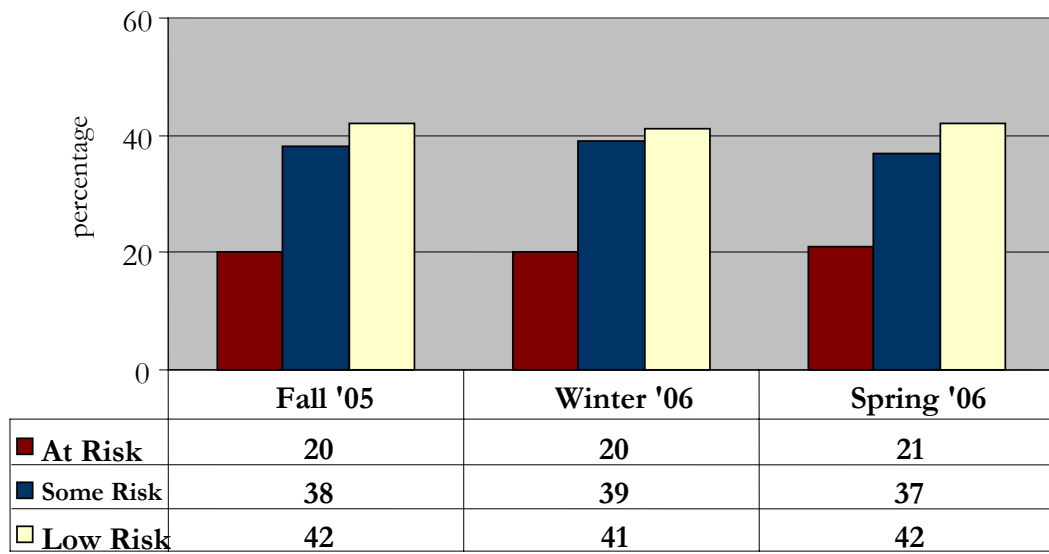
FIGURE C2. *2005-2006 First Grade Word Use Fluency Benchmark Percentages*

2005-2006 Second Grade Word Use Fluency

	Fall '05	Winter '06	Spring '06
■ At Risk	21	20	20
■ Some Risk	38	39	40
□ Low Risk	41	41	40
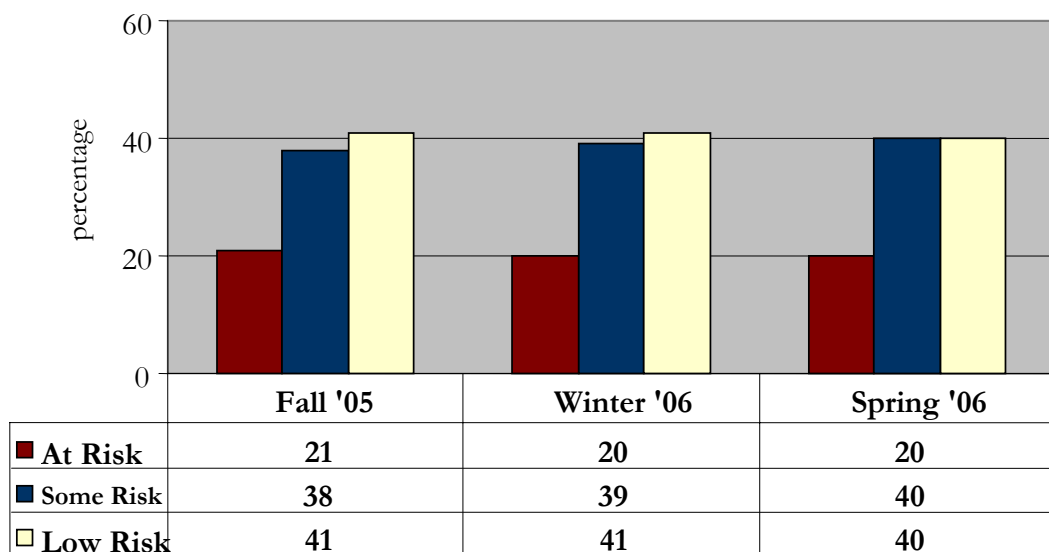
FIGURE C3. *2005-2006 Second Grade Word Use Fluency Benchmark Percentages*

2005-2006 Third Grade Word Use Fluency

	Fall '05	Winter '06	Spring '06
■ At Risk	22	19	20
■ Some Risk	40	42	41
□ Low Risk	38	39	39
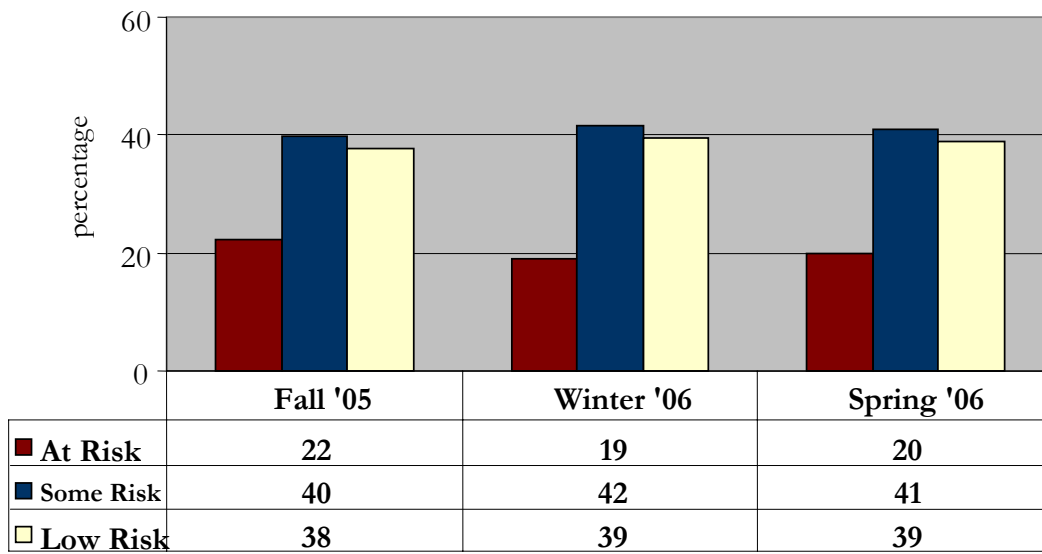
FIGURE C4. *2005-2006 Third Grade Word Use Fluency Benchmark Percentages*

APPENDIX D: SPECIAL EDUCATION REFERRAL RATES

Table D1. 2002- 2005 Special Education Referral Rates (%) in Reading First Schools

Schools	2002-2003					2003-2004					2004-2005					2005-2006			
	K	1st	2nd	3rd		K	1st	2nd	3rd		K	1st	2nd	3rd		K	1st	2nd	3rd
RF #1	16%	11%	6%	9%		6%	12%	4%	14%		5%	12%	9%	16%		5%	6%	2%	7%
RF #2	1%	3%	2%	2%		0%	1%	1%	7%		0%	1%	4%	1%		1%	3%	3%	1%
RF #3	5%	6%	8%	5%		7%	5%	2%	6%		3%	4%	4%	5%		7%	4%	2%	1%
RF #4	2%	5%	2%	4%		2%	2%	3%	1%		3%	5%	3%	4%		5%	3%	3%	2%
RF #5	1%	5%	6%	9%		1%	7%	3%	9%		3%	3%	5%	3%		0%	3%	4%	9%
RF #6	3%	7%	6%	n/a		0%	12%	10%	0%		10%	3%	9%	0%		0%	3%	9%	3%
RF #7	0%	11%	5%	6%		3%	8%	7%	4%		3%	11%	3%	n/a		**	**	**	**
RF #8*	4%	3%	2%	5%		*	*	*	*		5%	4%	1%	1%		6%	4%	1%	3%
RF #9	n/a	n/a	2%	4%		n/a	n/a	2%	6%		2%	2%	2%	3%		0%	1%	3%	1%
RF #10	1%	1%	n/a	n/a		5%	1%	n/a	n/a		n/a	n/a	n/a	n/a		**	**	**	**
RF 11*	1%	7%	n/a	n/a		*	*	*	*		3%	2%	7%	n/a		2%	5%	6%	8%
RF #12	6%	4%	n/a	n/a		6%	5%	n/a	n/a		6%	10%	0%	n/a		7%	3%	9%	11%
RF #13	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a		10%	8%	n/a	n/a		4%	0%	5%	0%

