EVALUATION OF DELAWARE'S STATE IMPROVEMENT GRANT:

2007 K-3 TEACHER SURVEY

AUGUST 2007

BARBARA A. SHEPPERSON, M.ED., EDUCATIONAL RESEARCHER

DARIEL JANERETTE, J.D., GRADUATE RESEARCH ASSISTANT

KELLY SHERRETZ, M.P.A., EDUCATIONAL RESEARCHER

2007 DelaSIG
K-3 Teacher Survey

One objective of the DELASIG grant is that K-3 teachers will implement scientifically based literacy/reading activities with an emphasis on struggling special education readers. To help identify and track K-3 teachers' literacy behaviors and activities over time, the 2007 K-3 teachers' survey results were compared, when applicable, to survey results from 2004 and/or 2005. Although most results were consistent over the three survey administrations, select findings are highlighted in this section; complete survey responses from all three survey administrations can be found in Appendix A.

Scientifically Based Literacy Activities

Phonics and Phonemic Awareness

Survey results from 2004 and 2007 show the percentage of K-3 teachers implementing phonemic activities 3 to 5 times per week remained high; almost all of the teachers reported they:

- draw attention to word sounds and read to their class (91%)

- say sound and letter combinations (90%)

Classroom Literacy Activities

Survey results from 2004 and 2007 show the percentage of students regularly participating in classroom literacy activities remained about the same. According to their teachers, the majority of students are regularly participating in a number of classroom literacy activities including independently looking at books in their native language and relating their own experiences to those in books. See table 1 for respondents' perceptions of their students' participation in classroom literacy activities.

Table 1. Percentage of Students participating in various Classroom Literacy Activities

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	**2007**	**15%**	**50%**	**30%**	**3%**	**2%**
	2004	20%	50%	25%	6%	0%
Reread favorite stories aloud to an adult or peer	**2007**	**16%**	**36%**	**34%**	**11%**	**4%**
	2004	19%	36%	33%	10%	2%
Say the sounds that letters and letter combinations make	**2007**	**44%**	**39%**	**16%**	**1 %**	**1%**
	2004	53%	34%	9%	4%	0%
Independently read or look at books written in their native language	**2007**	**50%**	**27%**	**11%**	**7%**	**6%**
	2004	55%	28%	8%	6%	3%

Vocabulary
- This year, more teachers (47%) indicated they provide before reading activities by teaching new vocabulary and concepts everyday compared to results from 2004 (37%)

Comprehension
- This year, the percentage of teachers who identify the elements of a story at least 3 to 4 times per week (81%) remained nearly the same compared to 2004 (82%)

Role of the Principal

DelaSIG teachers (K-3) were asked about their school, in particular, their views about their principal and their school's reading program. Table 2 depicts the survey responses of teachers in 2005 and 2007. Based on the critical role that principal's play in the success or failure of any school programs, at the end of the 2006-2007 school year, most of the K-3 teachers:

- believed their principal at least frequently encouraged them to select reading content and instructional strategies that address individual students' learning 67%

- reported their principal at least frequently accepted the noise that came with an active lesson (84%)

- said their principal at least frequently encouraged the implementation of Scientifically Based Reading Research (SBRR) institutional practices (84%)

In addition, in 2007,

- over one-third of the teachers (38%) reported their principal at least frequently encourages them to observe exemplary reading teachers compared to 2005 (51%)

- this year, although most respondents (70%) thought the principal explicitly stated expectations about formal classroom observations during reading instruction, this was a minor decline from 2005 (76%)

