

**EVALUATION OF DELAWARE'S
READING FIRST INITIATIVE:
TEACHERS' USE OF SBRR PRACTICES**

MARCH 2006

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PUBLICATION T2006.03.01

Introduction

“...The ability to read and write does not develop naturally,
without careful planning and instruction.”

-NAEYC & IRA joint position paper statement, 1998 (as cited in DE Reading First Grant Application, 2002)

In its application for the federal Reading First Grant, the Delaware Department of Education proposed the following questions to evaluate particular project goals. When combined with other components of the evaluation plan, these may provide a detailed look at the program's impact at the student, classroom, and system levels.

- Did Reading First classrooms implement high-quality scientifically based reading research programs that include instructional content based on the five essential components of reading?
- Did Reading First classrooms implement instructional designs that include explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, ongoing assessment, small, flexible groups and dedicated blocks of reading time?
- What changes in the teachers' reading pedagogy are evident? What is the structure of the reading lesson? How is the classroom set up? How are students grouped? (DE Reading First application, 2002, pg. 80-81)

As one part of a larger, more comprehensive evaluation, classroom observations were conducted in a randomly selected sample of 10% of Reading First classrooms across the state (N = 23). The observation instrument used to guide these sessions was the *Key Reading Instructional Activities for REA: Profile of Scientifically-Based Reading Instruction (the Profile)*. 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 who had participated in the instrument's development and use. Evaluators from the R & D Center, Reading First coaches, and DOE personnel collected data in January of 2006. 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.)

Method

Sample

All current kindergarten, first-, second- and third-grade teachers of the eleven Delaware Reading First schools were identified for sampling purposes. Reading teachers eligible for observation taught general, remedial, ELL, or special education for full-day or half-day kindergarten, first, second or third grade. Teachers who pulled out students for instruction were not eligible for observation, due to the 180 minutes required to complete the profile. [Also, teachers who were observed in 2004 were not eligible for observation.] A random sample of 10% of the remaining Reading First teachers was selected and an alternate pool was developed. The selected classrooms approximated 10% of each grade level.

Teachers and alternates were notified of their selection and were sent a copy of the observation's items. The observers were assigned to classrooms where they had no direct supervisory role and were asked to indicate any other conflicts of interest. None were noted. A two-week window was identified for all observations to take place, and observers scheduled directly with the classroom teachers to find a mutually convenient date and time. Teachers were told in advance that they might be asked a few brief clarifying questions by their observer; that they might be asked to provide lesson plans, class schedules or other instructional evidence; and that the observation would last 180 minutes.

This method of sample selection was a departure from that of 2004, the first year of Delaware's Reading First Project. Due to a clarification of the nature of the program evaluation, the University of Delaware no longer required that each teacher's written formal consent be obtained prior to the data gathering. However, the evaluators are still required to protect the identity of the individuals observed (data was analyzed and reported in the aggregate.) This procedural exemption allowed for the evaluation team to gather a larger, truly random selection of classrooms in 2006.

Instrumentation

The observation instrument was the *Key Reading Instructional Activities for REA: Profile of Scientifically-Based Reading Instruction (the Profile)* developed by the Institute for Behavioral Research in Creativity (IBRIC) and the Utah State Office of Education. The instrument, an

observational checklist, was designed to obtain accurate, behaviorally explicit measures in order to assess levels of program implementation. It is comprised of two separate checklists— one for kindergarten classrooms, and one for first through third grades. Each area of the instrument was designed around five research-based instructional concepts identified by Snow, Burns, and Griffin¹ in 1998. These components include phonemic awareness, alphabetic knowledge and the alphabetic principle, systematic phonics instruction, fluency, and vocabulary and comprehension. Items are listed in instructional areas and correspond with practices associated with SBRR. Appendix A briefly summarizes research findings related to the five components of SBRR.

During the development of this checklist, psychometric analyses were conducted and patterns of reliability and validity found. As determined by IBRIC, both internal consistency indicators and interrater measures displayed strong correlations and overall properties.