*Did not provide referral data by grade level, 03-04
** Schools were not open in 05-06

Table D2. Percent Students Referred and Placed into Special Education by Grade

School		K referred	K placed	1st referred	1st placed	2nd referred	2nd placed	3rd referred	3rd placed
#1	**05-06**	**5%**	**3%**	**6%**	**2%**	**2%**	**2%**	**7%**	**0%**
	04-05	*5%*	*0%*	*12%*	*3%*	*9%*	*4%*	*16%*	*10%*
#2	**05-06**	**1%**	**0%**	**3%**	**2%**	**3%**	**2%**	**1%**	**0%**
	04-05	*0%*	*0%*	*1%*	*1%*	*4%*	*1%*	*1%*	*0%*
#3	**05-06**	**7%**	**3%**	**4%**	**1%**	**2%**	**1%**	**1%**	**0%**
	04-05	*3%*	*13*	*4%*	*2%*	*4%*	*1%*	*5%*	*3%*
#4	**05-06**	**5%**	**2%**	**3%**	**1%**	**3%**	**1%**	**2%**	**1%**
	04-05	*3%*	*1%*	*5%*	*3%*	*3%*	*1%*	*4%*	*4%*
#5	**05-06**	**0%**	**0%**	**3%**	**3%**	**4%**	**2%**	**9%**	**4%**
	04-05	*3%*	*1%*	*3%*	*2%*	*5%*	*2%*	*3%*	*3%*
#6	**05-06**	**0%**	**0%**	**3%**	**3%**	**9%**	**8%**	**3%**	**3%**
	04-05	*10%*	*3%*	*3%*	*1%*	*9%*	*4%*	*0%*	*0%*
#8	**05-06**	**6%**	**5%**	**4%**	**3%**	**1%**	**1%**	**3%**	**5%** 14
	04-05	*5%*	*2%*	*4%*	*4%*	*1%*	*1%*	*1%*	*1%*
#9	**05-06**	**0%**	**0%**	**1%**	**0%**	**3%**	**1%**	**1%**	**1%**
	04-05	*2%*	*1%*	*2%*	*1%*	*2%*	*0%*	*3%*	*2%*
#11	**05-06**	**2%**	**1%**	**5%**	**4%**	**6%**	**2%**	**8%**	**8%**
	04-05	*3%*	*0%*	*2%*	*0%*	*7%*	*2%*	*	*
#12	**05-06**	**7%**	**5%**	**3%**	**1%**	**9%**	**4%**	**11%**	**6%**
	04-05	*6%*	*1%*	*10%*	*3%*	*0%*	*0%*	*	*
#13	**05-06**	**4%**	**4%**	**0%**	**0%**	**5%**	**5%**	**0%**	**0%**
	04-05	10%	3%	8%	8%	*	*	*	*

* Not applicable.

---

13 Not reported.
14 Two students were referred last year (04-05); testing and placement occurred this year (05-06)

Key Reading Instructional Activities for REA Grades 1-3

Profile of Scientifically-Based Reading Instruction

Observer:

Educator Observed: Reading First Project

Observation Date: 2004 and 2006

School:

Grade Level:

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.

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 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

Report Key: 2006 data (2004 data)

Activity Observed or Clear Evidence of the Activity Seen		AREA I: PHONEMIC ANALYSIS ACTIVITIES	Instructional Quality	
Observed/ Clear Evidence	**Not Observed & No Evidence**	**Explicit instruction and practice that lead to the understanding that spoken words are made up of smaller units of sounds.**	**Excellent/Good**	**Needs Improvement**
*47.1% (63.6%)	***52.9%** (36.4%)	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/)	***71.4%** (85.7%)	***28.6%** (14.3%)
*64.7% (72.7%)	***35.3%** (27.3%)	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/)	**81.8%** (75.0%)	**18.2%** (25.0%)
*64.7% (54.5%)	***35.3%** (45.5%)	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.	***80.0%** (100%)	***20.0%** (0.0%)
		*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*		
*64.7% (54.4%)	***35.3%** (45.5%)	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.	***90.9%** (66.7%)	***9.1%** (33.3%)
*58.8% (36.4%)	***41.2%** (63.6%)	5. Teacher communicates to students the **connection between word work and real reading** in text.	***77.8%** (75.0%)	***22.2%** (25.0%)

* 2006 interrater agreement greater than 75%

Report Key: 2006 data (2004 data)

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**
*68.8% (36.4%)	*31.3% (63.6%)	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).	*90.0% (50.0%)	*10.0% (50.0%)
*47.1% (54.5%)	*52.9% (45.5%)	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).	*87.5% (80.0%)	*12.5% (20.0%)
*72.2% (63.6%)	*27.8% (36.4%)	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?	*75.0% (71.4%)	*25.0% (28.2%)
66.7% (63.6%)	33.3% (36.4%)	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.)	*75.0% (71.4%)	*25.0% (28.6%)
*76.5% (81.8%)	*23.5% (18.2%)	5. Teacher uses some kind of **informal reading inventory** (commercial or teacher-made) to assess student's word recognition accuracy and reading fluency.	100.0% (77.8%)	0.0% (22.2%)
*88.9% (63.6%)	*11.1% (36.4%)	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	*78.6% (71.4%)	*21.4% (28.6%)

* 2006 interrater agreement greater than 75%

Report Key: 2006 data (2004 data)

Activity Observed or Clear Evidence of the Activity Seen		AREA III: SPELLING	Instructional Quality	
Observed/ Clear Evidence	**Not Observed & No Evidence**	**Teaching common spelling conventions and their use in identifying printed words.** **Focused instruction and practice to teach conventionally correct spelling.**	**Excellent/ Good**	**Needs Improvement**
*83.3% (90.9%)	***16.7%** (9.1%)	1. Teacher provides **explicit instruction on common spelling conventions** such as vowels, consonants, digraphs, blends, prefixes, and suffixes.	**92.3%** (90.0%)	**7.7%** (10.0%)
*100.0% (81.8%)	***0.0%** (18.2%)	2. Teacher provides **opportunities** for students **to learn spelling patterns** through word sorts, word games, and spelling words aloud (without over relying on worksheets).	**78.6%** (60%)	**21.4%** (40.0%)
*88.9% (54.5%)	***11.1%** (45.5%)	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).	**70.0%** (83.3%)	**30.0%** (16.7%)
*77.8% (81.8%)	***22.2%** (18.2%)	4. Teacher uses spelling lists that consist of **phonetically regular words and high- frequency words that relate to reading instruction**.	**100.0%** (66.7%)	**0.0%** (33.3%)
*55.6% (45.5%)	***44.4%** (54.5%)	5. Teacher regularly **pretests and posttests** on the lists of spelling words.	***100%** (100%)	***0.0%** (0.0%)
61.1% (90.9%)	**38.9%** (9.1%)	6. Teacher acknowledges **phonetic spelling as a developmental step**.	***66.7%** (90.0%)	***33.3%** (10.0%)
		*Student Response (6) – Students **use invented spellings** (phonetic representations) when they compose written texts.* ☐ *None*　　☐ *Some*　　☐ *Most*　　☐ *Almost All*		

