

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

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## EXECUTIVE SUMMARY

### IMPROVED LITERACY AND READING SKILLS FOR CHILDREN WITH DISABILITIES

#### TEACHER AND CLASSROOM-LEVEL EFFECTS

##### PRE-K

- ✍ Almost all of the SIG pre-k teachers (94%) reported reading aloud to children in their classes at least three times per week.
- ✍ Over three-fourths (82%) said they draw children's attention to the sounds they hear in words at least three times a week.
- ✍ More than one-half (53%) introduce children to different kinds of text such as newspaper, maps, box labels, etc., at least three times per week. Last year about one-third (36%) reported they did.
- ✍ Almost all (85%) show children that we read print moving from left to right and top to bottom. Last year about two-thirds (68%) said they did.

##### GRADES K-3

- ☐ Most SIG K-3 teachers (83%) said that all or most of their students independently read or look at books written in their native language.
- ☐ Over one-half (57%) reported they were provided with a common grade planning time at least three times a week.
- ☐ Few (8%) stated they had not received diagnostic materials in a timely manner.
- ☐ Almost one-half (47%) reported they had received adequate professional development in using Scientifically Based Reading Research to teach reading to children with disabilities. Last year this was reported by one-quarter (25%).
- ☐ Almost all (94%) said they draw children's attention to the sounds they hear in words at least three times a week.
- ☐ Almost all (90%) reported they say the sounds that letters and letter combinations make at least three times a week.
- ☐ Almost three-quarters (73%) said their principal always or frequently ensures few to no interruptions during literacy blocks.

##### GRADES 4-12

- ☐ Most of the SIG 4-12 teachers (83%) felt very confident in their understanding of why reading is a national and state priority, but much fewer felt very confident in their

understanding of how children learn to read (17%) or the components of reading instruction that must be taught (20%).

- ❑ Many teachers indicated they were very confident the vocabulary module improved their ability to understand that vocabulary knowledge is essential for reading comprehension (75%) and to recognize that specific words should be selected for direct instruction (52%).
- ❑ More than two-thirds indicated they could benefit from more professional development in one or more of the modules.

## **PARENT AND FAMILY-LEVEL EFFECTS**

### **GRADES 4–12**

- 🏠 Most parents (83%) said they strongly agree that their children do better in school when their parents also teach them things at home; however, about one-quarter of the parents (26%) reported that schools, not parents, are responsible for teaching children how to become better readers.
- 🏠 More than one-third of the parents (34%) said they would like to help their child become a better reader, but they don't know how to help.
- 🏠 Almost three-quarters of the parents (72%) said their child's teacher had *never* asked them to read with their child.

## **ACCESS TO THE GENERAL EDUCATION ENVIRONMENT AND THE GENERAL EDUCATION CURRICULUM**

### **TEACHER AND CLASSROOM-LEVEL EFFECTS**

- ❑ Less than one-half of the classrooms (40%) across the schools participating in the inclusive schools initiative were structured such that students with disabilities and students without disabilities were in the same classroom.
- ❑ Few of the classrooms (4%) included students with disabilities in proportions that naturally occur in other public settings (9–15% of the population).
- ❑ Two-thirds of the students in the sample (66%) of the 38 classrooms observed were receiving as much instruction focused on Delaware English Language Arts grade-level performance indicators as their classroom peers; however, the amount of class time devoted to grade-level indicators varied from 19% to 100%.

- ❑ Some students received an accommodation (26%), augmentation (18%), or adaptation (5%) for a portion of the class time observed. While there was variability in the type and amount of support provided, extended time (8%) and strategies for organization (8%) were the supports most commonly observed.

**IMPROVED LITERACY AND ACCESS TO THE GENERAL EDUCATION  
ENVIRONMENT AND CURRICULUM**

**SYSTEM-LEVEL EFFECTS**

- ☑ Few of the SIG teachers (13%) report their school adopted the Maryland model of the Instructional Support Team (IST).
- ☑ Of the SIG teachers in the schools who adopted the Maryland model of the IST,
  - ◆ more than one-third (36%) reported being an IST member,
  - ◆ more than one-quarter (26%) requested assistance from the IST at least once during the school year,
  - ◆ more than three-quarters (79%) reported at least one IST meeting was held each month,
  - ◆ one-third (33%) who requested and received assistance from the IST were satisfied with the IST's problem-solving process, and
  - ◆ more than one-quarter (27%) who requested and received assistance from the IST were satisfied with the results achieved.

## **INTRODUCTION**

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

### **GOAL 1**

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

### **GOAL 2**

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

## **DESIGN AND ORGANIZATION OF THE YEAR II EVALUATION REPORT**

### **Evaluation Questions and Data Sources**

To determine how well Delaware's State Improvement Grant (SIG) is addressing these two major goals, the Year II (2004–2005) evaluation activities conducted by the evaluation team of the University of Delaware Education Research & Development Center continued to focus on determining the program's impact at four levels: effects on students, effects on teachers and classrooms, effects on parents, and effects on the system. This report describes these effects and is based on multiple sources and types of data collected and analyzed during the past year. Tables 1 and 2 illustrate the specific effects measured, organized by the two major program goals and specific objectives, as outlined in the federal proposal. It also illustrates the data sources used to evaluate each of these effects. The findings section of this report is organized by levels of effect and primary project objectives. Since some of the activities were implemented for a second time in the spring of 2005, these data will be compared to findings from the baseline data collected in the spring of 2004.

### **Data Collection Methods**

During the 2004–2005 academic year, data were again collected using several methods as indicated above. A description of the instruments used for data collection can be found in Appendix A of this report.

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

<b>Student-Level Effects<sup>1</sup></b>		
<b>FOCUS</b>	<b>OBJECTIVE</b>	<b>MEASURES</b>
K–3 Students	The reading skills of 80% of the K–3 students with disabilities will be enhanced within the lowest performing schools	DSTP disaggregation— grade 3 DSTP2 disaggregation— grade 2
4–12 Students	The reading skills of 70% of the students with disabilities in grades 4–12 will be enhanced within the lowest performing schools.	DSTP disaggregation— grades 5, 8, and 10 DSTP2 disaggregation— grades 4, 6, 7 and 9
<b>Teacher/Classroom-Level Effects</b>		
<b>FOCUS</b>	<b>OBJECTIVES</b>	<b>MEASURES</b>
Preschool teachers	Teachers will implement scientifically based developmentally appropriate activities to teach pre-literacy/literacy skills that will improve special education (and at-risk) students’ access to the general education curriculum.	SIG teacher survey
K–3 Teachers	Teachers will implement scientifically based literacy/reading activities with an emphasis on struggling special education readers that will improve their access to the general education curriculum.	SIG teacher survey
4–12 Teachers	Teachers will implement scientifically based literacy/reading activities with an emphasis on struggling special education readers that will improve their access to the general education curriculum.	SIG teacher survey
Preschool, K–3, and 4–12 Teachers	The training team will provide ongoing support, training, and coaching.	SIG teacher survey
<b>Parent-Family-Level Effects</b>		
<b>FOCUS</b>	<b>OBJECTIVE</b>	<b>MEASURES</b>
Parents of 4–12 Students	The SIG will provide information and training to parents of students with disabilities 4–12 in the lowest performing middle and high school	SIG parent survey

<sup>1</sup> Student-level effects were included in the report entitled “Evaluation Results of the Delaware State Improvement Grant: Analysis of Student Assessment Results Spring 2003 and Spring 2004”, released in January 2005.

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

<b>Teacher/Classroom-Level Effects</b>		
<b>FOCUS</b>	<b>OBJECTIVES</b>	<b>MEASURES</b>
4–12 Classrooms	More students with mild to moderate disabilities are successfully included within the general education classroom in natural proportions.	Teacher Inclusion Survey
4–12 Teachers	More students with mild and moderate disabilities will have access to the general education curriculum.	Classroom Observations

## FINDINGS

### IMPROVED LITERACY

#### TEACHER/CLASSROOM-LEVEL EFFECTS

##### Pre-K Strand

One of the objectives of the SIG grant is that pre-k teachers will implement scientifically based activities to teach pre-literacy/literacy skills that will improve special education (and at-risk) students' access to the general education curriculum. One data source primarily speaks to this objective, the SIG pre-k teachers' survey.

Four pre-k teacher literacy training modules were implemented during the 2004–1005 school year; survey data was collected from the module participants. To identify any changes over time, this year's survey data was compared, when appropriate, to findings from the previous year. While most of the findings from this year's survey are consistent with the results from last year, there were a few responses indicating differences in perceptions and/or behaviors. These differences along with highlights from the results of this year's survey are discussed in this section. For a complete listing of the pre-k teacher survey results, see Appendices B and C.

##### Pre-K Teachers' Survey Analysis

- Phonemic Awareness
  - Almost all of the SIG pre-k teachers (94%) reported reading aloud to children in their class at least three times per week.
  - Over three-fourths (82%) indicated they draw children's attention to the sounds they hear in words at least three times a week.
  - The SIG pre-k teachers reported that at least three times per week they:
    - have children participate in language games, rhymes, or riddles (79%);
    - sing, rhyme, or class out the syllables of songs or chants (79%);
    - read stories that have predictable sound patterns (29%); and,
    - show children we read print moving from left to right and top to bottom (85%).
  - Most (84%) believe it is somewhat or very important for the children to compare words and word parts in *heard* words.
  - Most (83%) believe it is somewhat or very important for children to sound out words.
  - Some may still have misconceptions about what is developmentally appropriate for preschool-age children. For example, this year over three-quarters (83%) believe it is somewhat or very important for preschool-age children to compare

words and word parts in *printed* words. Last year, this was indicated by two-thirds of SIG teachers (66%).

- Vocabulary
  - Almost three-quarters of the SIG pre-k teachers (73%) reported they introduce new vocabulary and ideas before special events at least three times per week.
  - More than three quarters (79%) stated they include new words in their conversations with the children at least three times per week.
- Comprehension
  - Many of the SIG pre-k teachers said it is somewhat or very important for the children in their classes:
    - to act out the events in a story they have heard (86%);
    - draw pictures to tell a story (91%); and
    - draw pictures and then tell a story to go with the pictures (89%).
  - Almost two-thirds (64%) reported they encourage children to retell or reenact stories in their own words at least three times per week.
- Native Language
  - Most of the SIG pre-k teachers (82%) stated it is somewhat or very important for children in their classes to independently read or look at books written in their native languages.
  - Less than half (42%) said that at least three to four times per week they help children in selecting favorite books for story time written in their native language.
  - Over half (56%) label classroom items in the children's native language.
- Literacy Rich Environment
  - More than half of the SIG pre-k teachers (53%) stated that at least three times per week they introduce children to different kinds of text such as newspaper, maps, box labels, etc. Last year, this was reported by about one-third of the SIG pre-k teachers (36%).
  - Almost two-thirds (60%) reported putting children's spoken words into print for them at least three times per week.

### **K-3 Strand**

One of the objectives of the SIG grant is that K-3 teachers will implement scientifically based literacy/reading activities with an emphasis on struggling special education readers in an effort to improve their access to the general education curriculum. One data source speaks to this objective, the SIG K-3 teachers' survey.