Interrater reliability

As in all evaluation projects, the evaluation of the Reading First project requires high interrater reliability. Several steps were taken to achieve this goal. Three days of training on the use of the instrument, coordinated by the University of Delaware Education Research and Development Center, was lead by a reading specialist who had participated in the instrument’s development and use. Evaluators from the R & D Center, Reading First coaches, and DOE personnel were selected to collect observation data.

- During the first day, observers worked to operationally define terms in the first- through third-grade instrument.
- Once working definitions of the terms in the instrument were developed, the observers spent the remaining two days completing practice observations. These practice observations were followed by feedback sessions where observers discussed their findings and ironed out inconsistencies in their rating systems.

¹ Snow, C., Burns, M., & Griffin, P. (Eds.), (1998). Preventing reading difficulties in young children. Washington DC: National Academy Press.

- Finally, observers were each given a three-hour DVD of a reading lesson to watch and score independently. The results of this DVD activity were used to obtain interrater reliability scores for the first- through third-grade instrument.

A preliminary analysis of the first- through third-grade instrument data revealed several threats to the interrater reliability. First, two observers who produced markedly different scoring patterns than the rest of the group were eliminated from the analysis and pool of observers. Second, to gain adequate levels of reliability, the categories of “observed” and “clear evidence” were collapsed and recoded into “observed/clear evidence” and the categories of “excellent” and “good” were collapsed into one category labeled “good/excellent.” The proportion of agreement reported below is a result of the second analysis.

For 45 of the items on the first- through third-grade instrument, observers were required to report whether the behavior was present or not observed. For 31 of the 45 items the proportion of agreement was greater than or equal to 75%. All of the observed items were also rated for the quality of teacher instruction. Items that were not reliably observed were not considered for reliability regarding quality.

Results

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

The following represents a selection of some items from the *Profile of Scientifically-Based Reading Instruction* that address each of the five essential components. Data are separated by kindergarten and grades first through third as two separate instruments were used. The ratings are percents of instructional practices that were observed to be present or not, and if observed, rated on a three-point scale of 3=excellent, 2=good, and 1=needs improvement. As stated above, categories were collapsed to obtain greater reliability in reporting.

Table 1. 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 2. 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%)

Discussion

As seen in the above, no clear trends emerge regarding the five strands associated with SBRR practices; however, items can be analyzed with a professional development frame of reference. Changes between cohorts can be examined for an increase or decrease in an item's presence and for an increase or decrease in its quality. This yields four possible outcomes:

1. Increased percent of good/excellent quality **and** increased frequency of use,
2. Increased percent of good/excellent quality **but** decreased frequency of use,
3. Decreased percent of good/excellent quality **but** increased frequency of use,
4. Decreased percent of good/excellent quality **and** decreased frequency of use.

With regard to frequency of observed practices, it can be argued that every practice is not appropriate in every classroom every day. However, the indicators of instructional quality were derived by consensus from the collaboration of program developers, administrators, and trainers, and should represent an accepted standard. Differentiating outcomes by **both** frequency and quality may provide focus to on-site coaching and collaboration efforts and useful information for future project-wide professional development. What follows is a consideration of the first- to third-grade practices in this manner. (See Appendix B for complete results.)

Items with increased percent of good/excellent quality and increased frequency of use

- Increased teacher modeling was noted regarding practices associated with phonics applications and fluency instruction. More teachers provided guided practice in word recognition. These were delivered with better quality of instruction.
- Increased use of and higher quality of explicit instruction were observed in areas of phonemic analysis and building of phonetically regular words.
- Teachers more frequently designed/provided better quality activities centered on “word work,” that is, opportunities to practice and use high frequency words and regularly spelled words.
- In 2006, Delaware’s Reading First teachers were more often seen providing students choices in writing topics. Higher quality was also noted regarding number of choices.
- More teachers provided time for independent reading of books and for students to share their own writing projects. These teachers were seen to provide higher instructional quality for their students.

Items showing increased percent of good/excellent quality and decreased frequency of use

- Teacher modeling and explicit instruction of sounds and letters decreased from 2004 to 2006. The quality of this instructional practice, though, increased.
- Other areas which decreased in use but increased in quality include the use of informal reading assessments; the choice of spelling words related to reading instruction, and the rereading of previously read stories by either students or teacher.