* 2006 interrater agreement greater than 75%

Report Key: 2006 data (2004 data)

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**
*100% (90.9%)	***0.0%** (9.1%)	1. Teacher provides appropriate amount of **time for students to practice reading books** on their own or in pairs, including students reading aloud.	**64.7%** (60.0%)	**35.3%** (40.0%)
		Student Response (1) – Students are **on-task and engaged in reading** during this time. ☐ _None_ ☐ _Some_ ☐ _Most_ ☐ _Almost All_		
94.1% (90.9%)	**5.9%** (9.1%)	2. Teacher **provides appropriate reading materials** for students to read at their independent reading level.	**84.6%** (70.0%)	**15.4%** (30.0%)
44.4% (27.3%)	**55.6%** (72.7%)	3. Teacher **models** and **provides opportunities** for students **to talk about what they are reading**.	**57.1%** (33.3%)	**42.9%** (66.7%)
*72.2% (90.9%)	***27.8%** (9.1%)	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.	**90.0%** (88.9%)	**10.0%** (11.1%)
*83.3% (63.6%)	***16.7%** (36.4%)	5. Teacher **allows students to choose reading materials** that match their interests.	**63.6%** (100%)	**36.4%** (0.0%)
		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_		

* 2006 interrater agreement greater than 75%

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**
*88.9% (90.9%)	***11.1%** (9.1%)	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_	***73.3%** (70.0%)	***26.7%** (30.0%)
38.9% (54.5%)	**61.1%** (45.5%)	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.	***60.0%** (66.7%)	***40.0%** (33.3%)
*88.9% (90.9%)	***11.1%** (9.1%)	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_	***73.3%** (80.0%)	***26.7%** (20.0%)
*77.8% (63.6%)	***22.2%** (36.4%)	4. Teacher **reads aloud text** that is **above students'** instructional reading **level**.	**83.3%** (71.4%)	**16.7%** (28.6%)

* 2006 interrater agreement greater than 75%

Report Key: 2006 data (2004 data)

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
*72.2% (81.8%)	***27.8%** (18.2%)	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	**58.3%** (55.6%)	**41.7%** (44.4%)
*55.6% (72.7%)	***44.4%** (27.3%)	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.	**85.7%** (75.0%)	**14.3%** (25.0%)
64.7% (54.5%)	**35.3%** (45.5%)	7. Teacher **reinforces** students' **use of conventional language**, including grammatically correct sentences and vocabulary.	***100%** (100%)	***0.0%** (0.0%)
50.0% (54.5%)	**50.0%** (45.5%)	8. Teacher **encourages students to expand on their ideas** as they talk.	**62.5%** (50.0%)	**37.5%** (50.0%)
*14.3% (25.0%)	***85.7%** (75.0%)	9. Teacher provides extended **opportunities for English language learners to practice English oral language**.	**50.0%** (100%)	**50.0%** (0.0%)
77.8% (72.7%)	**22.2%** (27.3%)	10. Teacher provides **explicit instruction of key vocabulary concepts related to the material** they are reading, including showing illustrations of words and labeling pictures.	**75.0%** (55.6%)	**25.0%** (44.4%)

* 2006 interrater agreement greater than 75%

Report Key: 2006 data (2004 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**
*72.2% (81.8%)	*27.8% (18.2%)	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:	*45.5% (77.8%)	*54.5% (22.2%)
		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.		
33.3% (63.6%)	66.7% (36.4%)	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).	83.3% (71.4%)	16.7% (28.6%)
*33.3% (54.5%)	*66.7% (45.5%)	3. Teacher structures opportunities for students to **independently practice** the comprehension strategy taught.	*50.0% (66.7%)	*50.0% (33.3%)
*16.7% (45.5%)	*83.3% (54.5%)	4. Teacher talks about **when and where to use the comprehension strategy**.	*33.3% (60.0%)	*66.7% (40.0%)
		*Student Response (4) – Students **can tell when and where they use the strategy** as they read.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*		

* 2006 interrater agreement greater than 75%

Report Key: 2006 data (2004 data)

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**

87.5% (90.9%)	**12.5%** (9.1%)	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.
			87.5% (70.0%)	**12.5%** (30.0%)

		*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*		
*52.9% (45.5%)	***47.1%** (54.5%)	2. Teacher allows **students** to **select topics for writing**.	**100%** (60.0%)	**0.0%** (40.0%)
		*Student Response (2) – During writing activities, students **are on-task and engaged in their writing**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*		
70.6% (72.7%)	**29.4%** (27.3%)	3. Teacher provides **regular and frequent extended writing opportunities** (several times a week).	**100%** (75.0%)	**0.0%** (25.0%)
*52.9% (27.3%)	***47.1%** (72.7%)	4. Teacher provides **opportunities** for students **to share their writing**.	**100%** (50.0%)	**0.0%** (50.0%)

* 2006 interrater agreement greater than 75%

Report Key: **2006 data** (2004 data)

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**
*94.4% (90.9%)	***5.6%** (9.1%)	1. Teacher works with a **small group of students reading** a text or leveled book **at their instructional reading level**.	***68.8%** (70.0%)	***31.3%** (30.0%)
94.4% (100%)	**5.6%** (0.0%)	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.	**68.8%** (54.5%)	**31.3%** (45.5%)
*66.7% (90.9%)	***33.3%** (9.1%)	3. Teacher provides **opportunities for students to reread texts** or leveled books **at their instructional level**. Teacher assists in this rereading.	**54.5%** (70.0%)	**45.5%** (30.0%)
77.8% (90.9%)	**22.2%** (9.1%)	4. Teacher **encourages students to use decoding and comprehension strategies** they have learned to help them understand what they read.	**69.2%** (60.0%)	**30.8%** (40.0%)

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**
82.4% (90.9%)	**17.6%** (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. _Student Response (1) – Students_ **take books home** _to read after school._ ☐ _None_ ☐ _Some_ ☐ _Most_ ☐ _Almost All_	***100%** (70.0%)	***0.0%** (30.0)

* 2006 inter-rater agreement greater than 75%

Key Reading Instructional Activities for REA Kindergarten

Profile of Scientifically-Based Reading Instruction

Observer:	**Educator Observed: Reading First**

Observation Date: 2004 and 2006	**School:**

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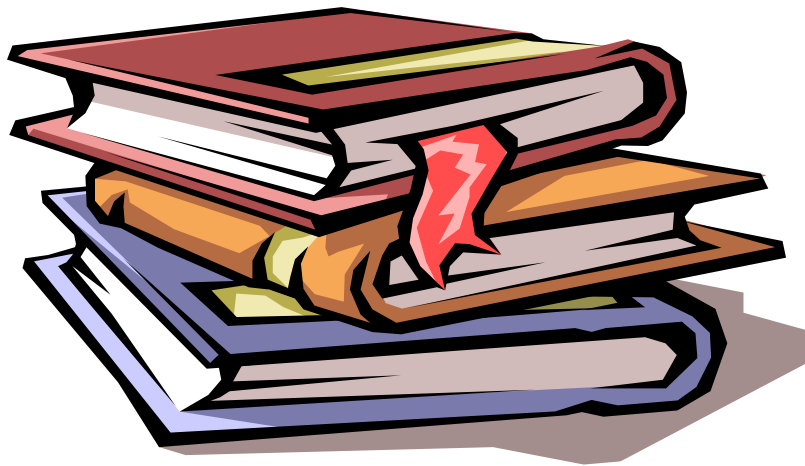
Once data from observations has been recorded on this form, it is CONFIDENTIAL. DO NOT SHARE IT WITH ANYONE. Place it in the accompanying addressed and stamped envelope and mail it as soon as possible after the observation.