To identify any changes over time, K–3 teachers’ survey results from this year were compared, when appropriate, to the previous year’s results. While most of the findings from this year’s survey are consistent with the results from last year, there were a few responses indicating differences in perceptions and/or behaviors. These differences, along with highlights from the results from this year’s survey, are discussed in this section. For a complete listing of the K–3 teacher survey results, see Appendices D and E.

### Scientifically Based Literacy Activities

- Phonics and Phonemic Awareness
  - Almost all SIG K–3 teachers (92%) reported that at least three times per week they read to the children in their classes.
  - Almost all (94%) said that at least three times per week they draw children’s attention to the sounds they hear in words.
  - Almost all (90%) stated that at least three times per week they say the sounds that letters and letter combinations make.
  - Almost half (43%) indicated *all* of their students regularly say the sounds that letters and letter combinations make. Over one third (39%) reported that *most* of their students did this regularly.
- Vocabulary
  - Over three-quarters of SIG teachers (78%) said that at least three times per week they explicitly teach new vocabulary and concepts before reading.
- Comprehension
  - More than three-quarters (77%) stated that at least three times per week they identify the elements of a story.
  - Many (69%) said all or most of their students relate their own experiences to those in books.
- Fluency
  - Most SIG K–3 teachers (83%) said all or most of their students independently read or look at books written in their native languages.
  - About half (54%) indicated all or most of their students reread favorite stories aloud to an adult or peer.

## Role of the Principal

Based on the critical role that principals play in the success or failure of any school program, again this year, the K–3 teacher’s survey contained several questions concerning this issue (see Table 3). However, because the response scale was expanded from three to five points, direct comparisons will not be reported.

- Almost three-quarters (73%) said their principal always or frequently ensures few to no interruptions during literacy blocks.
- Almost all (91%) reported that their principal accepts the noise that comes with an active lesson.
- More than three-quarters (76%) said their principals explicitly state their expectations about formal classroom observations during reading instruction.
- Of those schools that adopted the Maryland model of the IST, many of the K–3 teachers (63%) declared their principals always or frequently support the IST problem-solving process.
- Some of the SIG teachers (22%) stated their principals seldom or never encourage them to observe exemplary reading teachers.

Table 3. SIG Teachers’ Views of their Principals’ Role

<b>Please indicate how often your principal:</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>	<b>Don't Know</b>
1. encourages you to select reading content and instructional strategies that address individual students’ learning.	42%	35%	14%	6%	3%	1%
2. accepts the noise that comes with an active lesson.	64%	27%	5%	1%	<1%	2%
3 encourages the implementation of SBRR instructional practices.	64%	24%	5%	<1%	1%	6%
4. encourages you to observe exemplary reading teachers.	27%	24%	24%	14%	8%	3%
5. ensures few to no interruptions during literacy blocks.	38%	35%	17%	6%	2%	3%
6. explicitly states his/her expectations about formal classroom observations during reading instruction.	48%	28%	14%	3%	4%	4%
7. supports the IST problem-solving process.	42%	21%	7%	2%	<1%	28%

## Ongoing Support, Training, and Coaching

Professional Development. A series of questions was asked of the SIG K–3 teachers regarding their participation in professional development at the end of the 2003–2004 school year and again at the end of the 2004–2005 school year. Table 4 illustrates teachers’ views of the effectiveness and alignment with the SBRR framework of various types of professional development in which they participated.

In addition to school and district workshops, the types of professional development in which SIG teachers participated most frequently during the 2004–2005 year were the reading of professional literature and grade-level meetings. Many (over 80%) rated these as “very” or “moderately” effective. While about one-half of the SIG teachers (48%) observed demonstrations of teaching reading in their schools or other schools, most (81%) rated it as “very” or “moderately” effective. In addition, of those who participated in mentoring in the area of reading instruction, either serving as the mentor or the mentee, most (83%) rated it as “very” or “moderately” effective.

An additional series of questions was asked of the SIG teachers regarding their participation in professional development during the 2004–2005 year. This section highlights teachers’ perceptions about the impact of the professional development on their instruction practices in reading, especially as it relates to struggling readers or students with disabilities.

**Table 4.** SIG K–3 Teachers’ (n=265) Perceptions of the Effectiveness of Various Types of Professional Development and Their Alignment with SBRR

As part of your professional development this year, have you			Effectiveness of the professional development					Alignment of the professional development within the SBRR framework			
	Yes	No	Very Effective	Moderately Effective	Slightly Effective	Not at All Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at All Aligned	Don't Know
attended university courses in reading (for example, distance-learning formats or on-campus classes)?	16%	84%	52%	22%	6%	7%	13%	44%	22%	2%	31%
read professional literature related to the teaching of reading (for example, reading study groups)?	85%	15%	35%	47%	16%	1%	1%	54%	37%	1%	8%
attended grade-level meetings related to reading instructional issues	93%	8%	45%	37%	17%	2%	1%	4%	28%	1%	8%
observed demonstrations of teaching reading (either in my school or in another school)?	48%	52%	49%	32%	10%	6%	3%	66%	18%	3%	14%
participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee)?	31%	69%	47%	36%	7%	5%	5%	60%	23%	0%	17%
attended school or district-sponsored Reading First workshops or in-services?	94%	6%	45%	42%	11%	3%	1%	77%	16%	1%	7%

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

- Teaching Reading
  - Over one-half of the SIG teachers (58%) stated that to a moderate or great extent they had received adequate professional development to teaching reading.
- Students with Special Needs
  - Slightly less than one-half (47%) said that to a moderate or great extent they had received adequate professional development in using Scientifically Based Reading Research (SBRR) to teach reading to children with disabilities.
  - Few (14%) felt that to a moderate or great extent the professional development in SBRR was adequate in regards to teaching children whose native languages are not English.
  - SIG teachers reported having, on average, 3.52 students with IEPs in their classes. The number of students with IEPs in these classes ranged from 0 to 22, with 0 reported as the most common response (39%).

School Climate. On the survey distributed to all K–3 SIG teachers at the end of the academic year, the following questions were asked about the school climate within their school:

Table 5. SIG K–3 Teachers’ Views of the Climate within their School

<b>Please indicate the extent to which you agree with each statement.</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don’t Know</b>
I feel accepted and respected as a colleague by most staff members.	60%	37%	3%	<1%	<1%
Teachers in this school are continually learning and seeking new ideas.	59%	39%	1%	1%	<1%
I believe the overall impact of SBRR practices on this school has been positive.	42%	47%	4%	2%	5%

The majority of SIG K–3 teachers who responded to the survey see their school as collegial and as places where continuous learning is valued. They also believe that SBRR practices had a positive impact on the climate within their schools. For example, this year almost one-half of the SIG K–3 teachers (42%) reported that they strongly agree the overall impact of SBRR practices on this school has been positive. However, last year this was indicated by about one-third of the respondents (30%). Additionally, while this year very few K–3 teachers (6%) disagreed with the statement indicating the impact has been positive, last year a larger percent (16%) disagreed with this statement.

### **Grades 4-12 Strand**

One of the objectives of the SIG grant is that teachers will implement scientifically based literacy/reading practices with an emphasis on struggling special education readers who are

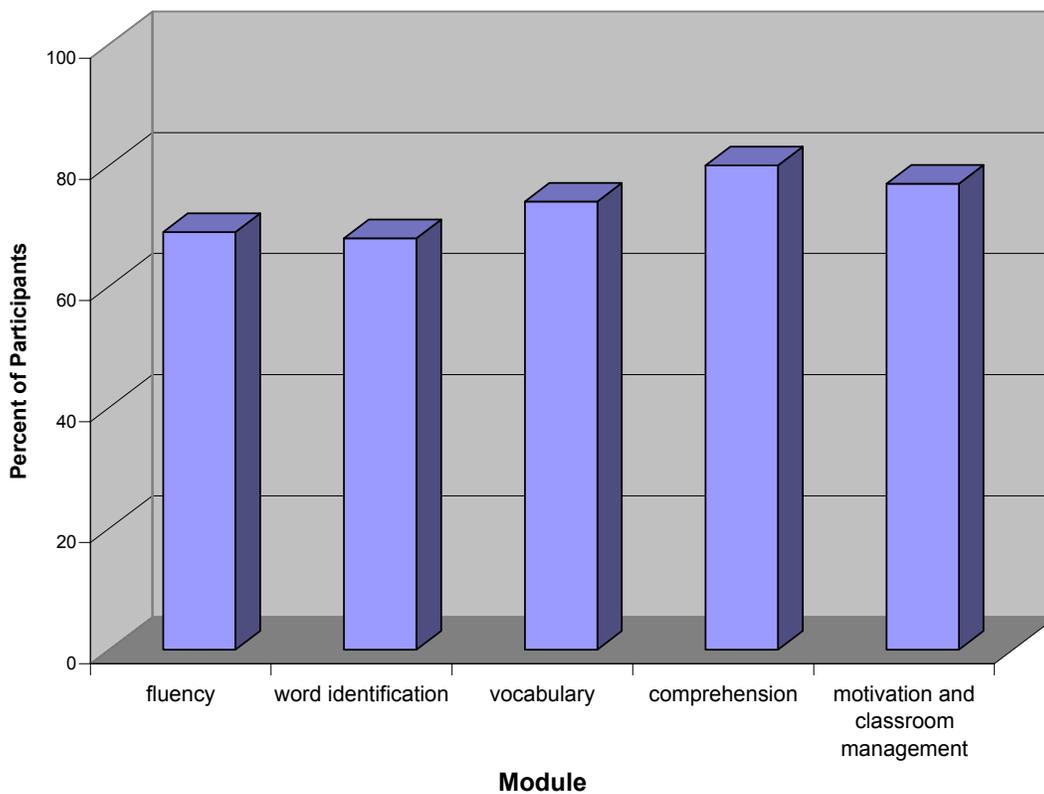
ethnically diverse and will improve special education students' access to the general curriculum. One data source speaks to this objective, the SIG 4-12 teachers' survey.

Success for Secondary Struggling Readers (SSSR) is a series of educator professional development modules implemented over the 2004-2005 school year. Educators throughout Delaware participated in one or more of the five modules: Fluency, Word Identification, Vocabulary, Comprehension, and Motivation/Classroom Management. Participants included educators from thirty-five schools within ten school districts across the state of Delaware. While many of the participants (70%) indicated they are teachers responsible for Language Arts instruction, teachers from other content areas (e.g., math, science, social studies, the arts) also participated in these modules. In addition, approximately one-half of the participants reported teaching in special education while the other half indicated teaching in general education.

Prior to taking part in these modules, a survey was administered to the participants to record the degree to which they understood five aspects of literacy. Most of the participants (83%) felt very confident in their understanding of why reading is a national and state priority. Fewer felt very confident in their understanding of how children learn to read (17%) or the components of reading instruction that must be taught (20%). At the conclusion of each module, participants were asked to complete a brief survey to indicate the degree to which they believe the module presentation and activities improved their ability to understand or utilize the various literacy components. Less than four percent of participants indicated they, prior to attending the module, were skilled in any aspects of these modules. In addition, more than two-thirds indicated they could benefit from more professional development in one or more of the modules (see Figure 1).

Highlights from these participant surveys are presented in this section, organized by module theme. For a complete listing of the 4-12 teacher survey results, see Appendix F.