One pattern was noted here that did relate to SBRR content. Three items were observed less frequently in 2006 (two of them large decreases) with only very slight increases in quality (between approximately 1%- 3%) These practices are all related to reading motivation and comprehension instruction.

- Nineteen percent fewer classrooms provided “easy access to a wide variety of well-written and engaging reading materials.”
- Ten percent fewer teachers followed up after reading “to ensure understanding.”
- Slightly fewer (2%) teachers than in 2004 were observed to “activate students’ background knowledge” before reading.

Items that showed decreased percent good/excellent quality but increased frequency of use

- More teachers modeled word segmentation but fewer of those showed good or excellent instructional quality.
- More of the sampled teachers provided opportunities to practice spelling words correctly; however, a larger percent of those were rated “Needs improvement.”
- An increased number of the teachers allowed “students to choose reading materials”; more, however, were rated “Needs improvement.”
- Although many of the teachers sampled worked with small groups of students at their instructional level, nearly one third were in the “Needs improvement” category.

Items found to have decreased percent of good/excellent quality and decreased frequency

- Fewer classrooms were observed where opportunities for daily assisted reading and rereading of text. Of those where this was found, fewer of the classrooms were judged to be of “good/excellent” instructional quality.

Limitations

Due to the descriptive nature of this study, cause and effect relationships cannot be identified. Some of the decreases in frequency of practices may actually be appropriate to the situation. For example, phonemic awareness instruction may decrease in importance given the time of year and the instructional needs of the particular students. With larger numbers of more novice users, an increase of practice with an accompanying decrease in quality may naturally occur. These are areas which require further study by personnel on site.

Additionally, some thought needs to be given to any one item's reliability and the method used to determine that reliability. The use of a video taped lesson may lead to some of the difficulty in determining presence or absence of classroom practices that occur outside the camera's field of vision. This should be more closely considered in planning for future observation training.

Sampling factors may also account for differences noted between 2004 and 2006. The first cohort was somewhat self-selected. Classrooms were randomly selected, yet many teachers opted not to participate. A full 10% sample was not obtained. In the second cohort, all selected classrooms participated in data collection. When the volunteer nature of the 2004 cohort is combined with the very small number of kindergarten classes, comparisons become more problematic using that grade level's data. Finally, because selection posed a serious threat to comparisons, the differences cited were not tested for statistical significance. Adherence to random selection techniques should be continued in future data collection.

Appendix A. The five components of Scientifically Based Reading Instruction (SBRR)

The following briefly summarizes research related to components of the project's observational instrument.

Phonemic Awareness

Phonemic awareness is the ability to focus on and manipulate phonemes in spoken words (National Reading Panel, 2000). Teaching children phonemic awareness is critical to understanding the alphabetic system and helping them to read and spell in different ways (National Reading Panel, 2000). There has been substantial scientific evidence on both the reading acquisition process and how best to teach phonemic awareness (Adams, 1990; Anderson et al., 1985; Blachman, 1984; Bond & Dykstra, 1967; Ehri, 1992; Ehri & Wilce, 1985; Liberman & Liberman, 1992; Read, 1971; Snow et al., 1998; Stahl & Murray, 1994; Stanovich, 1986).

Phonics Instruction

The National Reading Panel (2000) identifies learning the alphabetic system (letter-sound correspondences and spelling patterns) and learning how to apply it in their reading as an essential component of learning to read (Bond & Dykstra, 1967; Chall, 1967; Chomsky, 1979; Ehri, 1992; Ehri & Wilce, 1985; Mason, 1980; Snow et al., 1998; Read, 1971). There is an abundance of research on the success of this approach, especially with at-risk learners (Adams & Bruck, 1995; Ehri, 1992; Ehri & Robins, 1992; Treiman, Goswami, & Bruck, 1990).

Fluency

After experiencing and showing an understanding of the alphabetic principle and phonics, children must be able to automatically recognize words (Dowhower, 1987; LaBerge & Samuels, 1974; Reutzel, Hollingworth, & Eldredge, 1994). Skilled readers read accurately, at an appropriate speed, and in a highly efficient manner (National Reading Panel, 2000). Children not obtaining fluency will struggle and continue to read at a slow pace with a high level of difficulty. In fact, fluency may help students' reading comprehension (National Reading Panel, 2000). Explicit instructional approaches such as guided repeated oral reading are proven to improve reading fluency and overall reading achievement (National Reading Panel, 2000).