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 <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.

Section I: Daily Activities

Report Key: 2006 data (2004 data)

Activity Observed or Clear Evidence of the Activity Seen		AREA I: ORAL LANGUAGE ACTIVITIES that foster growth in receptive and expressive language and verbal reasoning.	Instructional Quality	
Observed/ Clear Evidence	Not Observed & No Evidence		Excellent/Good	Needs Improvement
80.0% (100%)	**20.0%** (0.0%)	1. Teacher provides an environment wherein **students** can **talk about what they are doing**.	**75.0%** (100%)	**25.0%** (0.0%)
80.0% (100%)	**20.0%** (0.0%)	2. Teacher **encourages** students to talk about their experiences and **discuss their home culture**.	**75.0%** (100%)	**25.0%** (0.0%)
		*Student Response (2) – When encouraged by the teacher, **students eagerly talk** about their experiences.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*		
80.0% (100%)	**20.0%** (0.0%)	3. **Teacher listens attentively** to students' discussions and responses.	**100%** (100%)	**0.0%** (0.0%)
50.0% (0.0%)	**50.0%** (100%)	4. Teacher encourages **English language learners** to **talk** with each other (or an adult) **in their home language and English**.	**100%** (*)	**0.0%** (*)
60.0% (33.3%)	**40.0%** (66.7%)	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).	**66.7%** (100%)	**33.3%** (0.0%)
40.0% (66.7%)	**60.0%** (33.3%)	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).	**50.0%** (50%)	**50.0%** (50%)
		*Student Response (6) – During conversations, **students listen attentively** (e.g., make eye contact, nod, respond verbally) to each other.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*		
20.0% (66.7%)	**80.0%** (33.3%)	7. Teacher models and/or encourages students to **ask questions during class discussions**.	**100%** (50%)	**0.0%** (50%)
40.0% (100%)	**60.0%** (0.0%)	8. Teacher **models** and/or encourages students to **use complete sentences and elaborate** as they talk (e.g., "Tell us more").	**50.0%** (100%)	**50.0%** (0.0%)
60.0% (50.0%)	**40.0%** (50.0%)	9. In classrooms with English language learners, teacher uses **multiple nonverbal cues** (e.g., hand gestures, body movements, pictures, signs, labels) in class discussions.	**66.7%** (100%)	**33.3%** (0.0%)

Report Key: 2006 data (2004 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**
40.0% (66.7%)	**60.0%** (33.3%)	1. Teacher **reads with expression** (e.g., varies tone and pitch of voice; reads softly, loudly; shows emotion).	**100%** (100%)	**0.0%** (0.0%)
80.0% (100%)	**20.0%** (0.0%)	2. Teacher **shows print and pictures** from the book while reading aloud to students.	**100%** (100%)	**0.0%** (0.0%)
60.0% (100%)	**40.0%** (0.0%)	3. Teacher **leads** students in **shared or choral reading**.	**75.0%** (100%)	**25.0%** (0.0%)
		*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*		
80.0% (66.7%)	**20.0%** (33.3%)	4. Teacher **talks about new words** that students may not know.	**25.0%** (0.0%)	**75.0%** (100%)
80.0% (66.7%)	**20.0%** (33.3%)	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.	**75.0%** (50%)	**25.0%** (50%)
		*Student Response (5) – When the teacher is activating their background knowledge, **students respond** with a **variety of ideas**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*		

Report Key: 2006 data (2004 data)

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**
60.0% (33.3%)	**40.0%** (66.7%)	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.	**66.7%** (0.0%)	**33.3%** (100%)
		*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*		
60.0% (33.3%)	**40.0%** (66.7%)	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.	**33.3%** (0.0%)	**66.7%** (100%)
		*Student Response (7) – In follow-up discussions, students respond with ideas that **show an understanding of the text**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*		

Report Key: 2006 data (2004 data)

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
		Activity Observed or Clear Evidence of the Activity Seen / **Instructional Quality**		
60.0% (66.7%)	**40.0%** **(33.3%)**	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*	**100%** (100%)	**0.0%** (0.0%)
60.0% (66.7%)	**40.0%** (33.3%)	2. Teacher **uses a variety of types of texts** (e.g., stories, poems, nursery rhymes, fantasies, newspapers).	**100%** (50%)	**0.0%** (50%)
60.0% (100%)	**40.0%** (0.0%)	3. Teacher encourages independent reading by **providing and actively promoting a variety of books**.	**100%** (33.3%)	**0.0%** (66.7%)
60.0% (100%)	**40.0%** (0.0%)	4. Teacher **provides time** for and **directs** students in **selecting their own reading material**. *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*	**50.0%** (33.3%)	**50.0%** (66.7%)
20.0% (33.3%)	**80.0%** (66.7%)	5. Teacher **models** reading **or remains actively engaged** with students while they are reading books that they have selected on their own.	**100%** (0.0%)	**0.0%** (100%)

Report Key: 2006 data (2004 data)

Activity Observed or Clear Evidence of the Activity Seen			Instructional Quality	
Observed/Clear Evidence	**Not Observed & No Evidence**	**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**
100% (100%)	**0.0%** (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.	**60.0%** (100%)	**40.0%** (0.0%)
		*Student Response (1) – During writing activities, students **name letters** and **identify** their corresponding **sounds**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*		
60.0% (100%)	**40.0%** (0.0%)	2. Teacher provides opportunities for students to **make written representations** (e.g., drawings, scribbles, letter-like shapes, letters, words) **about themselves and their experiences**.	**100%** (66.7%)	**0.0%** (33.3%)
		*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*		
80.0% (100%)	**20.0%** (0.0%)	3. Teacher encourages students to **write letters that represent certain sounds** when they know some letters and sounds.	**100%** (100%)	**0.0%** (0.0%)
60.0% (100%)	**40.0%** (0.0%)	4. Teacher **models the writing process** (e.g., morning message, pictures, letters, words) **and talks about** what is written.	**100%** (100%)	**0.0%** (0.0%)
•	•	**AREA V: THEMATIC ACTIVITIES and socio-dramatic play for giving children an opportunity to integrate and EXTEND THEIR UNDERSTANDING of stories and new knowledge.**	•	•
20.0% (66.7%)	**80.0%** (33.3%)	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).	**100%** (0.0%)	**0.0%** (100%)
40.0% (66.7%)	**60.0%** (33.3%)	2. Teacher builds and/or discusses **vocabulary relationships** or **concepts** (e.g., Spring: buds, flowers, blooming, wind, rain, thaw, melt).	**100%** (0.0%)	**0.0%** (100%)

Report Key: 2006 data (2004 data)