Table 2. DelaSIG K-3 Teacher's Views of their Principal's Role

Please indicate how often your principal	Year	Always	Frequently	Sometimes	Seldom	Never	Don't Know
Encourages you to select reading content and instructional strategies that address individual students' learning.	**2007**	**32 %**	**35 %**	**20 %**	**6 %**	**6 %**	**3 %**
	2005	42 %	35 %	14 %	6 %	3 %	1 %
Accepts the noise that comes with an active lesson.	**2007**	**57 %**	**27 %**	**10 %**	**2 %**	**1 %**	**3 %**
	2005	64 %	27 %	5 %	1 %	0 %	2 %
Encourages the implementation of SBRR instructional practices.	**2007**	**53 %**	**31 %**	**6 %**	**3 %**	**1 %**	**7 %**
	2005	64 %	24 %	5 %	0 %	1 %	6 %
Encourages you to observe exemplary reading teachers.	**2007**	**19 %**	**19 %**	**28 %**	**12 %**	**18%**	**4 %**
	2005	27 %	24 %	24 %	14 %	8 %	3 %
Ensures few to no interruptions during literacy blocks.	**2007**	**36 %**	**34 %**	**18 %**	**6 %**	**4 %**	**3 %**
	2005	38 %	35 %	17 %	6 %	2 %	3 %
Explicitly states his/her expectations about formal classroom observations during reading instruction.	**2007**	**35 %**	**35 %**	**16 %**	**6 %**	**4 %**	**5 %**
	2005	48 %	28 %	14 %	3 %	4 %	4 %

Professional Development Activities

DelaSIG K-3 teachers were asked questions about their participation in professional development activities. Specifically, they were asked what types of professional development they attended as well as the effectiveness and alignment of these programs to

the SBRR framework. Over the past three administrations of this survey, there has been little change in the percentage of teachers attending the different types of professional development. Most of the teachers (92%) attended grade level meetings related to reading instructional issues. Almost three-quarters of the teachers (73%) attended school or district-sponsored Reading First workshops or in-services and read professional literature related to reading instruction (72%).

Teachers who attended the professional development were asked about the effectiveness and alignment of the professional development with the SBRR framework. Over the past three survey administrations, the percentage of teachers who found the professional development moderately or very effective has remained consistent. The percentage of teachers who believe the professional development was somewhat well aligned with SBRR was consistently high. Further, although the percent of teachers who attended university of courses in 2007 was small (22%), of those who attended a university course in reading, 90% rated them as "very" or "moderately" effective.

The form of professional development most frequently attended by DelaSIG K-3 teachers during the 2006-07 school year were grade level meetings (92%). In regards to their views of the effectiveness of this professional development activity, at least three-fourths rated them as "very" or "moderately" effective.

Impact on Instruction

An additional series of questions was asked of the DelaSIG K-3 teachers regarding their participation in professional development during the 2006-07 school year. This section illustrates the teachers' perceptions about the impact of the professional development on their instruction practice in reading especially as it relates to struggling readers or students with disabilities. In 2007, respondents revealed the following:

Students with Special Needs

- Almost one-half of the teachers (46%) said to a great extent they had received adequate professional development in using SBRR to teach reading to children with disabilities

- Very few of the respondents (3%) indicated the professional development in SBRR was adequate to a great extent in regards to teaching children whose native language is not English

Responses have been consistent over the past three administrations of the survey. All results for these questions for 2004, 2005 and 2007 can be found in table 3.

Table 3. Adequacy of Professional Development to help Teach Reading

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices to		Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
Teach reading?	**2007**	**46 %**	**34 %**	**10 %**	**7 %**	**3 %**
	2005	46%	43%	9%	2%	1%
	2004	*35%*	*47%*	*14%*	*2%*	*3%*
Teach reading to children with disabilities?	**2007**	**16 %**	**32 %**	**26 %**	**23 %**	**4 %**
	2005	13%	34%	34%	18%	1%
	2004	*15%*	*10%*	*41%*	*29%*	*5%*
Teach reading to children whose native language is not English?	**2007**	**3 %**	**12 %**	**29 %**	**52 %**	**4 %**
	2005	3%	11%	32%	51%	4%
	2004	*5%*	*6%*	*19%*	*62%*	*8%*

School Climate

Teachers completing the K-3 survey were asked about their school's climate. This year, similar to 2004, teachers agreed that they feel accepted and respected as a colleague by most staff members; however, there was a decrease in the number of teachers who strongly agreed (48%) as compared to 2004. In addition, this year, fewer respondents strongly agreed (36%) that teachers in their school are continually learning and seeking new ideas as compared to results from 2004. See Table 4 for all responses from 2007 as compared to 2004.