- Fluency
  - Almost two-thirds of the participants (62%) indicated they were very confident the module improved their ability to explain why fluency is necessary for comprehension.
  - Over one-half (57%) reported they were very confident the module improved their ability to define fluency.
  - Less than one-half reported they were very confident the module improved their ability to identify several causes of dysfluency (41%) or explain the consequences of dysfluency (48%).



**Figure 1.** Percent of participants by module indicating need for additional professional development.

- **Word Identification**
  - While almost one-half of the participants (47%) reported they were very confident the module improved their ability to understand how to help students use word families to decode new words, fewer (33%) felt confident the module improved their ability to identify the characteristics of struggling readers with respect to word recognition.
  - Almost one-third (32%) stated they were very confident this module improved their ability to understand how to help students use word origins to spell new words.
- **Vocabulary**
  - Many participants indicated they were very confident this module improved their ability to understand that vocabulary knowledge is essential for reading comprehension (75%) and to recognize that specific words should be selected for direct instruction (52%).
  - More than two-thirds (68%) said they were very confident this module improved their ability to recognize that activities that build vocabulary can be useful before, during, and after reading.

- Comprehension
  - About one-third of the participants indicated they were very confident this module improved their ability:
    - to understand how to use the Survey, Question, Read, Recite, Review strategy (SQ3R) to teach reading comprehension (32%);
    - to utilize the comprehension strategies of proficient readers when they help struggling readers to read (35%); and,
    - to understand how using results from the DSTP can inform classroom instruction (36%).
  
- Motivation and Classroom Management
  - Some of the participants (41%) indicated they were very confident this module improved their ability to balance teacher talk, whole group activities, small group work, and independent work.
  - Over one-third (39%) indicated they were very confident this module improved their ability to understand how to increase students' motivation to read.
  - About one-fourth (26%) indicated they were very confident this module improved their ability to effectively manage fluid groupings of students; however, less than one fifth (19%) reported the module improved their ability to understand how Universal Design for Learning (UDL) can support learning for all students.

At the conclusion of the Institute, an End-of-Institute survey was mailed to each participant to capture their overall reactions to the modules. In May, 188 surveys were mailed of which sixty-two (62) were completed and returned to the R&D Center for analysis. Over one-half of the participants (57%) reported they were very confident the modules improved their ability to understand why reading is a national and state priority. In addition, almost one-half (49%) indicated they were very confident the modules improved their ability to understand why learning to read is difficult. More than one-third (36%) said they were very confident the modules improved their ability to understand the components of reading instruction that must be taught.

Furthermore, participants were asked to identify areas where they would like more information and/or more help with teaching struggling readers. While there was a great amount of diversity in responses, about one-fourth of the respondents (26%) indicated a need for additional professional development in the domain of student motivation. For example, one participant explained this by stating that “motivating students who have failed consistently in the past and don’t want to lose face by trying (middle school)” is an area of need. In addition, some respondents (13%) indicated a need for more assistance in achieving a better match between the instructional level of the materials and the reading level of the student. One teacher explained this by stating he/she would like assistance in “adapting literature books at the 7<sup>th</sup> & 8<sup>th</sup> grade level for readers at the 2<sup>nd</sup> grade-level of instruction.” Some teachers (11%) indicated they would like some assistance with the logistics of classroom instruction. For example, one would like assistance with “time management” and another teacher indicated he/she would like “an example of a lesson plan to

adapt to content areas across the board.” Many of the teachers indicated a unique, but specific need such as more assistance with “flexible grouping”, “support networks for teachers who incorporated SSSR into their instruction”, or “quick and easy strategies/tips that parents (non-educators) can use at home to increase skills for each module”. For a complete listing of verbatim responses, see Appendix F.

## **PARENT/FAMILY-LEVEL EFFECTS**

One of the primary goals of the SIG program is to have impact on the literacy skills of children in the SIG schools through their parents and families. Therefore, a parent survey was developed to determine how the SIG program is affecting literacy activities in the home.

### **Grades 4-12 Strand**

One of the objectives of the SIG grant is to provide information and training for parents in strategies for promoting their grade 4-12 students’ literacy skills. One data source speaks to this objective: the SIG parents’ survey (4-12 version). A total of 2,165 surveys were mailed to the parents of students whose teachers had attended at least one training module during during the 2004-05 school year. Less than one percent of the surveys were returned by the post office as undeliverable. Of those mailed, 263 were completed and returned to the R&D Center. For a complete listing of the parent survey results, see Appendix G.

#### **Parents’ Awareness of Literacy Concepts**

- Phonics
  - More than three-quarters of the parents (78%) strongly or moderately agree that phonics provides a firm foundation for reading most words.
  - Almost three-quarters (73%) strongly or moderately agree that before children learn to read books, they must understand that words are made up of sounds.
  - Almost all (92%) strongly or moderately agree that it is important for children to learn to sound out words.
- Fluency, Vocabulary, Comprehension
  - Almost all of the parents (89%) indicated that at least sometimes they help their child select books based on his/her interests. In addition, more than one-half (53%) stated that they always or often encourage their child to read non-fiction or true-life books.
  - Almost all of the parents (89%) reported that they strongly agree that reading helps build a child’s vocabulary.

- Almost one-third (32%) reported that at least sometimes they avoid using words that they know their child will not understand. Furthermore, over one-quarter of the parents (30%) said they strongly or moderately agree the best way for children to learn new words is to look them up in a dictionary.

### Parents' Perceptions Related to Literacy

- Parental Role
  - Almost three-quarters of the parents (71%) reported reading books often or always.
  - Almost all of the parents (93%) indicated they often or always make themselves available to help their child with his/her homework.
  - Most (83%) said they strongly agree children do better in school when their parents also teach them things at home; however, slightly more than one-quarter of the parents (26%) reported that schools, not parents, are responsible for teaching children how to become better readers.
- Self-Efficacy
  - More than one-third of the parents (34%) said they would like to help their child become a better reader, but they don't know how to help.
- Invitations by the Classroom Teacher
  - More than two-thirds of the parents (68%) indicated that at least once this school year, their child's teacher had offered to have a conference about their child.
  - Almost three-quarters of the parents (72%) said their child's teacher had never asked them to read with their child.
  - More than two-thirds of the parents (68%) reported their child's teacher had never asked them to practice spelling or other reading skills at home with their child.

### Parent/Home Activities that Support Literacy

- More than three-quarters of the parents (80%) indicated their child has a library card.
- Most parents (84%) reported they contacted their child's teacher when they had a question about his/her school work.
- According to parents, the most common forms of reading materials that are available for their child to use at home include books (96%) and magazines (94%). The least common type reported to be available is comic books (33%).

# INCLUSION

## TEACHER/CLASSROOM-LEVEL EFFECTS

### Access to the General Education Environment

One of the objectives of the SIG grant is that more students with mild to moderate disabilities are successfully included within the general education classroom in natural proportions. One data source speaks to this objective, the SIG inclusion survey.

Five questions were asked of the teachers in the eight schools<sup>2</sup> selected to participate in the Inclusive Schools Initiative component of the SIG regarding the placement of students with special needs. A total of 161 completed surveys were returned. Figures 2-4 illustrate three demographic variables of the classrooms in these schools—class size, grade level, and amount of heterogeneity in reading performance.

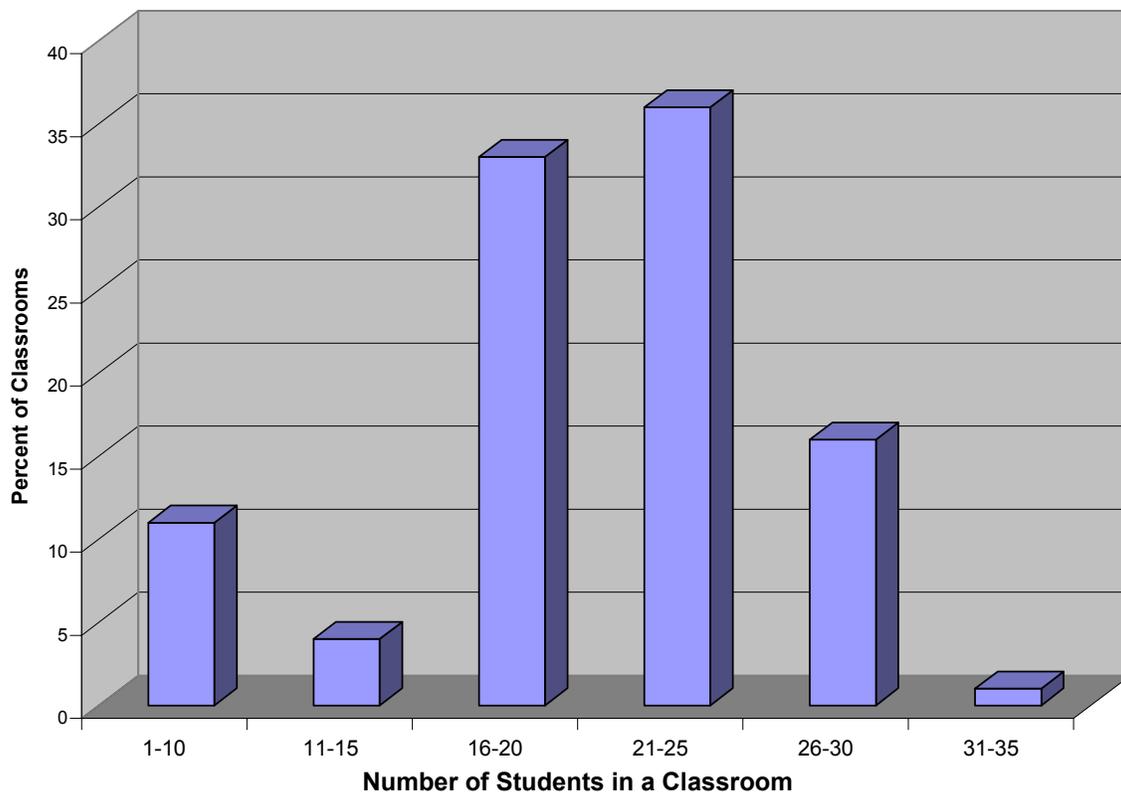


Figure 2. Number of students per classroom in the inclusion schools, 2004-05

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<sup>2</sup> After careful examination of the data, data from one school contained large amounts of inconsistent data and thus was removed from these analyses.