Activity Observed or Clear Evidence of the Activity Seen			Instructional Quality	
Observed/Clear Evidence	**Not Observed & No Evidence**	**AREA VI: PRINT-RELATED ACTIVITIES for establishing students' ability to recognize and print the letters of the alphabet.**	**Excellent/Good**	**Needs Improvement**
100% (100%)	**0.0%** (0.0%)	1. Teacher **provides opportunities** for students to **practice identifying**, recognizing, and naming individual letters.	**100%** (100%)	**0.0%** (0.0%)
60.0% (66.7%)	**40.0%** (33.3%)	2. Teacher **demonstrates** how to form letters.	**66.7%** (100%)	**33.3%** (0.0%)
60.0% (100%)	**40.0%** (0.0%)	3. Teacher provides opportunities for students to **practice forming letters using various media** (e.g., charts, paper, sand, sandpaper, crayons, markers, play dough).	**100%** (66.7%)	**0.0%** (33.3%)
		*Student Response (3) – Students practice **forming letters**.* ☐ *None* ☐ *Some* ☐ *Most* ☐ *Almost All*		
•	•	**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.**	•	•
80.0% (66.7%)	**20.0%** (33.3%)	1. Teacher **focuses** students' attention **on rhyming words** through songs, poems, plays, nursery rhymes, etc.	**100%** (50%)	**0.0%** (50%)
100% (100%)	**0.0%** (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)	**60.0%** (100%)	**40.0%** (0.0%)
80.0% (66.7%)	**20.0%** (33.3%)	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.	**75.0%** (100%)	**25.0%** (0.0%)

Report Key: 2006 data (2004 data)

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
60.0% (66.7%)	**40.0%** (33.3%)	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).	**66.7%** (100%)	**33.3%** (0.0%)
100% (66.7%)	**0.0%** (33.3%)	2. Teacher provides opportunities for **students** to **manipulate letters** and **words** through at least one of the following:	**100%** (100%)	**0.0%** (0.0%)
		• Word sorts • Alphabet letters (e.g., tiles, magnetic letters) • Elkonin boxes		
100% (100%)	**0.0%** (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).	**100%** (100%)	**0.0%** (0.0%)

Section II: Weekly/Periodic Activities

Report Key: 2006 data (2004 data)

Evidence of the Activity			Instructional Quality	
Yes	**No**	• **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.**	**Excellent/Good**	**Needs Improvement**
60.0% (100%)	**40.0%** (0.0%)	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.	**0.0%** (50.0%)	**100%** (50.0%)
80.0% (66.7%)	**20.0%** (33.3%)	2. Teacher reads aloud from **books that reflect the various cultures** of all students in the classroom and the community.	**100%** (100%)	**0.0%** (0.0%)
		• **AREA III: Reading and BOOK EXPLORATION with children for developing print concepts and basic reading knowledge and process.**	•	•
80.0% (100%)	**20.0%** (0.0%)	1. Teacher and/or students talk about **authors** and book **illustrators**.	**66.7%** (100%)	**33.3%** (0.0%)
60.0% (66.7%)	**40.0%** (33.3%)	2. Teacher **creates books** with the class or has students create their own books.	**100%** (50.0%)	**0.0%** (50.0%)

Report Key: 2006 data (2004 data)

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**
80.0% (100%)	**20.0%** (0.0%)	1. Teacher helps **students generate ideas** for writing (own writing or class writing) by engaging them in the following kinds of activities: Talking about personal experiences. Discussing other books or authors. Discussing current or class events. Conducting dramatic play. Constructing graphic organizers.	**100%** (66.7%)	**0.0%** (33.3%)
60.0% (66.7%)	**40.0%** (33.3%)	2. Teacher **takes dictation** of students' oral language **and** has students **draw pictures** to go with their talk.	**100%** (100%)	**0.0%** (0.0%)
60.0% (100%)	**40.0%** (0.0%)	3. Teacher has **students read what they have written** while students are seated around or with the teacher.	**100%** (66.7%)	**0.0%** (33.3%)
		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. • • •		
40.0% (33.3%)	**60.0%** (66.7%)	1. Teacher provides opportunities for students to practice plays and act out **scenes from stories that have been read aloud**.	**100%** (100%)	**0.0%** (0.0%)
60.0% (100%)	**40.0%** (0.0%)	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).	**100%** (66.7%)	**0.0%** (33.3%)
20.0% (100%)	**80.0%** (0.0%)	3. Teacher focuses students' learning on vocabulary **words from specific subject areas** (e.g., science, social studies, health, math).	* (66.7%)	* (33.3%)

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**
0.0% (33.3%)	**100%** (66.7%)	1. Teacher **dictates letters** for students to write.	* (100%)	* (0.0%)
60.0% (66.7%)	**40.0%** (33.3%)	2. Teacher models **locating specific letters** in written materials (e.g., poems, messages, newspapers, stories).	**66.7%** (100%)	**33.3%** (0.0%)
20.0% (66.7%)	**80.0%** (33.3%)	3. Teacher discusses the **difference between** letters, drawings, and scribbles.	* (100%)	* (0.0%)
		AREA VII: PHONEMIC ANALYSIS ACTIVITIES for developing students' phonological and phonemic awareness.	•	•
80.0% (66.7%)	**20.0%** (33.3%)	1. Teacher **uses students' names** to identify and teach sounds.	**66.7%** (100%)	**33.3%** (0.0%)
60.0% (100%)	**40.0%** (0.0%)	2. Teacher uses **small group instruction** to teach phoneme manipulation (at students' own levels).	**100%** (100%)	**0.0%** (0.0%)
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**
80.0% (100%)	**20.0%** (0.0%)	1. Teacher uses a **systematic** phonics approach or program (commercial or non-commercial) that is explicit, sequential, and well- defined.	**100%** (100%)	**0.0%** (0.0%)
100% (100%)	**0.0%** (0.0%)	2. Teacher **teaches basic sight words** (e.g., I, a, the, is, you, said, why) through oral and visual methods.	**80.0%** (100%)	**20.0%** (0.0%)
60.0% (100%)	**40.0%** (0.0%)	3. Teacher **points out sight words** and/or **decodable words** in picture books, poems, labels, newspapers, etc.	**66.7%** (100%)	**33.3%** (0.0%)
80.0% (100%)	**20.0%** (0.0%)	4. Teacher provides instruction on **conventionally spelled words** (e.g., cat, big, dog, run).	**75.0%** (66.7%)	**25.0%** (33.3%)
100% (66.7%)	**0.0%** (33.3%)	5. Teacher uses **small group instruction** for word-directed activities.	**80.0%** (100%)	**20.0%** (0.0%)

APPENDIX F: READING FIRST K-3 TEACHER LITERACY SELF-EVALUATION* (YEAR THREE N=222, YEAR TWO N= 213, YEAR ONE N= 93**)**

*NOTE: For comparative purpose, the 2005-2006 teacher survey response percentages are reported in **bold** font; when appropriate, the 2004-2005 teacher survey response percentages are reported in regular font and the 2003-2004 teacher survey response percentages are reported in *italics*.