Vocabulary Instruction

Having an understanding of vocabulary is crucial in reading development (National Reading Panel, 2000). Children must simultaneously practice vocabulary and comprehension while learning to read (Beck & McKeown, 1991; Cunningham & Stanovich, 1997; Dole, Duffy, Roehler, & Pearson, 1991; Dickinson, Cote, & Smith, 1993; Pearson & Fielding, 1991; Nagy, Herman, & Anderson, 1987). Teachers can most effectively teach vocabulary by incorporating a variety of instructional methods (National Reading Panel, 2000). Children actively engaged in learning tasks that include direct instruction, repetition, including words useful to students in many contexts, and computer technology have been proven as effective approaches to improve vocabulary (National Reading Panel, 2000).

Comprehension

Reading comprehension is of critical importance for children developing reading skills (National Reading Panel, 2000). It is considered the “essence of reading” (Durkin, 1993) due to its strong relationship to both academic and life long learning. In order for children to develop reading comprehension, they must learn active strategic processes (National Reading Panel, 2000). Teachers can think aloud while reading, modeling what good readers do. Asking students to predict, summarize, draw inferences, and share thoughts about the text is also helpful for improving comprehension.

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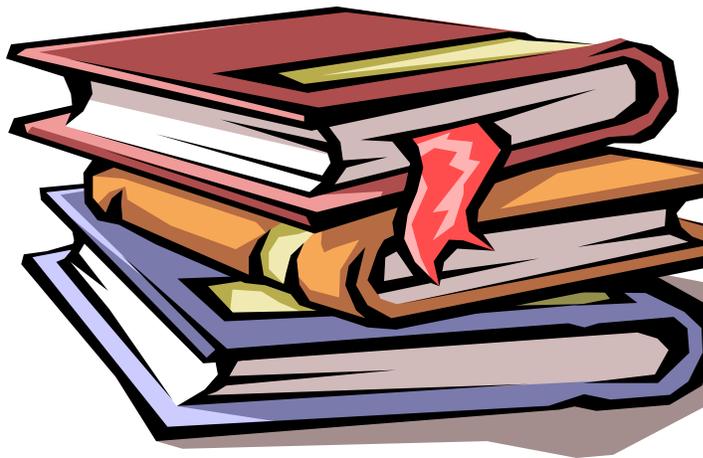
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Key Reading Instructional Activities for REA Grades 1-3

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.

***A Joint Project of
The Utah State Office of Education
and
The Institute for Behavioral Research in Creativity***

INSTRUCTIONS

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

Teacher Behavior Items

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

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

Student Responses

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

Activity Observed or Clear Evidence of the Activity Seen			EXAMPLES	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence		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.			✓
			<i>Student Response (2) – Students eagerly share information with the teacher and/ or classmates.</i> <input type="checkbox"/> None <input checked="" type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> 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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> Explicit instruction and practice that lead to the understanding that spoken words are made up of smaller units of sounds. 		
*47.1% (63.6%)	*52.9% (36.4%)	1. Teacher models how to identify sounds through one or more of the following: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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%)
		<i>Student Response (3) – During designed activities, students can take an individual word and correctly break the word into separate sounds.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All		
*64.7% (54.4%)	*35.3% (45.5%)	4. Teacher demonstrates for students one or more of the following: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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., <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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%)
		<p><i>Student Response (6) – Students use invented spellings (phonetic representations) when they compose written texts.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>		

* 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	<ul style="list-style-type: none"> • 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%)
		<i>Student Response (1) – Students are on-task and engaged in reading during this time.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> 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%)
		<i>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.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All		