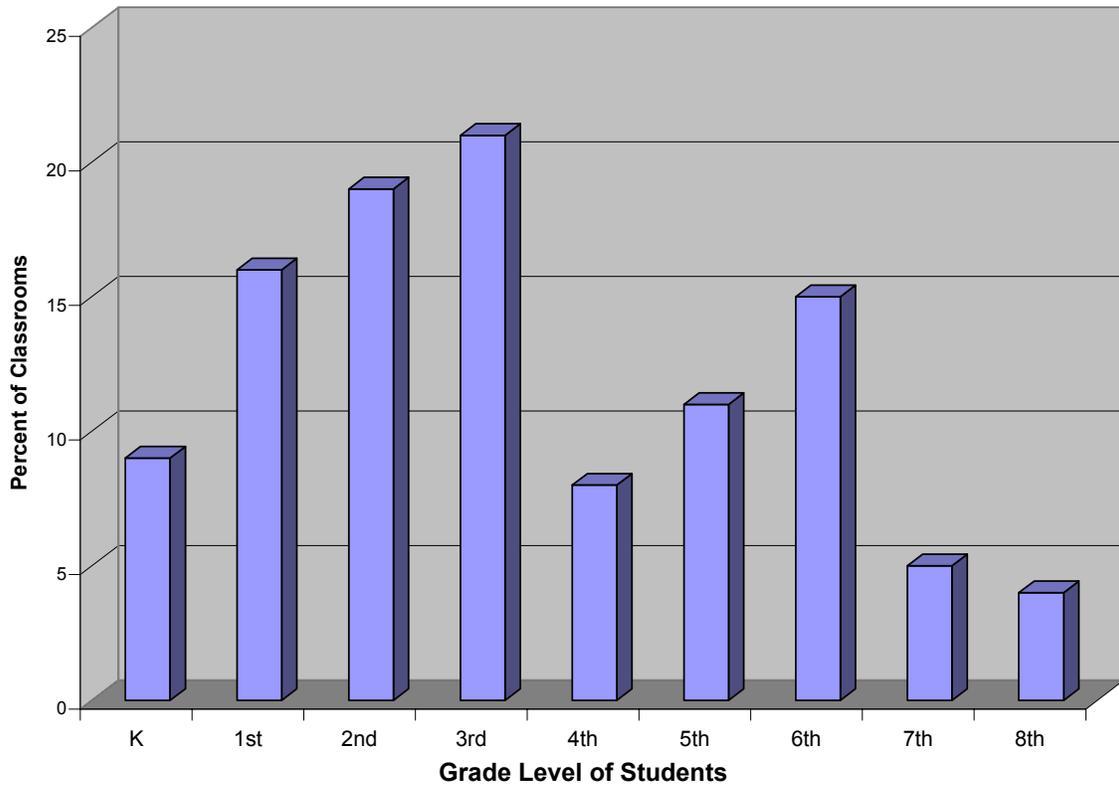


Figure 3. Grade level of the students per classroom in the inclusion schools, 2004-05

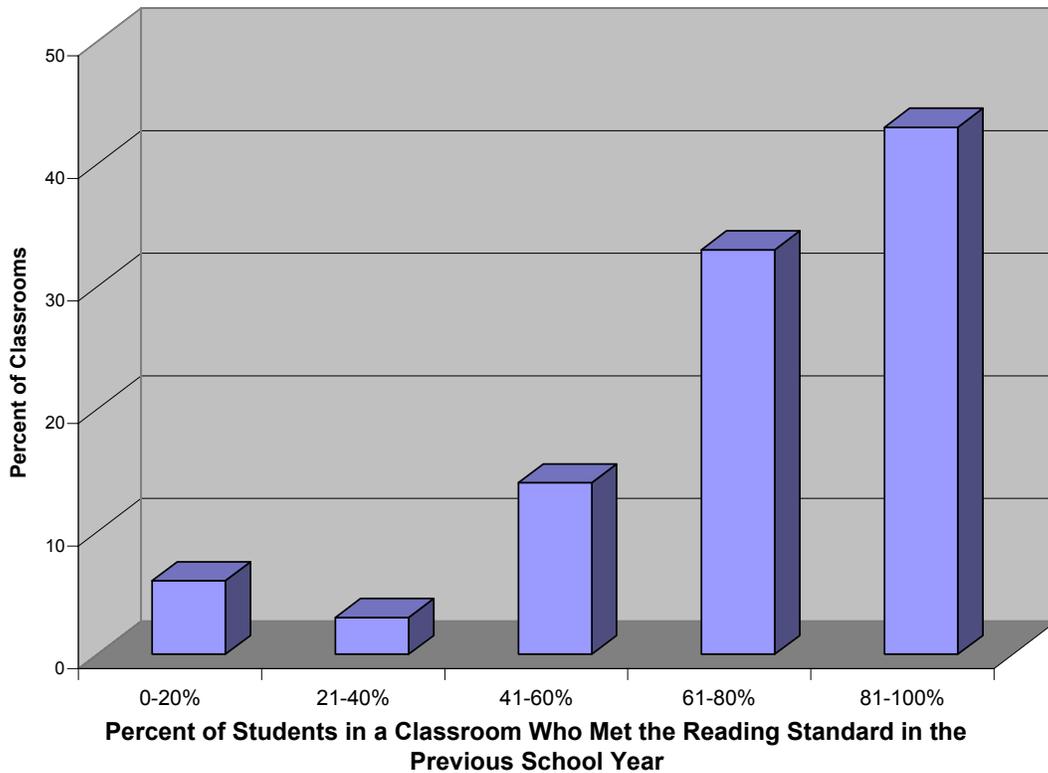
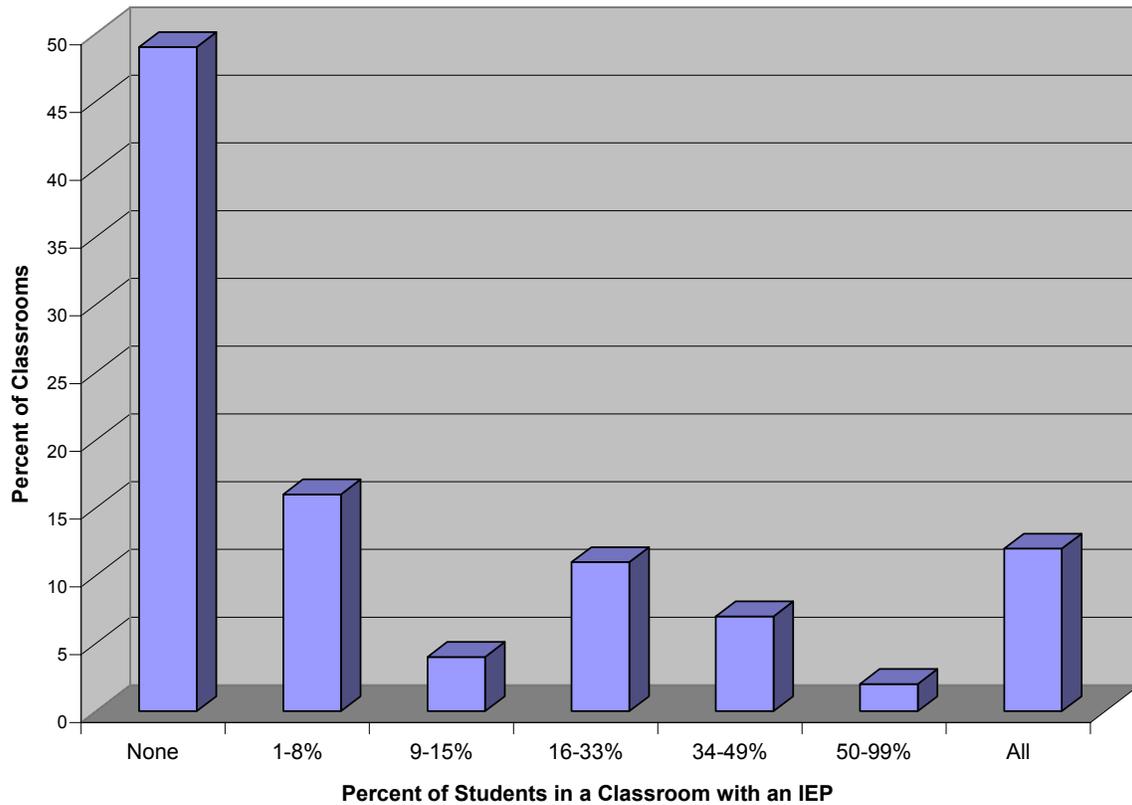


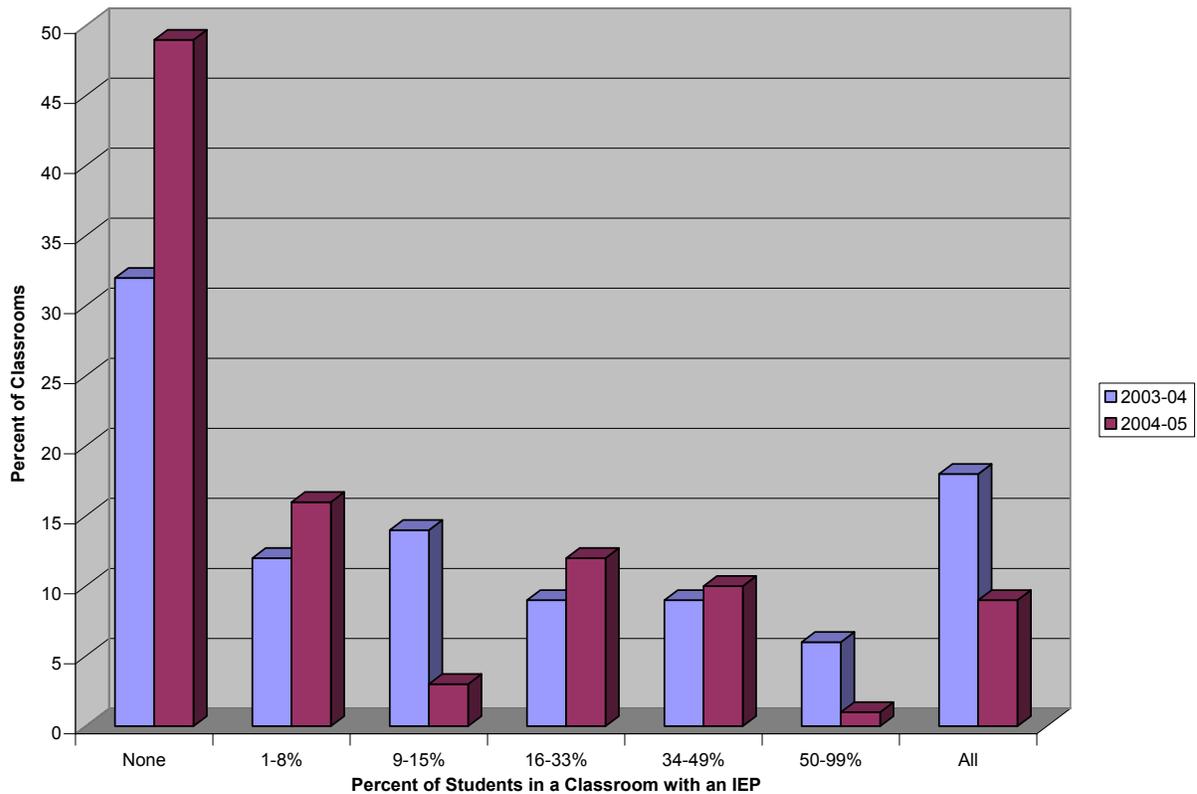
Figure 4. Percent of classrooms with various percentages of students who met the reading standard in the previous school year in the inclusion schools, 2004-05

Figure 5 illustrates where students with disabilities in these schools typically receive instruction. For three of these schools, baseline data was collected during the 2004-05 school year. For the remaining four schools, baseline data was collected during the 2003-04 school year. While there is great variability in the proportion of students with disabilities in classrooms across the schools, some patterns emerged. Less than half of the classrooms (40%) were structured such that students with disabilities and students without disabilities were in the same classrooms. In addition, very few (4%) of the classrooms included students with disabilities in proportions that naturally occur in other public settings (9-15% of the population).