Table 4. SIG K-3 Teachers' Views of the Climate within their School

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel accepted and respected as a colleague by most staff members.	**2007**	**48%**	**46%**	**4%**	**1%**	**1%**
	2004	62%	34%	4%	0%	0%
Teachers in this school are continually learning and seeking new ideas.	**2007**	**36%**	**56%**	**7%**	**1%**	**1%**
	2004	53%	40%	6%	1%	0%
I believe the overall impact of SBRR practices on this school has been positive.	**2007**	**26%**	**55%**	**7%**	**3%**	**9%**
	2004	30%	49%	14%	2%	6%

In 2007, it is apparent from the responses above that the majority of SIG teachers who responded to the survey continue to see their schools as collegial and as places where continuous learning is valued although not quite as strongly as in 2004. In addition, respondents continue to believe that SBRR practices have had a positive impact on the climate within their schools.

Data Driven Instructional Planning

This year, a new section of the survey addressed data driven instructional planning. With the move towards more data informed decision-making in schools, it is important to know how schools are implementing data driven instruction.

A majority (82%) of teachers indicated that their schools have developed a data review process to guide instruction and intervention.

- Of the teachers who indicated that their schools did develop a plan, 66% participated in the process.
    - o Of those teachers:
        - ➢ 87% meet at least monthly at grade level meetings
        - ➢ 69 % meet at least monthly at school wide meetings
        - ➢ 61% never meet at cross grade meetings.

Concerns with SBRR Practices

In 2007, survey respondents were given the prompt, "When thinking about SBRR practices in my classroom, my greatest concerns are." Responses to the prompt were reviewed to find categorical trends; from these responses, seven broad categories were created: Student & Curricular Concerns, Time Concerns, Program Concerns, Classroom Concerns, Resource & Material Concerns, Professional Development, and Other. Results and examples of each category follow. Figure 1 represents the respondents' concerns with SBRR practices.

The majority of the responses (33%) fell under Student & Curricular Concerns; any comment related to student or curriculum needs was placed in this category. Some of these concerns were:

- being able to provide individual or group interventions to those who need them

- teaching ESL students and unidentified special needs students effectively

- challenging higher level learners

- not being able to meet the other parts of the curriculum (science and social studies). We need to find a way to cover social studies content (through reading) within the reading block

One-quarter of the responses (26%) were Timing Concerns; these concerns addressed issues concerning student's time in the classroom and instructional planning time. Some of these concerns were:

- Time Factors, Naturally! There are so many great ideas and strategies out there. I would love to find ways to implement all of them creatively and find the appropriate spot within out reading series and timelines

- Not enough time

Program Concerns were indicated by teachers in one-fifth (18%) of the responses. These responses ranged from general to specific program concerns. Some teachers were concerned with:
- Lack of freedom and time to adapt the regular grade level program to student's needs. I feel that I am dictated as to what to teach, when to teach, how to teach. Teacher's academic freedom is becoming non-existent

- Not being able to use supplemental SBRR materials

The remaining four categories accounted for approximately one-quarter of the responses. Some responses coded as Classroom Concerns were "Controlling behavior during small group intervention" and "Class size. Behavior of class." Resource & Material Concerns and "Other" made up six percent of the responses. Some responses found in the Material Concerns category were, " We do not have the personnel needed to enable us to have the reading 'blocks' recommended, nor the individual/small group flexible grouping that will meet the needs of 'at-risk' readers'" and "Making sure I use the proper materials." The "Other" category included responses form those teachers who stated that they did not have any concerns or concerns that did not fit under other categories.

Professional Development Concerns comprised four percent of the responses. One response from this category is "That we do not have the professional development opportunities in place to adequately use/manage the reading program." See Graph II for a synthesis of all responses.