* 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	Instructional Quality	
Observed/ Clear Evidence	Not Observed & No Evidence		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> • 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. 		
*88.9% (90.9%)	*11.1% (9.1%)	<p>1. Before Reading: Teacher activates students' background knowledge. Examples of how a teacher activates background knowledge might include:</p> <ul style="list-style-type: none"> • 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. <p><i>Student Response (1) – When the teacher is activating their background knowledge, students respond with a variety of ideas.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	*73.3% (70.0%)	*26.7% (30.0%)
38.9% (54.5%)	61.1% (45.5%)	<p>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.</p>	*60.0% (66.7%)	*40.0% (33.3%)
*88.9% (90.9%)	*11.1% (9.1%)	<p>3. During Reading: Teacher stops periodically to engage students. Examples of how a teacher engages students might include:</p> <ul style="list-style-type: none"> • 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. <p><i>Student Response (3) – During read alouds, students are actively engaged in the reading task.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	*73.3% (80.0%)	*26.7% (20.0%)
*77.8% (63.6%)	*22.2% (36.4%)	<p>4. Teacher reads aloud text that is above students' instructional reading level.</p>	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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> • 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. 		
*72.2% (81.8%)	*27.8% (18.2%)	<p>5. After Reading: Teacher follows up text to ensure understanding. Examples of how a teacher follows up might include:</p> <ul style="list-style-type: none"> • 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. <p><i>Student Response (5) – In follow-up discussions, students respond with ideas that show an understanding of the text.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> • 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. 		
*72.2% (81.8%)	*27.8% (18.2%)	1. Teacher models or shows students how to use one or more comprehension strategies (during a guided or shared reading lesson, a mini-lesson, or reading aloud) such as: <ul style="list-style-type: none"> • 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. 	*45.5% (77.8%)	*54.5% (22.2%)
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%)
		<i>Student Response (4) – Students can tell when and where they use the strategy as they read.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> 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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> • 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. 		
87.5% (90.9%)	12.5% (9.1%)	<p>1. Teacher models or structures activities for students to write letters and begin writing words and sentences by doing some of the following:</p> <ul style="list-style-type: none"> • Writing about a topic on the chalkboard. • Labeling items and illustrations in class. • Writing in journals/folders. • Writing students' names on board/chart. <p><i>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.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	87.5% (70.0%)	12.5% (30.0%)
*52.9% (45.5%)	*47.1% (54.5%)	<p>2. Teacher allows students to select topics for writing.</p> <p><i>Student Response (2) – During writing activities, students are on-task and engaged in their writing.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	100% (60.0%)	0.0% (40.0%)
70.6% (72.7%)	29.4% (27.3%)	<p>3. Teacher provides regular and frequent extended writing opportunities (several times a week).</p>	100% (75.0%)	0.0% (25.0%)
*52.9% (27.3%)	*47.1% (72.7%)	<p>4. Teacher provides opportunities for students to share their writing.</p>	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	<ul style="list-style-type: none"> 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%)
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: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 one or more home/community activities , such as: <ul style="list-style-type: none"> 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. 	*100% (70.0%)
		<i>Student Response (1) – Students take books home to read after school.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All		

* 2006 inter-rater agreement greater than 75%

Thank You!

Key Reading Instructional Activities for REA Kindergarten

Profile of Scientifically-Based Reading Instruction

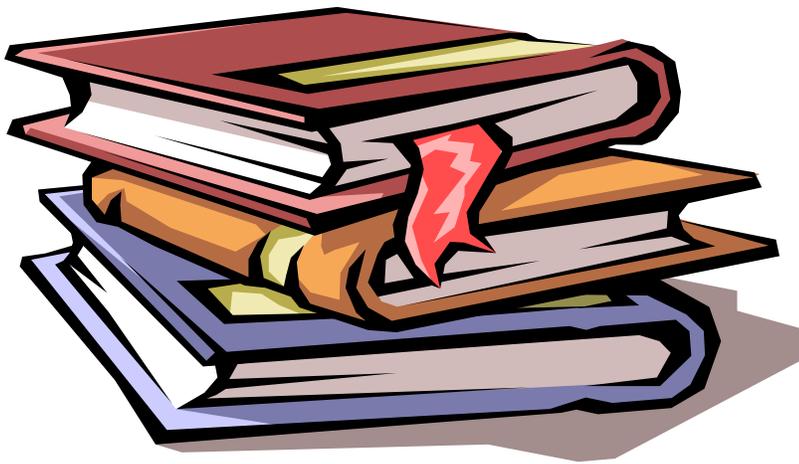
Observer:

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 not observed, leave the Student Response item blank.