**Figure 5.** Percent of classrooms comprised of various proportions of students with disabilities

When reviewing two years of data from the initial pilot schools, some other patterns emerge. Figure 6 illustrates where students with disabilities in these four schools typically receive instruction. While over half of the classrooms (58%) were structured such that students with disabilities and students without disabilities were not in the same classrooms, there were fewer classrooms comprised solely of students with special needs. In addition, the percent of classrooms with large proportions of students with disabilities (50% or more) dropped from 6% to 1%. However, the percent of classrooms with no students with disabilities rose from 32% to 49%.

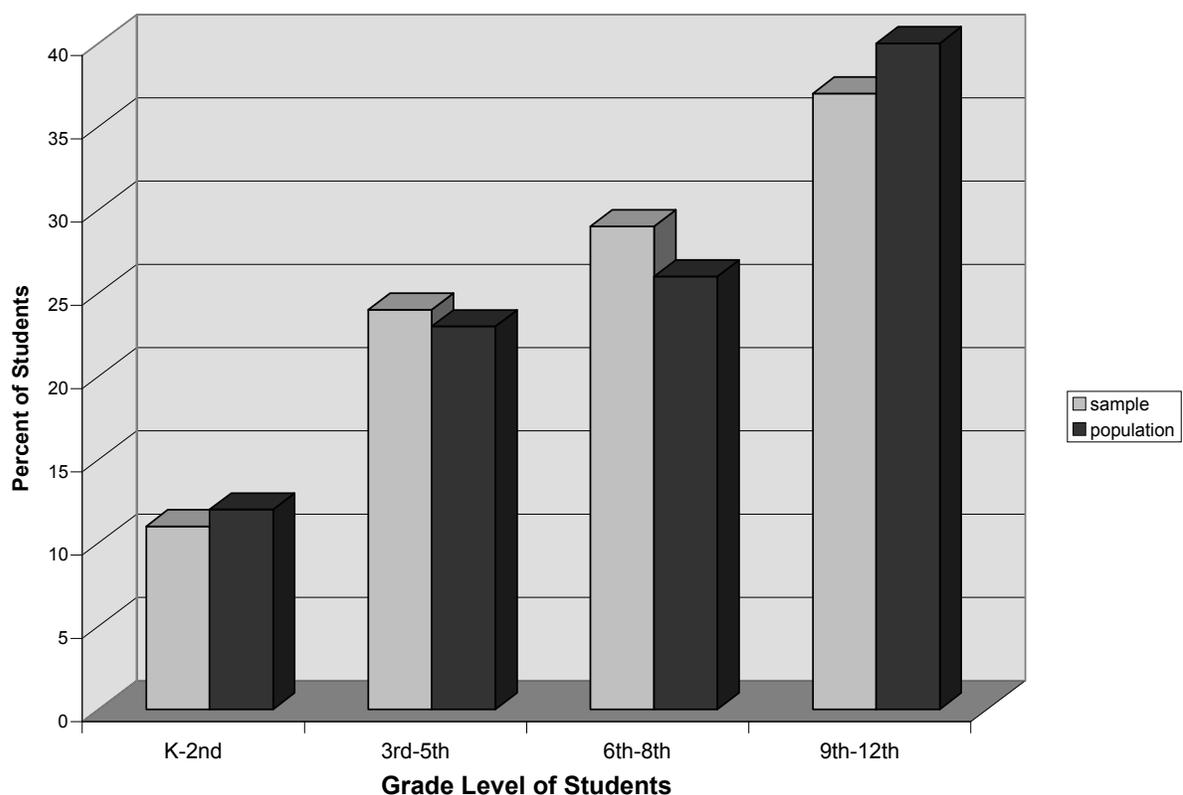


**Figure 6.** Percent of classrooms comprised of various proportions of students with disabilities by school year, initial pilot schools only

## Access to the General Education Curriculum

One of the objectives for the SIG grant is that more students with mild to moderate disabilities will have access to the general education curriculum. One data source speaks to this objective, the SIG baseline classroom observations.

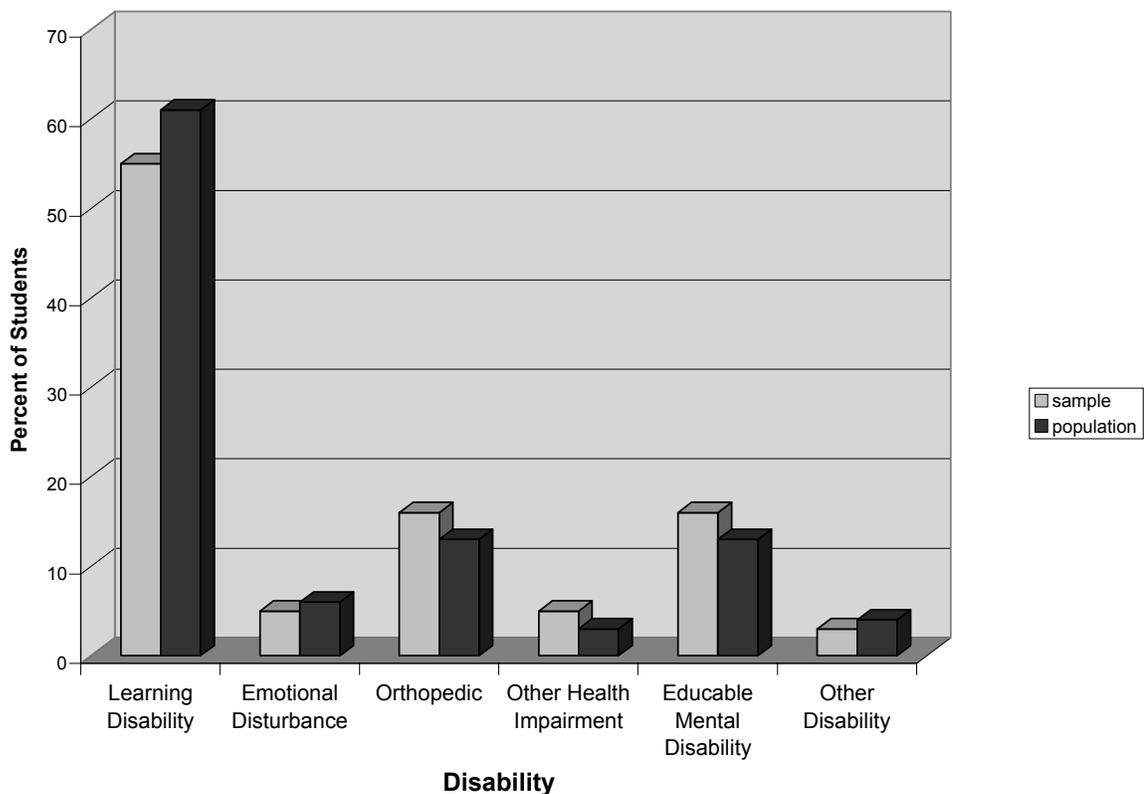
For this component of the evaluation, a random sample<sup>3</sup> of 43 students receiving special education services was selected for classroom observation. The sample consisted of students receiving instruction in the school building, regardless of placement in any special programs, within one of the five pilot schools selected to participate in the Inclusive Schools Initiative component of the SIG regarding access to the general education curriculum. This sample was stratified by grade-level configuration (young elementary, older elementary, middle school, and high school) and disability classification (learning disability, emotional disturbance, orthopedic, other health impairment, educable mental disability, and other disability). The stratification was conducted to ensure the sample selected was representative of the population on these two variables (see Figures 7–8).



**Figure 7.** Comparison of the grade level of the students in sample observed to the population of students receiving special education services in the five pilot schools.

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<sup>3</sup> Five from the original random sample were unavailable for observation for a variety of reasons (e.g., student withdrew from school, teacher on medical leave).



**Figure 8.** Comparison of the disability classification of the sample observed to the population of students receiving special education services in the five pilot schools.

Classroom observations were conducted in the 38 classrooms in late April and early May 2005. Each classroom was observed for one class period of no more than sixty minutes with a mean time of 39.9 minutes (SD = 7.1) during English Language Arts (ELA) instruction. The time sampling classroom observation software system used to conduct the classrooms observations was the Access Version of the MS-CISSAR (Mainstream Version of the Code for Instructional Structure and Student Academic Response) instrument within the EBASS (EcoBehavioral Assessment Systems Software) system. This system was purchased from the Juniper Gardens Children’s Project at the University of Kansas. In this system, student behavior is recorded, analyzed, and interpreted in the context of teacher’s behavior and classroom ecology. Training on the use of the instrument was coordinated by the University of Delaware Education Research and Development Center and was conducted by the trainer from the Juniper Gardens Children’s Project. In early April, a team of ten observers selected by the Delaware Department of Education participated in five days of training. Each observer was required to achieve an inter-rater reliability rating with the trainer of 90% to conduct classroom observations for this study.

The summary of findings for all observations can be found in Appendix H of this report. The following represents a selection of the components from the MS-CISSAR software system that addresses access to the general education curriculum.

## Classroom Environment

- Some of the students were observed in general education classrooms (39%) while others were observed in self-contained special education classrooms (29%) or resource rooms (32%).
- The students observed received instruction from a variety of teachers and other education professionals. For example, some students received instruction<sup>4</sup> from:
  - only a special education teacher (39%);
  - only a general education teacher (13%);
  - both a general education teacher and a special education teacher (29%); or
  - both a special education teacher and another educator such as an paraprofessional/aide, student teacher, related services personnel, or volunteer (18%).
- While many of the classrooms were focused on reading (68%) or language (52%) for at least a portion of the class time, a few also devoted some time to spelling (16%) or handwriting (8%). A few classrooms (8%) devoted more than half of the class time to mathematics, pre-vocational, or daily living skills for the student observed.

## Access to the General Education Curriculum

- Two-thirds of the students in the sample (66%) received as much instruction focused on Delaware ELA grade-level performance indicators as other students within the same classroom; however, the amount of class time devoted to grade level indicators varied from 19% to 100%.
- Most of the students in the sample (71%) received as much instruction focused on Delaware ELA content standards (any grade-level standard) as other students within the same classroom; however, the amount of time devoted to one or more of the standards varied from 44% to 100% of the class time.
- In a few of the classrooms (16%), none of the students in the classroom received instruction focused on any Delaware ELA content standard.
- Some students received an accommodation (26%), augmentation (18%), or adaptation (5%) for a portion of the class time observed. While there was variability in the type and amount of support provided, extended time (8%) and strategies for organization (8%) were the supports most commonly observed.

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<sup>4</sup> This indicates who provided the classroom instruction during the observation, not necessarily who was present in the classroom.

**IMPROVED LITERACY AND ACCESS TO THE GENERAL EDUCATION  
ENVIRONMENT AND CURRICULUM**

**SYSTEM-LEVEL EFFECTS**

One of the primary goals of the SIG program is to have a systemic impact on the Delaware schools and school districts. For this reason, evaluation activities designed to uncover how the SIG program is affecting the school as a system regarding inclusion were conducted. To address this goal, data from one data source, the SIG K–3 teacher survey, was collected this year.