How often are you provided with a common grade level planning time?		
	2005-2006	2004-2005
Every day	**56.2%**	53.4%
A few times a week	**12.3%**	14.1%
A few times a month	**17.8%**	20.4%
Less than once a month	**1.8%**	4.9%
Never	**11.9%**	7.3%

How often have you used assessment data to form "fluid grouping" within your team classroom?		
	2005-2006	2004-2005
Every day	**12.4%**	14.7%
A few times a week	**15.6%**	14.7%
A few times a month	**48.2%**	46.0%
Less than once a month	**20.6%**	20.9%
Unfamiliar with this concept	**3.2%**	3.8%

	Year	very proficient	moderately proficient	somewhat proficient	not very proficient	not at all proficient	unfamiliar with this concept
How proficient are you at effectively managing "fluid groupings" of students?	**05-06**	**20.2%**	**42.2%**	**28.4%**	**5.5%**	**0.5%**	**3.2%**
	04-05	20.5%	35.2%	35.2%	4.8%	1.0%	3.3%
How proficient are you at teaching poor readers how to read with fluency?	**05-06**	**19.1%**	**48.6%**	**29.5%**	**2.3%**	**0.5%**	**N/a**
	04-05	20.7%	42.3%	32.7%	3.8%	0.5%	n/a
How proficient are you at teaching struggling readers how to read?	**05-06**	**22.4%**	**49.3%**	**26.5%**	**1.8%**	**N/a**	**N/a**
	04-05	25.4%	45.5%	26.3%	2.4%	0.5%	n/a
How proficient are you at designing "before, during, and after reading strategies"?	**05-06**	**28.4%**	**40.4%**	**28.9%**	**2.3%**	**N/a**	**N/a**
	04-05	23.8%	47.6%	25.7%	2.4%	0.5%	n/a

How often are general education and special education teachers using the same reading curriculum?	
Always	**47.4%**
Frequently	**24.7%**
Sometimes	**7.0%**
Seldom	**1.4%**
Never	**0.5%**
Don't know	**19.1%**

Part II: School Climate

Please indicate how often you Reading First Coach	Weekly	Twice a Month	Once a Month	2-3 Times a Year	Once a Year	Never
Visits your classroom for a walk through	**21.8%**	**30.5%**	**27.7%**	**18.2%**	**0.9%**	**0.9%**
Provides feedback after the walk through	**16.4%**	**25.5%**	**25.5%**	**18.2%**	**5.5%**	**9.1%**
Observes your classroom for a 90 minute block	**3.7%**	**10.1%**	**12.4%**	**26.1%**	**26.1%**	**21.6%**
Provides feedback after a 90 minute observation	**6.1%**	**8.9%**	**13.6%**	**24.8%**	**21.5%**	**25.2%**
Models instructional practices in your class	**6.0%**	**6.9%**	**10.2%**	**20.8%**	**18.5%**	**37.5%**

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.	**05-06**	**52.8%**	**44.5%**	**1.4%**	**1.4%**	**0%**
	04-05	62.6%	35.5%	0.9%	0.5%	0.5%
	03-04	*66.3%*	*31.3%*	*2.5%*	*0%*	*0%*
Teachers in this school are continually learning and seeking new ideas.	**05-06**	**41.6%**	**50.2%**	**5.9%**	**0.9%**	**1.4%**
	04-05	61.8%	36.3%	1.4%	0%	0.5%
	03-04	*56.3%*	*36.3%*	*6.3%*	*1.3%*	*0%*
I believe the overall impact of SBRR practices on this school has been positive.	**05-06**	**32.1**	**51.8**	**8.7%**	**0.9%**	**6.4%**
	04-05	43.4%	47.2%	3.8%	0.9%	4.7%
	03-04	*32.5%*	*46.3%*	*11.3%*	*2.5%*	*7.5%*

Please indicate how often your principal:		Always	Frequently	Sometimes	Seldom	Never	Don't Know
Encourages you to select reading content and instructional strategies that address individual students' learning.	**05-06**	**34.2%**	**32.9%**	**19.2%**	**5.9%**	**5.9%**	**1.8%**
	04-05	41.4%	33.8%	14.3%	6.2%	2.9%	1.4%
	03-04	*47.5%*	*--*	*27.5%*	*--*	*1.3%*	*6.3%*
Accepts the noise that comes with an active lesson.	**05-06**	**58.9%**	**26.9%**	**5.9%**	**1.8%**	**1.4%**	**5.0%**
	04-05	63.3%	26.7%	5.7%	0.5%	1.4%	0.5%
	03-04	*65.0%*	*--*	*27.5%*	*--*	*1.3%*	*6.3%*
Encourages the implementation of SBRR instructional practices.	**05-06**	**60.8%**	**26.3%**	**5.5%**	**1.8%**	**0.9%**	**4.6%**
	04-05	66.0%	21.2%	5.7%	0.5%	0.9%	5.7%
	03-04	*80.0%*	*--*	*11.3%*	*--*	*3.8%*	*5.0%*
Encourages you to observe exemplary reading teachers.	**05-06**	**20.5%**	**21.4%**	**27.7%**	**10.5%**	**15.5%**	**4.5%**
	04-05	25.1%	22.7%	23.7%	15.6%	9.0%	3.8%
	03-04	*31.6%*	*--*	*34.2%*	*--*	*30.4%*	*3.8%*
Ensures few to no interruptions during literacy blocks.	**05-06**	**43.1%**	**34.9%**	**14.2%**	**5.0%**	**1.8%**	**0.9%**
	04-05	43.3%	33.8%	13.8%	5.2%	1.0%	2.9%
	03-04	*33.8%*	*--*	*53.8%*	*--*	*8.8%*	*3.8%*
Explicitly states his/her expectations about formal classroom observations during reading instruction.	**05-06**	**49.5%**	**29.1%**	**9.5%**	**3.2%**	**4.5%**	**4.1%**
	04-05	48.1%	26.2%	14.3%	3.3%	3.8%	4.3%
	03-04	*57.5%*	*--*	*32.%*	*--*	*6.3%*	*3.8%*

Part III: Instructional Practices

How often do *you* participate in the following activities in you 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)	**05-06**	**45%**	**39.9%**	**14.2%**	**0.9%**	**0%**
	04-05	37.7%	42.9%	18.4%	0.9%	0%
	03-04	*36.3%*	*47.5%*	*16.3%*	*0%*	*0%*
Draw children's attention to the sounds they <u>hear</u> in words	**05-06**	**81.8%**	**14.5%**	**3.6%**	**0%**	**0%**
	04-05	77.3%	18.5%	3.8%	0.5%	0%
	03-04	*81.3%*	*13.8%*	*3.8%*	*1.3%*	*0%*
Read to the children in class	**05-06**	**88.1%**	**8.7%**	**3.2%**	**0%**	**0%**
	04-05	83.0%	10.8%	4.2%	1.4%	0.5%
	03-04	*83.8%*	*11.3%*	*3.8%*	*1.3%*	*0%*
Say the sounds that letters and letter combinations make	**05-06**	**78.6%**	**16.8%**	**4.1%**	**0.5%**	**0%**
	04-05	74.8%	16.7%	6.7%	1.9%	0%
	03-04	*80%*	*15.0%*	*3.8%*	*1.3%*	*0%*
Before reading, explicitly teach new vocabulary and concepts	**05-06**	**50.5%**	**36.2%**	**12.8%**	**0.5%**	**0%**
	04-05	40.1%	39.6%	18.9%	1.4%	0%
	03-04	*40%*	*37.5%*	*21.3%*	*1.3%*	*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	**05-06**	**21.4%**	**53.6%**	**24.1%**	**0.9%**	**0%**
	04-05	24.1%	46.2%	25.0%	4..2%	0.5%
	03-04	*21.3%*	*50.0%*	*23.8%*	*5.0%*	*0%*
*Re*read favorite stories aloud to an adult or peer	**05-06**	**19.5%**	**37.7%**	**32.3%**	**8.6%**	**1.8%**
	04-05	21.3%	36.0%	34.1%	6.6%	1.9%
	03-04	*16.3%*	*36.3%*	*32.5%*	*12.5%*	*2.5%*
Say the sounds that letters make and letter combinations make	**05-06**	**49.8%**	**36.1%**	**13.2%**	**0.9%**	**0%**
	04-05	46.7%	37.1%	12.4%	3.3%	0.5%
	03-04	*52.5%*	*36.4%*	*7.5%*	*3.8%*	*0%*
Independently read or look at books written in their native language	**05-06**	**58.4%**	**25.1%**	**8.2%**	**3.7%**	**4.6%**
	04-05	60.3%	25.8%	7.2%	5.3%	1.4%
	03-04	*61.3%*	*23.8%*	*7.5%*	*7.5%*	*0%*