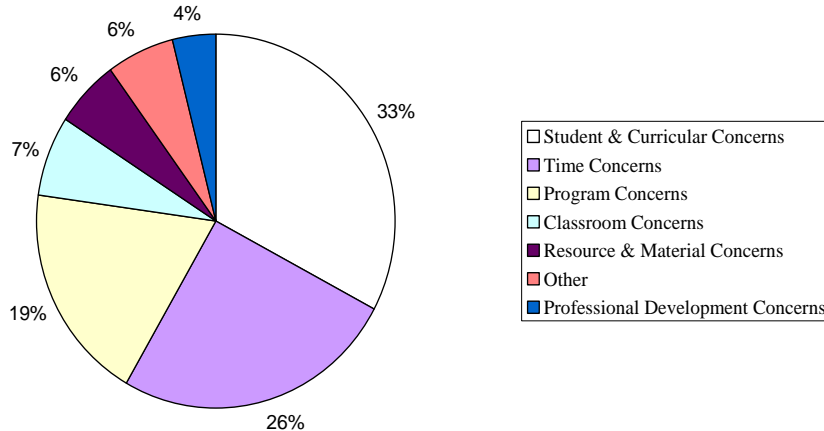**When thinking about SBRR practices in my classroom, my greatest concerns are:**

Figure 1. DelaSIG K-3 Teachers' Concerns regarding SBRR Practices

Conclusions

K-3 teachers face a myriad of issues related to literacy instruction. SBBR practices may help teachers effectively address some of these issues. Results of this study indicate strong literacy activities that include: phonics and phonemic awareness, classroom literacy activity, and comprehension. Areas where improvement seems essential include the impact of instruction on special needs students, the role of principals in implementing SBRR in schools, and the school climate for teachers.

Impact on Instruction

- Less than one-half (46%) of the teachers reported they had received adequate professional development in using SBRR to teach reading to children with disabilities.

- Very few respondents (3%) indicated the professional development in SBRR was adequate "to a great extent" to teach children whose native language is not English. The percentage of teachers with the same response has remained low, 3% in 2005 and 5% in 2004.

The Role of the Principal

- The percentage of teachers who reported their principals frequently encouraged them to observe exemplary reading teachers dropped from 51% in 2005 to 38% in 2007.

Similarly, the percentage of respondents who indicated their principals explicitly stated expectations about formal classroom observations during reading instruction slightly declined from 76% in 2005 to 70% in 2007.

School Climate

- In 2007, less than half (48%) of teachers reported they strongly agreed that they felt accepted and respected as colleagues by most staff members in their schools. Just 2 years ago, 64% of teachers surveyed gave the same response.

- The percentage of teachers who indicated that they strongly agreed teachers in their schools are continually learning and seeking new ideas dropped from 53% in 2004 to 36% in 2007.

Results from this year's K-3 teacher survey show promise in the areas of classroom practice, school leadership, school climate and data driven instructional planning.

Classroom Practice

- More teachers (47%) indicated they provide before reading activities by teaching new vocabulary and concepts everyday compared to results from 2004 (37%).

Role of the Principal

- Most (84%) teachers reported their principals frequently encouraged the implementation of Scientifically Based Reading Research (SBRR) institutional practices.

School Climate:

- Respondents continue to believe that SBRR practices have had a positive impact on the climate within their schools.

Data Driven Instructional Planning

- A majority (82%) of teachers indicated that their schools have developed a data review process to guide instruction and intervention.

With continued improved professional development, strong school leadership, and coordinated efforts to address the specific concerns teachers expressed about SBRR practices, these k-3 teachers can improve their confidence and competencies and provide rich literacy environments where special education students can learn and thrive.

SIG
K-3 TEACHER LITERACY
SELF-EVALUATION

The University of Delaware Education Research & Development Center, an independent research and evaluation organization, at the request of the Delaware Department of Education, is conducting this survey. The goal of the survey is to gain a better understanding of the current implementation of Scientifically Based Reading Research (SBRR) and Instructional Support Team (IST) activities in your school. Your participation is voluntary and you may decline to respond to any question. At all times, your responses and identity will remain anonymous. Thank you for your time and for sharing your experiences and thoughts.

Part I: Classroom Teaching Strategies

How often are you provided with a common grade level planning time?

	2004-2005	2006-2007
every day	46 %	47 %
a few times a week	11 %	10 %
a few times a month	17 %	17 %
less than once a month	13 %	15 %
never	13 %	11 %

How often have you used assessment data to form "fluid groupings" within your classroom?

	2004-2005	2006-2007
every day	14 %	13 %
a few times a week	14 %	11 %
a few times a month	45 %	47 %
less than once a month	21 %	24 %
never	7 %	5 %

How proficient are you at effectively managing "fluid groupings" of students?