**Instructional Support Teams**

The SIG K–3 teachers were asked their views about the introduction of the Maryland model of an “IST” (Instructional Support Team). This model aims to enhance, improve, and increase student and staff performance by developing a systematic support network within each building designed to enhance teachers’ skills in and application of best practices of instructional assessment and delivery. In addition, the model aims to develop school-wide norms of collaboration and problem solving by utilizing data for classroom and school decisions. The structure of the IST is intended to influence learning by assisting teachers and other staff in enhancing the match among instruction, the instructional task, and the student (Delaware Instructional Consultation Teams Training Manual, 2003).

***Instructional Support Teams***

- Few of the SIG K-3 teachers (13%) reported that their school had adopted the Maryland model of the IST. More than one third (39%) did not know if their school had done so.
- Of those who indicated their school adopted the Maryland model of the IST,
  - about one-third (36%) report being a member of the IST;
  - one-quarter (26%) had requested assistance from the IST at least once during the school year;
  - almost two-thirds (64%) report four or more IST meetings being held in a typical month at their school.

**Table 6.** SIG K–3 Teachers’ Perceptions about their Level of Satisfaction with the IST

<b>How satisfied are you with:</b>	<b>Very satisfied</b>	<b>Somewhat satisfied</b>	<b>Somewhat dissatisfied</b>	<b>Very dissatisfied</b>	<b>Don’t Know</b>
the IST’s problem solving process?	11%	22%	11%	0%	56%
how collaboratively your case manager worked with you?	16%	21%	5%	0%	58%
how quickly you began working with your case manager?	16%	16%	5%	0%	63%
the amount you learned during the process?	16%	16%	5%	0%	63%
the results you achieved?	11%	16%	11%	0%	63%

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## APPENDIX A: DATA COLLECTION METHODS

During the 2004-2005 academic year, data were collected using the following methods:

### 1. Student achievement data

- Delaware Student Testing Program for students with disabilities in grades 2-3<sup>rd</sup> in all SIG schools and for students with disabilities in grades 4-10<sup>th</sup> in all Delaware public schools

### 2. Questionnaires – Goal 1, Literacy

- SIG Teacher Survey to all SIG teachers (pre-k) in Fall 2004 and Spring 2005
- SIG Teacher Survey to all SIG teachers (K–3) in April 2005
- SIG Teacher Survey to all SIG teachers (4-12) throughout the 2004-05 school year
- SIG Parent Survey to a stratified random sample of SIG parents (4-12) in April 2005

### 3. Questionnaires and classroom observations – Goal 2, Inclusion

- Natural Proportions Teacher Survey to all teachers from inclusion schools in May 2005
- Observations in April and May of 2005 of a stratified random sample of classrooms in inclusion schools (K-12). Observations were conducted by a team of trained observers using the time sampling software package, MS-CISSAR (Access Version) Rel.1.0, from the University of Kansas, Juniper Gardens.

**APPENDIX B: RESULTS OF PRE-K TEACHER LITERACY SURVEY, 2004–2005**

**PRE-K TEACHER LITERACY SELF-EVALUATION  
(N=105)**

**Legend:**

**1=Daily (5 days a week)      2=often (3 or 4 days a week)      3=sometimes (1 or 2 days a week)      4=Never (no days a week)**

<b>How often do you:</b> (responses are expressed in percentages)	<b>Daily</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Not Sure</b>
1. Read aloud to the children in your class?	79.2	14.9	5.9	0	0
2. Help children in selecting favorite books for story time?	31.6	37.8	23.5	5.1	2.0
3. Connect stories read to related activities such as drama or craft projects?	37.6	37.6	19.8	4.0	1.0
4. Draw children’s attention to the sounds they hear in words?	50.5	31.3	12.1	6.1	0
5. Read stories that have predictable sound patterns?	21.6	47.4	23.7	3.1	4.1
6. Sing, rhyme, or clap out the syllables of songs or chants?	43.6	34.7	17.8	4.0	0
7. Include new words in your conversation with children?	42.0	37.0	20.0	1.0	0
8. Communicate with families about their child’s literacy progress?	25.0	40.0	27.0	6.0	2.0
9. Communicate with families about their child’s home literacy activities?	18.4	29.6	37.8	11.2	3.1
10. Name objects and actions?	59.4	24.8	11.9	3.0	1.0
11. Have children participate in language games, rhymes, or riddles?	51.5	27.3	19.2	1.0	1.0
12. Provide time for children to play (in a time block of at least 20 mins.)?	88.2	7.8	2.0	1.0	1.0
13. Help children to act out familiar stories?	14.1	31.3	41.4	11.1	2.0
14. Encourage children to work together in small groups?	56.0	26.0	12.0	5.0	1.0
15. Before special events, introduce new vocabulary and ideas about the event?	27.5	45.1	19.6	3.9	3.9
16. Ask children open-ended questions (questions that require more than a one or two word answer)?	58.0	27.0	10.0	3.0	2.0
17. Show children that we read print moving from left to right and top to bottom?	50.5	34.7	10.9	4.0	0
18. Identify the features of a book, such as the author and title?	52.0	25.0	11.0	11.0	1.0
19. Point to words, labels, and letters, and read or name them?	65.7	26.5	5.9	2.0	0

<b>How often do you:</b> (responses are expressed in percentages)	<b>Daily</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Not Sure</b>
20. Provide activities that require children to recognize their names?	63.0	23.0	11.0	3.0	0
21. Draw attention to uppercase and lowercase letters, punctuation, and other print features?	41.4	31.3	15.2	10.1	2.0
22. Reread favorite stories to the children?	46.5	43.4	8.1	2.0	0
23. Encourage children to retell or re-enact stories in their own words?	28.9	35.1	29.9	6.2	0
24. Introduce children to different kinds of text such as magazines, maps, box labels, etc.?	16.3	36.7	33.7	11.2	2.0
25. Provide home literacy materials in the parent's native language?	21.4	26.5	15.3	29.6	7.1
26. Encourage children to pretend to write?	50.5	29.9	13.4	5.2	1.0
27. Put children's spoken words or dictation into print for them?	23.7	36.1	29.9	9.3	1.0
28. After reading a story, ask children what the story was about?	57.7	27.8	9.3	4.1	1.0
29. Help children relate their experiences to those in a storybook?	22.9	32.3	35.4	6.3	3.1
30. Help children select books written in their native language?	25.3	16.5	24.2	26.4	7.7
31. Label classroom items in the child's native language?	38.3	18.1	11.7	24.5	7.4

### **LITERACY ACTIVITIES**

<b>HOW IMPORTANT IS IT FOR THE CHILDREN IN YOUR PROGRAM OR CLASS TO</b> (responses are expressed in percentages)	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Not Important</b>	<b>Not at all Important</b>	<b>Don't Know</b>
1. Listen to an adult read out loud?	91.1	6.9	0	2.0	0
2. Write their own name?	68.0	23.0	5.0	3.0	1.0
3. Name letters?	84.0	14.0	1.0	1.0	0
4. Find letters in words?	73.7	20.2	1.0	4.0	1.0
5. Say the sounds that letters and letter combinations make?	63.0	26.0	5.0	5.0	1.0
6. Compare words and word parts in printed words?	38.4	44.4	8.1	6.1	3.0
7. Compare words and word parts in heard words?	46.4	37.1	8.2	6.2	2.1
8. Sound out words?	64.0	19.0	13.0	2.0	2.0
9. Discuss what words mean?	67.7	21.2	6.1	3.0	2.0
10. Write letters or words?	67.7	25.3	2.0	4.0	1.0
11. Recognize basic sight words?	49.0	31.3	12.5	5.2	2.1
12. Have their spoken words put into print for them?	61.2	28.6	6.1	4.1	0
13. Participate in pretend play with an adult?	74.0	15.0	7.0	4.0	0

<b>HOW IMPORTANT IS IT FOR THE CHILDREN IN YOUR PROGRAM OR CLASS TO</b> (responses are expressed in percentages)	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Not Important</b>	<b>Not at all Important</b>	<b>Don't Know</b>
14. See classroom materials and items labeled?	76.5	12.2	9.2	2.0	0
15. Retell a story?	66.7	24.2	7.1	2.0	0
16. Act out the events in a story they have heard?	48.0	37.8	11.2	2.0	1.0
17. Draw pictures to tell a story?	56.0	35.0	6.0	2.0	1.0
18. Draw a picture and tell a story to go with the picture?	58.0	31.0	8.0	2.0	1.0
19. Tell their own stories?	78.0	17.0	4.0	1.0	0
20. Be taught literacy skills based on individual assessment?	75.5	20.4	0	2.0	2.0
21. Recognize words in a book, story, or other text?	50.5	38.4	10.1	1.0	0
22. Separate words into sounds?	50.5	31.3	14.1	4.0	0
23. Independently look at books?	85.0	11.9	0	2.0	1.0
24. Read or pretend to read a favorite story aloud to an adult?	75.0	20.0	3.0	2.0	0
25. Repeat a favorite nursery rhyme?	67.6	26.5	3.9	2.0	0
26. See classroom materials and items labeled in their native language?	62.9	22.7	6.2	3.1	5.2
27. Independently look at books in their native language?	64.6	17.7	7.3	3.1	7.3

### **Background Information**

Which literacy training module(s) have you completed? (check all that apply)

- I 24.3%
- II 35.0%
- III 27.2%
- IV 16.5%
- V 12.6%
- VI 10.7%

Where do you work?

- 31.1% Family child care
- 23.3% Child care Center
- 14.6% Preschool
- 1.9% Public School
- 24.3% Head Start
- 3.9% ECAP
- 1.0% Other (e.g., Early Learning Center)

What is your current position?

- 54.3% Teacher
- 7.4% Teacher's Aide
- 25.5% Daycare Provider
- 6.4% Education Specialist
- 6.4% Director/Administrator

Including this year, how many years have you worked in the early childhood field?

- 5.0% less than 2 years
- 38.6% 2 to 5 years
- 28.7% 6 to 11 years
- 19.8% 12 to 20 years
- 7.9% more than 20 years

How many children are enrolled in your program<sup>5</sup> or class each day?

- 40.0% 10 and under per class
- 46.7% 11-19 per class
- 13.3% 20-29 per class

How many of these children speak another language in addition to English?

- 5.2% All
- 34.0% None
- 60.8% Some

Is there an aide/assistant?

- 70.7 % Yes
- 29.3 % No

How old are the children in your program or class? (Check all that apply.)

- 44.7% Under 3 years
- 61.2% 3 years
- 70.9% 4 years
- 61.2% 5 years
- 23.3% 6 years or older

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

- 4.0% Less than 2.5 hours
- 29.7% 2.5 to 4 hours
- 28.7% More than 4 hours but less than 8 hours
- 37.6% 8 hours or more

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

- 41.0% Yes
- 59.0% No

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<sup>5</sup> The number of students enrolled in the *program* was reported by a small number of respondents. These enrollment numbers ranged from 168-233.

If yes, what reading assessments/screenings are given? (check all that apply)

- 41.5% Dial-3
- 2.4 % DIBELS
- 0% PALS
- 2.4% Gates
- 63.4% Other<sup>6</sup>

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

- 28.9% Once per year
- 39.5% Twice per year
- 21.1% Three times per year
- 5.3% Four times per year
- 5.3% Other (e.g., as needed, depends on age)

What is your highest level of education completed?