Part V: Professional Development

As part of your professional development this year, have you		Yes	No	Effectiveness of the professional development?					Alignment of the professional development with the SBRR framework			
				Very Effective	Moderately	Slightly	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).	**05-06**	**20.5%**	**79.5%**	**45.5%**	**47.7%**	**6.8%**	**0%**	**0%**	**55.6%**	**44.4%**	**0%**	**0%**
	04-05	17.8%	82.2%	72.2%	25%	2.8%	0%	0%	63%	29.6%	3.7%	3.7%
	03-04	*23.8%*	*76.3%*	*61.1%*	*27.8%*	*11.1%*	*0%*	*0%*	*62.5%*	*25%*	*0%*	*12.5%*
Read professional literature related to the teaching of reading (for example, reading student groups).	**05-06**	**78.5%**	**21.5%**	**30.6%**	**45.2%**	**22.9%**	**1.3%**	**0%**	**51.3%**	**40.7%**	**1.8%**	**6.2%**
	04-05	84.1%	15.9%	38.5%	44.9%	<u>14.7%</u>	0.6%	1.3%	55.9%	36.0%	0.9%	7.2%
	03-04	*80.2%*	*19.8%*	*29.8%*	*42.1%*	*26.3%*	*1.8%*	*0%*	*53.3%*	*35.6%*	*0%*	*11.1%*
Attended grade level meeting related to reading instructional issues.	**05-06**	**97.2%**	**2.8%**	**38.9%**	**42.4%**	**15.2%**	**3.5%**	**0%**	**62.4%**	**32.6%**	**2.1%**	**2.8%**
	04-05	97.1%	2.9%	50.5%	36.4%	12.0%	1.1%	0%	69.4%	25%	0%	5.6%
	03-04	*97.5%*	*2.5%*	*42.3%*	*38.0%*	*18.3%*	*1.4%*	*0%*	*65.5%*	*16.4%*	*3.6%*	*14.5%*

As part of your professional development this year, have you		Yes	No	Very Effective	Moderately	Slightly	Not at all Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't' Know
Observed demonstrations of teaching reading (either in my school or in another school).	**05-06**	**42.4%**	**57.6%**	**39.3%**	**52.4%**	**7.1%**	**1.2%**	**0%**	**69.6%**	**25.0%**	**0%**	**5.4%**
	04-05	50.2%	49.8%	46.7%	39.1%	10.9%	3.3%	0%	71.9%	21.1%	0%	7.0%
	03-04	*67.5%*	*32.5%*	*50.0%*	*38.0%*	*12.0%*	*0%*	*0%*	*61.5%*	*23.1%*	*2.6%*	*12.8%*
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	**05-06**	**35.5%**	**64.5%**	**41.1%**	**45.2%**	**11%**	**2.7%**	**0%**	**73.5%**	**18.4%**	**6.1%**	**2.0%**
	04-05	31.4%	68.6%	51.8%	42.9%	5.4%	0%	0%	66.7%	23.1%	0%	10.3%
	03-04	*33.3%*	*66.7%*	*56.5%*	*26.1%*	*17.4%*	*0%*	*0%*	*52.6%*	*26.3%*	*5.3%*	*15.8%*
Attended school or district sponsored Reading First workshops or in-services	**05-06**	**88%**	**12%**	**37%**	**40.5%**	**19.1%**	**2.3%**	**1.2%**	**76.4%**	**18.7%**	**0%**	**4.9%**
	04-05	98%	2%	48.1%	42.1%	7.7%	2.2%	0%	79.8%	14%	0.8%	5.4%
	03-04	*100%*	*0%*	*39.2%*	*39.2%*	*18.9%*	*2.7%*	*0%*	*67.2%*	*15.5%*	*1.7%*	*15.5%*

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices		Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
To teach reading?	05-06	**48.1%**	**42.6%**	**5.1%**	**2.3%**	**1.9%**
	04-05	53.6%	40.3%	4.7%	0.5%	0.9%
	03-04	*41.3%*	*43.8%*	*11.3%*	*0%*	*3.8%*
To teach reading to children with disabilities?	05-06	**18.4%**	**33.2%**	**31.8%**	**14.3%**	**2.3%**
	04-05	14.8%	34.8%	31.9%	17.6%	1.0%
	03-04	*14.8%*	*11.1%*	*35.8%*	*32.1%*	*6.2%*
To teach reading to children whose native language is not English?	05-06	**5.1%**	**13.8%**	**28.6%**	**48.4%**	**4.1%**
	04-05	3.3%	10.5%	34.3%	48.6%	3.3%
	03-04	*5.0%*	*3.8%*	*20.0%*	*63.8%*	*7.5%*

		Yes	No	Don't Know
Has your school adopted the Maryland model of an instructional support team?	**2005-2006**	**4.1%**	**42.4%**	**53.5%**
	2004-2005	3.6%	58.0%	38.5%
Are you as IST member?	**2005-2006**	**6.6%**	**93.4%**	**n/a**
	2004-2005	33.3%	66.7%	n/a

What is your current primary teaching assignment?			
Title I	**6.6%**	5.3%	*8.9%*
Spec. Ed.	**16.0%**	18.9%	*12.7%*
Regular Ed.	**73.7%**	71.4%	*73.4%*
Other	**2.3%**	4.4%	*5.1%*

What grade(s) are you teaching this year?			
Half-day Kindergarten	**8.1%**	13.2%	*17.3%*
Full-day Kindergarten	**19.9%**	17.2%	*13.6%*
1st Grade	**32.2%**	33.3%	*39.5%*
2nd Grade	**27%**	29.4%	*25.9%*
3rd Grade	**26.5%**	22.5%	*21.0%*

Number of Students	Mean	Standard Deviation	Range
Total number of students in the class	**21.0**	**5.0**	**0-42**
	19.4	4.7	4-26
Students with an IEP	**4.2**	**3.5**	**0-15**
	3.5	4.1	0-22
English Language Learners (ELL) students	**1.3**	**2.9**	**0-24**
	2.3	5.1	0-25

Number of Students in additional classes	Mean	Standard Deviation	Range
Total number of students in the class	**14.1**	**5.8**	**7-29**
	15.6	6.4	3-25
Students with an IEP	**4.13**	**5.3**	**0-13**
	2.5	3.3	0-10
English Language Learners (ELL) students	**1.9**	**5.1**	**0-18**
	1.3	2.8	0-11

APPENDIX G: 2006 READING FIRST INTERVIEW PROTOCOLS: COORDINATORS, PRINCIPALS, COACHES

READING FIRST STATE COORDINATOR INTERVIEW PROTOCOL

Thank you for your willingness to meet with me today to discuss the Reading First program in the state. The purpose of this interview is to help us better understand how you view your role as a Reading First state coordinator, how Reading First is being implemented, and what you see as your needs at this stage in the implementation of Reading First.

I want to assure you that your responses and your identity will be kept confidential. This is an evaluation of the Reading First program, not you, your schools, or school staff. The reporting will be in the aggregate, so we will not identify any individuals or schools. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today.