Activity Observed or Clear Evidence of the Activity Seen				Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence		Excellent	Good	Needs Improvement
			• EXAMPLES			
	✓		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.			✓
			<i>Student Response (2) – Students eagerly share information with the teacher and/ or classmates.</i> <input type="checkbox"/> None <input checked="" type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> 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		Instructional Quality		
Observed/ Clear Evidence	Not Observed & No Evidence			
<ul style="list-style-type: none"> AREA I: ORAL LANGUAGE ACTIVITIES that foster growth in receptive and expressive language and verbal reasoning. 		<table border="1"> <tr> <td>Excellent/ Good</td> <td>Needs Improvement</td> </tr> </table>	Excellent/ Good	Needs Improvement
Excellent/ Good	Needs Improvement			
80.0% (100%)	20.0% (0.0%)	<p>1. Teacher provides an environment wherein students can talk about what they are doing.</p> <table border="1"> <tr> <td>75.0% (100%)</td> <td>25.0% (0.0%)</td> </tr> </table>	75.0% (100%)	25.0% (0.0%)
75.0% (100%)	25.0% (0.0%)			
80.0% (100%)	20.0% (0.0%)	<p>2. Teacher encourages students to talk about their experiences and discuss their home culture.</p> <table border="1"> <tr> <td>75.0% (100%)</td> <td>25.0% (0.0%)</td> </tr> </table> <p><i>Student Response (2) – When encouraged by the teacher, students eagerly talk about their experiences.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	75.0% (100%)	25.0% (0.0%)
75.0% (100%)	25.0% (0.0%)			
80.0% (100%)	20.0% (0.0%)	<p>3. Teacher listens attentively to students’ discussions and responses.</p> <table border="1"> <tr> <td>100% (100%)</td> <td>0.0% (0.0%)</td> </tr> </table>	100% (100%)	0.0% (0.0%)
100% (100%)	0.0% (0.0%)			
50.0% (0.0%)	50.0% (100%)	<p>4. Teacher encourages English language learners to talk with each other (or an adult) in their home language and English.</p> <table border="1"> <tr> <td>100% (*)</td> <td>0.0% (*)</td> </tr> </table>	100% (*)	0.0% (*)
100% (*)	0.0% (*)			
60.0% (33.3%)	40.0% (66.7%)	<p>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).</p> <table border="1"> <tr> <td>66.7% (100%)</td> <td>33.3% (0.0%)</td> </tr> </table>	66.7% (100%)	33.3% (0.0%)
66.7% (100%)	33.3% (0.0%)			
40.0% (66.7%)	60.0% (33.3%)	<p>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).</p> <table border="1"> <tr> <td>50.0% (50%)</td> <td>50.0% (50%)</td> </tr> </table> <p><i>Student Response (6) – During conversations, students listen attentively (e.g., make eye contact, nod, respond verbally) to each other.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	50.0% (50%)	50.0% (50%)
50.0% (50%)	50.0% (50%)			
20.0% (66.7%)	80.0% (33.3%)	<p>7. Teacher models and/or encourages students to ask questions during class discussions.</p> <table border="1"> <tr> <td>100% (50%)</td> <td>0.0% (50%)</td> </tr> </table>	100% (50%)	0.0% (50%)
100% (50%)	0.0% (50%)			
40.0% (100%)	60.0% (0.0%)	<p>8. Teacher models and/or encourages students to use complete sentences and elaborate as they talk (e.g., “Tell us more”).</p> <table border="1"> <tr> <td>50.0% (100%)</td> <td>50.0% (0.0%)</td> </tr> </table>	50.0% (100%)	50.0% (0.0%)
50.0% (100%)	50.0% (0.0%)			
60.0% (50.0%)	40.0% (50.0%)	<p>9. In classrooms with English language learners, teacher uses multiple nonverbal cues (e.g., hand gestures, body movements, pictures, signs, labels) in class discussions.</p> <table border="1"> <tr> <td>66.7% (100%)</td> <td>33.3% (0.0%)</td> </tr> </table>	66.7% (100%)	33.3% (0.0%)
66.7% (100%)	33.3% (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		Excellent Good	Needs Improvement
		<ul style="list-style-type: none"> • 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. 		
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%)
		<i>Student Response (1-3) – Students can see the print and attend to it.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All		
		<i>Student Response (1-3) – Students enthusiastically join in the reading.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> 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: <ul style="list-style-type: none"> • 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%)
		<i>Student Response (5) – When the teacher is activating their background knowledge, students respond with a variety of ideas.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> 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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> • AREA II: READING ALOUD with children a variety of materials to foster their appreciation and comprehension of text and literary language. 		
60.0% (33.3%)	40.0% (66.7%)	<p>6. During Reading: Teacher stops periodically to engage students. Examples of how a teacher might engage students include:</p> <ul style="list-style-type: none"> • 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. <p><i>Student Response (6) – During read alouds students attentively follow along with the teacher’s reading and focus on the text.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	66.7% (0.0%)	33.3% (100%)