	2004-2005	2006-2007
very proficient	19 %	20 %
moderately proficient	35 %	45 %
somewhat proficient	35 %	27 %
not very proficient	4 %	3 %
not at all proficient	1 %	1 %
unfamiliar with this concept	6 %	5 %

How proficient are you at teaching poor readers how to read with fluency?

	2004-2005	2006-2007
very proficient	20 %	20 %
moderately proficient	43 %	47 %
somewhat proficient	34 %	28 %
not very proficient	4 %	4 %
not at all proficient	0 %	0 %
unfamiliar with this concept	0%	*1 %*

How proficient are you at teaching struggling readers how to read?

	2004-2005	2006-2007
very proficient	25%	21%
moderately proficient	46%	52%
somewhat proficient	27%	24%
not very proficient	2%	3%
not at all proficient	0%	1%

How proficient are you at designing "before, during, and after reading strategies"?

	2004-2005	2006-2007
very proficient	24%	25%
moderately proficient	47%	45%
somewhat proficient	27%	26%
not very proficient	2%	3%
not at all proficient	0%	1%

7. How often are general education and special education teachers using the same reading curriculum?

	2006-2007
always	42%
frequently	30%
sometimes	8%
seldom	3%
never	0%
don't know	17%

Part II: School Climate

Please indicate the extent to which you agree with each statement.	Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel accepted and respected as a colleague by most staff members.	06-07	48%	46%	4%	1%	1%
	03-04	62%	34%	4%	0%	0%
Teachers in this school are continually learning and seeking new ideas.	06-07	36%	56%	7%	1%	1%
	03-04	53%	40%	6%	1%	0%
I believe the overall impact of SBRR practices on this school has been positive.	06-07	26%	55%	7%	3%	9%
	03-04	30%	49%	14%	2%	6%

Please indicate how often your principal	Year	Always	Frequently	Sometimes	Seldom	Never	Don't Know
Encourages you to select reading content and instructional strategies that address individual students' learning.	06-07	32%	35%	20%	6%	6%	3%
	04-05	**42%**	**35%**	**14%**	**6%**	**3%**	**1%**
Accepts the noise that comes with an active lesson.	06-07	57%	27%	10%	2%	1%	3%
	04-05	**64%**	**27%**	**5%**	**1%**	**0%**	**2%**
Encourages the implementation of SBRR instructional practices.	06-07	53%	31%	6%	3%	1%	7%
	04-05	**64%**	**24%**	**5%**	**0%**	**1%**	**6%**
Encourages you to observe exemplary reading teachers.	06-07	19%	19%	28%	12%	18%	4%
	04-05	**27%**	**24%**	**24%**	**14%**	**8%**	**3%**
Ensures few to no interruptions during literacy blocks.	06-07	36%	34%	18%	6%	4%	3%
	04-05	**38%**	**35%**	**17%**	**6%**	**2%**	**3%**
Explicitly states his/her expectations about formal classroom observations during reading instruction.	06-07	35%	35%	16%	6%	4%	5%
	04-05	**48%**	**28%**	**14%**	**3%**	**4%**	**4%**

Part III: Instructional Practices

How often do *you* participate in the following activities in your classroom?	Year	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)	06-07	42%	39%	13%	5%	1%
	03-04	38%	44%	17%	1%	0%
Draw children's attention to the sounds they hear in words	06-07	75%	16%	7%	1%	1%
	03-04	81%	13%	6%	1%	0%
Read to the children in class	06-07	77%	14%	6%	2%	2%
	03-04	80%	13%	6%	2%	0%
Say the sounds that letters and letter combinations make	06-07	75%	15%	7%	2%	2%
	03-04	79%	15%	6%	1%	0%
Before reading, explicitly teach new vocabulary and concepts	06-07	47%	33%	16%	2%	2%
	03-04	37%	39%	24%	1%	0%