PERCEIVED Role

Activities

Describe your activities as a state coordinator during a typical week.

Probe: About how often are you in classrooms each week?

Year 3 vs. yr. 2

How do your experiences as a state coordinator this year compare to last year?

Probe: Are you in the same schools this year?

Accomplishments

What do you believe are your most important accomplishments thus far this year?

Planned changes

As you look forward to year 4, what, if anything, do you plan to do differently?

Probe: What do you hope this change accomplishes?

SCHOOL EFFECTS

Now I'd like to get your perspective on the activities of some important players in the implementation of RF, and on changes in school climate.

Principals

What do you see as the most important roles of principals in the implementation of RF?

Probe: Have their roles changed?

Which of these roles are most principals performing *best*?

What aspects of principals' involvement most need *improvement*?

Coaches	What do you see as the most important roles of the coaches in the implementation of RF?
	Which of these roles are most coaches performing *best*?
	What aspects of coaches' activities most need *improvement*?
Teachers	I'm interested in your description of how well RF teachers utilize reading and assessment materials.
	Can you describe a few of the *best* practices you see going in RF classrooms?
	What are a few of the practices in RF classrooms that most need *improvement*?
	Overall, how would you describe the practices of *most* teachers?
School climate	What *changes* have you noticed in the climate of the schools you work with that you think may be *related to RF*?
	Probe: For example, any changes in how people work together, communicate, or identify and solve problems.
SYSTEM EFFECTS	I'd like you to consider RF from a state-wide perspective in light of its goal to institutionalize a seamless early reading curriculum for all children in Delaware schools.
Progress	In what areas have you seen progress toward this goal this year?
Barriers	What do you see as barriers that may keep the state from reaching this goal?
Needs	What type of support would you like to receive as you continue to grow in your role as a RF state coordinator?
Closing	Finally, you have first-hand experience with the implementation of RF– experience I don't have. Are there any issues that we have not discussed that you think I need to know about to properly evaluate the RF program?

If you think of anything else that you would like to share with me after I leave, please feel free to call or email me [offer a business card]. Thank you for your time.

READING FIRST PRINCIPAL INTERVIEW PROTOCOL

Thank you for your willingness to meet with me today to discuss the Reading First program in your school. The purpose of this interview is to help us better understand how you view your role in Reading First, how RF is being implemented, and your needs at this stage in its implementation.

I want to assure you that your responses and your identity will be kept confidential. This is an evaluation of the Reading First program, not you, your school, or your teachers. The reporting will be in the aggregate, so we will not identify any individuals or schools. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today.

PERCEIVED Role	Would you mind walking me through a typical week as a Reading First principal?
Involvement in RF	Have you had the opportunity to:
	a) use the RF framework when you observe teachers?
	b) participate in RF professional development activities?
	c) review DIBELS data with RF coaches or teachers?
	○ How has the new palm pilot system affected data collection and review?
	○ What did those data tell you about trends in student performance?
	<u>If yes</u>: How would you describe the experience?
	<u>If no</u>: Permit voluntary elaboration, but do not press for an explanation.
SCHOOL EFFECTS	Now I'd like to get your perspective on the activities of some important players in the implementation of RF, and on changes in school climate.
State Coordinator	What do you see as the most important roles of your state coordinator in the implementation of RF?
	Which of these roles is your state coordinator performing *best*?
	What aspects of the coordinator's involvement most need *improvement*?
Coaches	What do you see as the most important roles of your coach(es) in the implementation of RF?
	Which of these roles is/are your coach(es) performing *best*?
	What aspects of your coaches' activities most need *improvement*?

Teachers	Is it difficult to schedule collaborative planning time for teachers? What is your experience?
	Probe: How many times a month do teachers in each grade level meet for collaborative planning?
	I'm interested in your description of how well RF teachers utilize reading and assessment materials.
	Can you describe a few of the *best* practices you see going on in RF classrooms?
	What are a few of the practices you see in RF classrooms that most need *improvement*?
	Overall, how would you describe the practices of *most* teachers?
Students	In your RF program, what are the successes and barriers to providing special education students access to the same reading programs provided for other students?
School climate	What *changes* have you noticed in the climate of your school that you think may be *related to RF*?
	Probe: For example, changes in how people work together, communicate, or identify and solve problems.
Support	
District	How would you describe the support your school has received from your district for RF implementation?
DOE	How would you describe the support your school has received from the state DOE for RF implementations?
	Probe: For example – support from state coordinator, etc.
Needs	What types of support would you like to receive as you continue to grow in your role as a RF school principal?
Closing	Finally, you have first-hand experience with the implementation of RF– experience I don't have. Are there any issues that we have not discussed that you think I need to know about to properly evaluate the RF program?

If you think of anything else that you would like to share with me after I leave, please feel free to call or email me [offer a business card]. Thank you for your time.

READING FIRST COACH INTERVIEW PROTOCOL

Thank you for your willingness to meet with me today to discuss the Reading First program in your school. The purpose of this interview is to help us better understand how you view your role as a RF coach, how RF is being implemented, and your needs at this stage in its implementation.

I want to assure you that your responses and your identity will be kept confidential. This is an evaluation of the Reading First program, not you, your school, or your teachers. The reporting will be in the aggregate, so we will not identify any individuals or schools. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today.

PERCEIVED Role

Activities

Would you mind walking me through a typical week as a reading coach?

Probe: Approximately what percent of your time do you spend in active coaching of teachers, such as classroom observation & debriefing, professional development activities, and collaborative planning)

Probe: What are the barriers to devoting more time to active coaching activities?

Year 3 vs. yr. 2

How do your experiences as a RF coach this year compare to last year?

Probe: How has the new palm pilot system affected data collection and review?

Probe: How do you feel about the new professional development meeting format in which you attend along with principals?

Accomplishments

What do you believe are your most important accomplishments thus far this year?

Planned changes

As you look forward to year 4, what, if anything, do you plan to do differently?

Probe: What do you hope this change accomplishes?

SCHOOL EFFECTS

Now I'd like to get your perspective on the activities of some important players in the implementation of RF, and on changes in school climate.

State Coordinator

What do you see as the most important roles of your state coordinator in the implementation of RF?

Which of these roles is your state coordinator performing *best*?

What aspects of the coordinator's involvement most need *improvement*?

Principals

What do you see as the most important roles of principals in the implementation of RF?

Which of these roles is your principal performing *best*?

What aspects of your principal's involvement most need *improvement*?

Teachers

Is it difficult to schedule collaborative planning time for teachers? What is your experience?

Probe: How many times a month do teachers in each grade level meet for collaborative planning?

I'm interested in your description of how well RF teachers utilize reading and assessment materials.

Can you describe a few of the *best* practices you see going in RF classrooms?

What are a few of the practices you see in RF classrooms that most need *improvement*?

Overall, how would you describe the practices of *most* teachers?

Students

In your RF program, what are the successes and barriers to providing special education students access to the same reading programs provided for other students?

School climate

What *changes* have you noticed in the climate of your school that you think may be *related to RF*?

Probe: For example, any changes in how people work together, communicate, or identify and solve problems.

Support

District

How would you describe the support your school has received from your district for RF implementation?

NEEDS

What type of support would you like to receive as you continue to develop in your role as a RF coach?

Closing

Finally, you have first-hand experience with the implementation of RF– experience I don't have. Are there any issues that we have not discussed that you think I need to know about to properly evaluate the RF program?

If you think of anything else that you would like to share with me after I leave, please feel free to call or email me [offer a business card]. Thank you for your time.