60.0% (33.3%)	40.0% (66.7%)	<p>7. After Reading: Teacher follows up text. Examples of how a teacher might engage students include:</p> <ul style="list-style-type: none"> • 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. <p><i>Student Response (7) – In follow-up discussions, students respond with ideas that show an understanding of the text.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>	33.3% (0.0%)	66.7% (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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> AREA III: Reading and BOOK EXPLORATION with children for developing print concepts and basic reading knowledge and process. 		
60.0% (66.7%)	40.0% (33.3%)	1. Teacher explains concepts of print , such as: <ul style="list-style-type: none"> front of book, back of book, top to bottom, left to right. title, author, illustrator. 	100% (100%)	0.0% (0.0%)
		<i>Student Response (1) – Students hold books the right way and read from front to back, top to bottom, left to right.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All		
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 .	50.0% (33.3%)	50.0% (66.7%)
		<i>Student Response (4) – When selecting their own reading material, students independently choose books and focus their attention on the books.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All		
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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> AREA IV: WRITING ACTIVITIES for developing children’s personal appreciation of communicative dimensions of print and for exercising print and spelling abilities. 		
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%)
		<i>Student Response (1) – During writing activities, students name letters and identify their corresponding sounds.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> 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%)
		<i>Student Response (2) – Students draw pictures and make written representations of their experiences (e.g., drawings, scribbles, letter-like shapes, letters, words).</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> 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%)
		<ul style="list-style-type: none"> 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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> • AREA VI: PRINT-RELATED ACTIVITIES for establishing students' ability to recognize and print the letters of the alphabet. 		
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%)
		<p><i>Student Response (3) – Students practice forming letters.</i></p> <p><input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All</p>		
		<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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		Excellent/ Good	Needs Improvement
		AREA VIII: WORD-DIRECTED ACTIVITIES for helping students to acquire a basic SIGHT VOCABULARY and to understand and appreciate the ALPHABETIC PRINCIPLE.		
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: <ul style="list-style-type: none"> • Word sorts • Alphabet letters (e.g., tiles, magnetic letters) • Elkonin boxes 	100% (100%)	0.0% (0.0%)
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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> 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. 		
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: <ul style="list-style-type: none"> 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%)
		<ul style="list-style-type: none"> 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		Excellent Good	Needs Improvement
		<ul style="list-style-type: none"> AREA IV: WRITING ACTIVITIES for developing children’s personal appreciation of communicative dimensions of print and for exercising print and spelling abilities. 		
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: <ul style="list-style-type: none"> 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%)
		<i>Student Response (3) — Students listen attentively and ask questions as other students read their own writing.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All		
<ul style="list-style-type: none"> 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		Excellent/ Good	Needs Improvement
		<ul style="list-style-type: none"> AREA VI: PRINT-RELATED ACTIVITIES for establishing students' ability to recognize and print the letters of the alphabet. 		
0.0% (33.3%)	100% (66.7%)	1. Teacher dictates letters for students to write.	*	*
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.	*	*
		<ul style="list-style-type: none"> 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%)
		<ul style="list-style-type: none"> AREA VIII: WORD-DIRECTED ACTIVITIES for helping students to acquire a basic SIGHT VOCABULARY and to understand and appreciate the ALPHABETIC PRINCIPLE. 		
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%)

Thank You