- |       |                       |       |                    |
|-------|-----------------------|-------|--------------------|
| 1.0%  | Less than high school | 19.4% | Associate's degree |
| 2.9%  | Some high school      | 17.5% | Bachelor's degree  |
| 34.0% | Some college          |       |                    |

What is your age?

- |       |              |       |             |
|-------|--------------|-------|-------------|
| 0%    | 19 and under | 31.3% | 40 to 49    |
| 18.8% | 20 to 29     | 16.7% | 50 to 59    |
| 28.1% | 30 to 39     | 5.2%  | 60 and over |

---

<sup>6</sup> Of those who reported administering an other assessment/screening, 81.3% identified another standardized assessment (e.g., NRS, Creative Curriculum, ELAP-R) and 18.8% indicated they used a teacher developed tool.

**APPENDIX C: RESULTS OF PRE-K TEACHER LITERATURE SURVEY, 2004 AND 2005**

**PRE-K TEACHER LITERACY SELF-EVALUATION**  
 2005 Survey Results (**BOLD**) Compared to 2004 Survey Results

LEGEND:

**1=Daily**                      **2=often**                      **3=sometimes**                      **4=Never**                      **9=not sure**  
 (5 days a week)              (3 or 4 days a week)              (1 or 2 days a week)              (no days a week)

<b>How Often Do You</b>	<b>Daily</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Not Sure</b>
1. Read aloud to the children in your class?	<b>79%</b> 84%	<b>15%</b> 7%	<b>6%</b> 10%	<b>0%</b> 0%	<b>0%</b> 0%
2. Connect stories read to related activities such as drama or craft projects?	<b>38%</b> 42%	<b>38%</b> 26%	<b>20%</b> 26%	<b>4%</b> 7%	<b>1%</b> 0%
3. Draw children’s attention to the sounds they hear in words?	<b>51%</b> 42%	<b>31%</b> 39%	<b>12%</b> 16%	<b>6%</b> 0%	<b>0%</b> 3%
4. Read stories that have predictable sound patterns?	<b>22%</b> 26%	<b>47%</b> 42%	<b>24%</b> 32%	<b>3%</b> 0%	<b>4%</b> 0%
5. Sing, rhyme, or clap out the syllables of songs or chants?	<b>44%</b> 39%	<b>35%</b> 45%	<b>18%</b> 13%	<b>4%</b> 3%	<b>0%</b> 0%
6. Include new words in your conversation with children?	<b>42%</b> 32%	<b>37%</b> 52%	<b>20%</b> 13%	<b>1%</b> 0%	<b>0%</b> 3%
7. Communicate with families about their child’s literacy progress?	<b>25%</b> 13%	<b>40%</b> 55%	<b>27%</b> 26%	<b>6%</b> 7%	<b>2%</b> 0%
8. Have children participate in language games, rhymes, or riddles?	<b>52%</b> 48%	<b>27%</b> 42%	<b>19%</b> 10%	<b>1%</b> 0%	<b>1%</b> 0%
9. Provide time for children to play (in a time block of at least 20 mins.)?	<b>88%</b> 83%	<b>8%</b> 10%	<b>2%</b> 0%	<b>1%</b> 7%	<b>1%</b> 0%
10. Help children to act out familiar stories?	<b>14%</b> 10%	<b>31%</b> 39%	<b>41%</b> 45%	<b>11%</b> 3%	<b>2%</b> 3%
11. Encourage children to work together in small groups?	<b>56%</b> 55%	<b>26%</b> 36%	<b>12%</b> 7%	<b>5%</b> 3%	<b>1%</b> 0%
12. Before special events, introduce new vocabulary and ideas about the event?	<b>28%</b> 26%	<b>45%</b> 45%	<b>20%</b> 29%	<b>4%</b> 0%	<b>4%</b> 0%
13. Ask children open-ended questions (questions that require more than a one or two word answer)?	<b>58%</b> 77%	<b>27%</b> 10%	<b>10%</b> 10%	<b>3%</b> 0%	<b>2%</b> 3%
14. Show children that we read print moving from left to right and top to bottom?	<b>51%</b> 55%	<b>35%</b> 13%	<b>11%</b> 29%	<b>4%</b> 3%	<b>0%</b> 0%
15. Identify the features of a book, such as the author and title?	<b>52%</b> 71%	<b>25%</b> 3%	<b>11%</b> 13%	<b>11%</b> 13%	<b>1%</b> 0%

<b>How Often Do You</b>	<b>Daily</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Not Sure</b>
16. Point to words, labels, and letters, and read or name them?	<b>66%</b> 65%	<b>27%</b> 23%	<b>6%</b> 13%	<b>2%</b> 0%	<b>0%</b> 0%
17. Provide activities that require children to recognize their names?	<b>63%</b> 65%	<b>23%</b> 19%	<b>11%</b> 10%	<b>3%</b> 7%	<b>0%</b> 0%
18. Draw attention to uppercase and lowercase letters, punctuation, and other print features?	<b>41%</b> 32%	<b>31%</b> 32%	<b>15%</b> 16%	<b>10%</b> 13%	<b>2%</b> 7%
19. Reread favorite stories to the children?	<b>47%</b> 48%	<b>43%</b> 36%	<b>8%</b> 16%	<b>2%</b> 0%	<b>0%</b> 0%
20. Encourage children to retell or re-enact stories in their own words?	<b>29%</b> 36%	<b>35%</b> 26%	<b>30%</b> 36%	<b>6%</b> 3%	<b>0%</b> 0%
21. Put children's spoken words or dictation into print for them?	<b>24%</b> 23%	<b>36%</b> 42%	<b>30%</b> 23%	<b>9%</b> 10%	<b>1%</b> 3%
22. After reading a story, ask children what the story was about?	<b>58%</b> 52%	<b>28%</b> 26%	<b>9%</b> 23%	<b>4%</b> 0%	<b>1%</b> 0%

<b>How important is it for the children in your program or class to</b>	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Not Important</b>	<b>Not at all Important</b>	<b>Don't Know</b>
23. Listen to an adult read out loud?	<b>91%</b> 100%	<b>7%</b> 0%	<b>0%</b> 0%	<b>2%</b> 0%	<b>0%</b> 0%
24. Write their own name?	<b>68%</b> 44%	<b>23%</b> 44%	<b>5%</b> 10%	<b>3%</b> 3%	<b>1%</b> 0%
25. Name letters?	<b>84%</b> 56%	<b>14%</b> 31%	<b>1%</b> 9%	<b>1%</b> 3%	<b>0%</b> 0%
26. Find letters in words?	<b>74%</b> 63%	<b>20%</b> 22%	<b>1%</b> 6%	<b>4%</b> 9%	<b>1%</b> 0%
27. Say the sounds that letters and letter combinations make?	<b>63%</b> 55%	<b>26%</b> 29%	<b>5%</b> 10%	<b>5%</b> 7%	<b>1%</b> 0%
28. Compare words and word parts in printed words?	<b>38%</b> 33%	<b>44%</b> 33%	<b>8%</b> 23%	<b>6%</b> 10%	<b>3%</b> 0%
29. Compare words and word parts in heard words?	<b>46%</b> 40%	<b>37%</b> 40%	<b>8%</b> 13%	<b>6%</b> 7%	<b>2%</b> 0%
30. Sound out words?	<b>64%</b> 58%	<b>19%</b> 23%	<b>13%</b> 10%	<b>2%</b> 10%	<b>2%</b> 0%
31. Write letters or words?	<b>68%</b> 55%	<b>25%</b> 19%	<b>2%</b> 16%	<b>4%</b> 7%	<b>1%</b> 3%
32. Recognize basic sight words?	<b>49%</b> 50%	<b>31%</b> 22%	<b>13%</b> 9%	<b>5%</b> 16%	<b>2%</b> 3%

<b>How important is it for the children in your program or class to</b>	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Not Important</b>	<b>Not at all Important</b>	<b>Don't Know</b>
33. Participate in pretend play with an adult?	<b>74%</b> 68%	<b>15%</b> 23%	<b>7%</b> 10%	<b>4%</b> 0%	<b>0%</b> 0%
34. Retell a story?	<b>67%</b> 72%	<b>24%</b> 22%	<b>7%</b> 3%	<b>2%</b> 0%	<b>0%</b> 3%
35. Act out the events in a story they have heard?	<b>48%</b> 37%	<b>38%</b> 50%	<b>11%</b> 13%	<b>2%</b> 0%	<b>1%</b> 0%
36. Draw pictures and then tell a story to go with the pictures?	<b>58%</b> 56%	<b>31%</b> 22%	<b>8%</b> 13%	<b>2%</b> 0%	<b>1%</b> 9%
37. Tell their own stories?	<b>78%</b> 72%	<b>17%</b> 28%	<b>4%</b> 0%	<b>1%</b> 0%	<b>0%</b> 0%
38. Be taught literacy skills based on individual assessment?	<b>76%</b> 55%	<b>20%</b> 32%	<b>0%</b> 13%	<b>2%</b> 0%	<b>2%</b> 0%
39. Recognize words in a book, story, or other text?	<b>51%</b> 41%	<b>38%</b> 16%	<b>10%</b> 31%	<b>1%</b> 9%	<b>0%</b> 3%
40. Separate words into sounds?	<b>51%</b> 48%	<b>31%</b> 23%	<b>14%</b> 16%	<b>4%</b> 10%	<b>0%</b> 3%
41. Read or pretend to read a favorite story aloud to an adult?	<b>75%</b> 69%	<b>20%</b> 28%	<b>3%</b> 3%	<b>2%</b> 0%	<b>0%</b> 0%
42. Repeat a favorite nursery rhyme?	<b>68%</b> 63%	<b>27%</b> 31%	<b>4%</b> 6%	<b>2%</b> 0%	<b>0%</b> 0%

## APPENDIX D: RESULTS OF K-3 TEACHER SURVEY, 2004-2005

### SIG K-3 TEACHER LITERACY SELF-EVALUATION (N=265)

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?