How many of your students regularly participate in the following activities in your classroom?	Year	All	Most	Some	Few	None
Relate their own experiences to those in books	06-07	15%	50%	30%	3%	2%
	03-04	20%	50%	25%	6%	0%
Reread favorite stories aloud to an adult or peer	06-07	16%	36%	34%	11%	4%
	03-04	19%	36%	33%	10%	2%
Say the sounds that letters and letter combinations make	06-07	44%	39%	16%	1%	1%
	03-04	53%	34%	9%	4%	0%
Independently read or look at books written in their native language	06-07	50%	27%	11%	7%	6%
	03-04	55%	28%	8%	6%	3%

Part IV: Professional Development

As part of your professional development this year, have you	Year	Yes	No	Effectiveness of the professional development					Alignment of the professional development with the SBRR framework			
				Very Effective	Moderately Effective	Slightly Effective	Not at All Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't Know
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	06-07	22%	78%	63%	27%	5%	2%	4%	80%	12%	6%	2%
	03-04	20%	78%	64%	27%	9%	0%	0%	60%	25%	0%	15%
Read professional literature related to the teaching of reading (for example, reading study groups).	06-07	72%	28%	25%	49%	24%	1%	1%	48%	41%	3%	8%
	03-04	81%	19%	34%	41%	23%	3%	0%	53%	31%	3%	13%
Attended grade level meetings related to reading instructional issues.	06-07	92%	8%	39%	40%	16%	5%	0%	63%	29%	3%	5%
	03-04	94%	6%	41%	39%	19%	1%	0%	63%	21%	4%	11%
Observed demonstrations of teaching reading (either in my school or in another school).	06-07	41%	59%	44%	39%	14%	1%	1%	68%	27%	0%	5%
	03-04	59%	41%	53%	37%	10%	0%	0%	61%	25%	2%	12%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	06-07	26%	74%	42%	41%	13%	3%	2%	56%	37%	2%	6%
	03-04	33%	67%	59%	28%	13%	0%	0%	58%	27%	4%	12%
Attended school or district-sponsored Reading First workshops or in-services.	06-07	73%	27%	44%	43%	11%	1%	1%	72%	23%	1%	4%
	03-04	99%	1%	42%	37%	19%	2%	0%	68%	19%	1%	13%

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices to	Year	Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
Teach reading?	06-07	46%	34%	10%	7%	3%
	03-04	35%	47%	14%	2%	3%
Teach reading to children with disabilities?	06-07	16%	32%	26%	23%	4%
	03-04	15%	10%	41%	29%	5%
Teach reading to children whose native language is not English?	06-07	3%	12%	29%	52%	4%
	03-04	5%	6%	19%	62%	8%

Part V: Data Driven Instructional Planning (2006-07 Administration Only)

	Yes	No	Don't Know
Has your school developed a data review process to guide instruction and intervention?	82%	3%	16%
Has your school established a reading schedule that permits supplemental interventions for all children who require them?	85%	9%	6%

Have you participated in this process?	If 'Yes,' how often, on average, do you meet at	Weekly	Monthly	A few times a semester	Once a semester	Once a year	Never
Yes 66%	grade level meetings	35%	52%	6%	3%	0%	5%
No 34%	cross grade meetings	3%	14%	12%	3%	7%	61%
	school wide meetings	1%	68%	8%	5%	9%	9%

Part VI: Looking Forward
When I think about using SBRR practices in my classroom, my greatest concerns are:

Part VII: Background Information

What is your current primary teaching assignment?

	03-04	06-07
Title 1	10%	6%
Special Education	11%	19%
Regular Education	75%	67%
Other	4%	8%

What grade(s) are you teaching this year?

	04-05	06-07
Half-day Kindergarten	14%	6 %
Full-day Kindergarten	12%	19 %
1st Grade	33%	33 %
2nd Grade	29%	34 %
3rd Grade	26%	30 %
Multi Grade	3%	N/A

How many children are in your class?

	03-04	06-07
Mean	20.5	20.4
Standard Deviation	6.5	5.6
Minimum	4	2
Maximum	39	42

How many of these children have IEPs?

	03-04	06-07
Mean	3.1	3.9
Standard Deviation	3.9	4.3
Minimum	0	0
Maximum	15	17

How many English Language Learners are in your class?

	03-04	06-07
Mean	4.3	1.5
Standard Deviation	8.5	3.5
Minimum	0	0
Maximum	30	29