45.7%	every day	13.0%	less than once a month
11.4%	a few times a week	12.6%	never
17.3%	a few times a month		

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

13.7 %	every day	20.7 %	less than once a month
13.7 %	a few times a week	6.6 %	unfamiliar with this concept
45.3 %	a few times a month		

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

19.3 %	very proficient	35.4 %	not very proficient
1.2 %	moderately proficient	34.6 %	not at all proficient
3.9 %	somewhat proficient	5.5 %	unfamiliar with this concept

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

19.9 %	very proficient	33.6 %	not very proficient
0.4 %	moderately proficient	42.6 %	not at all proficient
3.5 %	somewhat proficient	0%	unfamiliar with this concept

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

24.5 %	very proficient	26.5 %	not very proficient
0.4 %	moderately proficient	46.3 %	not at all proficient
2.3 %	somewhat proficient		

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

23.6 %	very proficient	47.3 %	not very proficient
26.7%	moderately proficient	1.9%	not at all proficient
0.4%	somewhat proficient		

## **Part II: Instructional and Assessment Materials**

<b>How timely were the following materials provided to you?</b>	<b>Very Timely</b>	<b>Somewhat Timely</b>	<b>Not very Timely</b>	<b>Not at all Timely</b>	<b>Don't Know</b>
1. Core curriculum materials	67.3%	21.9%	3.8%	6.2%	0.8%
2. Supplemental reading materials	43.4%	39.9%	8.9%	6.2%	1.6%
3. Benchmark assessments (i.e., DIBELS)	64.2%	30.7%	1.9%	1.9%	1.2%
4. Diagnostic materials	48.6%	40%	4.7%	3.1%	3.5%
5. Progress monitoring materials	58.6%	31%	6.5%	3.1%	0.8%

## **Part III: Instructional Practices**

<b>How often do you participate in the following activities in your classroom?</b>	<b>Every day</b>	<b>3-4 times a week</b>	<b>1-2 times a week</b>	<b>Less than once a week</b>	<b>Don't Know</b>
1. identify the elements of a story (for example, characters, settings)	36%	41.4%	20.3%	1.9%	0.4%
2. draw children's attention to the sounds they hear in words	5.8%	17.7%	5%	1.5%	0%
3. read to the children in class	80.4%	11.9%	6.2%	1.2%	0.4%
4. say the sounds that letters and letter combinations make	72.5%	17.1%	7.4%	3.1%	0%
5. before reading, explicitly teach new vocabulary and concepts	41.8%	36%	20.7%	1.5%	0%

<b>How many of your students regularly participate in the following activities in your classroom?</b>	<b>All</b>	<b>Most</b>	<b>Some</b>	<b>Few</b>	<b>None</b>
6. relate their own experiences to those in books	21.5%	47.3%	25.4%	5%	0.8%
7. reread favorite stories aloud to an adult or peer	20.2%	34.1%	36.4%	7.8%	1.6%
8. say the sounds that letters and letter combinations make	42.7%	39.3%	14%	3.5%	0.4%
9. independently read or look at books written in their native language	54.9%	27.8%	8.2%	5.5%	3.5%

## **Part IV: School Climate**

<b>Please indicate the extent to which you agree with each statement.</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. I feel accepted and respected as a colleague by most staff members	59.8%	36.7%	2.7%	0.4%	0.4%
2. Teachers in this school are continually learning and seeking new ideas	58.8%	38.8%	1.2%	0.8%	0.4%
3. I believe the overall impact of SBRR practices on this school has been positive	42.1%	47.1%	4.2%	1.5%	5%

<b>Please indicate how often your principal</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>	<b>Don't Know</b>
4. encourages you to select reading content and instructional strategies that address individual students' learning	41.9%	34.5%	14%	5.8%	2.7%	1.2%
5. accepts the noise that comes with an active lesson	64.3%	26.7%	5%	1.2%	0.4%	2.3%
6. encourages the implementation of SBRR instructional practices	63.5%	24.2%	5.4%	0.4%	0.8%	5.8%
7. encourages you to observe exemplary reading teachers	26.7%	24.4%	24%	13.6%	8.1%	3.1%
8. ensures few to no interruptions during literacy blocks	38.4%	34.5%	16.7%	6.2%	1.6%	2.7%
9. explicitly states his/her expectations about formal classroom observations during reading instruction	47.7%	27.9%	13.8%	3.1%	3.9%	3.9%
10. supports the IST problem-solving process	41.5%	21%	6.5%	2%	0.8%	28.2%

## **Part V: Professional Development**

			Effectiveness of the professional development					Alignment of the professional development with the SBRR framework			
	Yes	No	Very Effective	Moderately Effective	Slightly Effective	Not at All Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't Know
<b>As part of your professional development this year, have you</b>											
attended university courses in reading (for example, distance learning formats or on-campus classes)?	<b>16%</b> 22%	<b>84%</b> 78%	<b>52%</b> 64%	<b>22%</b> 27%	<b>6%</b> 9%	<b>7%</b> 0%	<b>13%</b> 0%	<b>44%</b> 60%	<b>22%</b> 25%	<b>2%</b> 0%	<b>31%</b> 15%
read professional literature related to the teaching of reading (for example, reading study groups)?	<b>85%</b> 81%	<b>15%</b> 19%	<b>35%</b> 34%	<b>47%</b> 41%	<b>16%</b> 23%	<b>1%</b> 3%	<b>1%</b> 0%	<b>54%</b> 53%	<b>37%</b> 31%	<b>1%</b> 3%	<b>8%</b> 13%
attended grade-level meetings related to reading instructional issues?	<b>93%</b> 94%	<b>8%</b> 6%	<b>45%</b> 41%	<b>37%</b> 39%	<b>17%</b> 19%	<b>2%</b> 1%	<b>1%</b> 0%	<b>64%</b> 63%	<b>28%</b> 21%	<b>1%</b> 4%	<b>8%</b> 11%
observed demonstrations of teaching reading (either in my school or in another school)?	<b>48%</b> 59%	<b>52%</b> 41%	<b>49%</b> 53%	<b>32%</b> 37%	<b>10%</b> 10%	<b>6%</b> 0%	<b>3%</b> 0%	<b>66%</b> 61%	<b>18%</b> 25%	<b>3%</b> 2%	<b>14%</b> 12%
participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee)?	<b>31%</b> 33%	<b>69%</b> 67%	<b>47%</b> 59%	<b>36%</b> 28%	<b>7%</b> 13%	<b>5%</b> 0%	<b>5%</b> 0%	<b>60%</b> 58%	<b>23%</b> 27%	<b>0%</b> 4%	<b>17%</b> 12%
attended school or district-sponsored Reading First workshops or in-services?	<b>94%</b> 99%	<b>6%</b> 1%	<b>45%</b> 42%	<b>37%</b> 37%	<b>16%</b> 19%	<b>2%</b> 2%	<b>1%</b> 0%	<b>77%</b> 68%	<b>16%</b> 19%	<b>1%</b> 1%	<b>7%</b> 13%

<b>As part of your professional development, to what extent have you received adequate training focused on using SBRR practices</b>	<b>Great Extent</b>	<b>Moderate Extent</b>	<b>Small Extent</b>	<b>Not at all</b>	<b>Don't Know</b>
to teach reading?	45.9%	42.9%	8.5%	1.5%	1.2%
to teach reading to children with disabilities?	12.8%	34.2%	33.5%	18.3%	1.2%
to teach reading to children whose native language is not English?	3.1%	10.9%	31.8%	50.8%	3.5%



**Part VII: Background Information**

What is your current primary teaching assignment?

- 6.0% Title I
- 18.3% Special Education
- 71.8% Regular Education
- 4.0% Other

What grade(s) are you teaching this year?

- |       |                       |       |           |
|-------|-----------------------|-------|-----------|
| 10.9% | Half-day Kindergarten | 28.3% | 2nd Grade |
| 19.4% | Full-day Kindergarten | 23.1% | 3rd Grade |
| 32.0% | 1st Grade             |       |           |

How many children are in your class?

- Mean = 19.2      Standard Deviation = 5.1
- Minimum = 3      Maximum = 26

How many of these children have an IEP?

- Mean = 3.5      Standard Deviation = 4.2
- Minimum = 0      Maximum = 22

How many English Language Learners (ELL) are in your class?

- Mean = 2.0      Standard Deviation = 4.5
- Minimum = 0      Maximum = 25

**APPENDIX E: RESULTS OF K–3 TEACHER SURVEY, 2004 AND 2005**

**SIG K–3 TEACHER LITERACY SELF-EVALUATION**

2005 Survey Results (**BOLD**) Compared to 2004 Survey Results

**PART II: INSTRUCTIONAL AND ASSESSMENT MATERIALS**

<b>How timely were the following materials provided to you?</b>	<b>Very Timely</b>	<b>Somewhat Timely</b>	<b>Not very Timely</b>	<b>Not at all Timely</b>	<b>Don't Know</b>
Core curriculum materials	<b>67%</b> 64%	<b>22%</b> 21%	<b>4%</b> 10%	<b>6%</b> 3%	<b>1%</b> 2%
Supplemental reading materials	<b>43%</b> 43%	<b>40%</b> 41%	<b>9%</b> 11%	<b>6%</b> 3%	<b>2%</b> 2%
Diagnostic materials	<b>49%</b> 37%	<b>40%</b> 41%	<b>5%</b> 13%	<b>3%</b> 4%	<b>4%</b> 5%
Progress monitoring materials	<b>59%</b> 40%	<b>31%</b> 38%	<b>7%</b> 12%	<b>3%</b> 8%	<b>1%</b> 2%

**PART III: INSTRUCTIONAL PRACTICES**

<b>How often do <i>you</i> participate in the following activities in your classroom?</b>	<b>Every day</b>	<b>3-4 times a week</b>	<b>1-2 times a week</b>	<b>Less than once a week</b>	<b>Don't Know</b>
Identify the elements of a story (for example, characters, settings)	<b>36%</b> 38%	<b>41%</b> 44%	<b>20%</b> 17%	<b>2%</b> 1%	<b>0%</b> 0%
Draw children's attention to the sounds they hear in words	<b>76%</b> 81%	<b>18%</b> 13%	<b>5%</b> 6%	<b>2%</b> 1%	<b>0%</b> 0%
Read to the children in class	<b>80%</b> 80%	<b>12%</b> 13%	<b>6%</b> 6%	<b>1%</b> 2%	<b>0%</b> 0%
Say the sounds that letters and letter combinations make	<b>73%</b> 79%	<b>17%</b> 15%	<b>7%</b> 6%	<b>3%</b> 1%	<b>0%</b> 0%
Before reading, explicitly teach new vocabulary and concepts	<b>42%</b> 37%	<b>36%</b> 39%	<b>21%</b> 24%	<b>2%</b> 1%	<b>0%</b> 0%

<b>How many of your students regularly participate in the following activities in your classroom?</b>	<b>All</b>	<b>Most</b>	<b>Some</b>	<b>Few</b>	<b>None</b>
Relate their own experiences to those in books	<b>22%</b> 20%	<b>47%</b> 50%	<b>25%</b> 25%	<b>5%</b> 6%	<b>1%</b> 0%
Reread favorite stories aloud to an adult or peer	<b>20%</b> 19%	<b>34%</b> 36%	<b>36%</b> 33%	<b>8%</b> 10%	<b>2%</b> 2%
Say the sounds that letters and letter combinations make	<b>43%</b> 53%	<b>39%</b> 34%	<b>14%</b> 9%	<b>4%</b> 4%	<b>0%</b> 0%
Independently read or look at books written in their native language	<b>55%</b> 55%	<b>28%</b> 28%	<b>8%</b> 8%	<b>6%</b> 6%	<b>4%</b> 3%

#### **PART IV: SCHOOL CLIMATE**

<b>Please indicate the extent to which you agree with each statement:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
I feel accepted and respected as a colleague by most staff members.	<b>60%</b> 62%	<b>37%</b> 34%	<b>3%</b> 4%	<b>0%</b> 0%	<b>0%</b> 0%
Teachers in this school are continually learning and seeking new ideas.	<b>59%</b> 53%	<b>39%</b> 40%	<b>1%</b> 6%	<b>0%</b> 1%	<b>0%</b> 0%
I believe the overall impact of SBRR practices on this school has been positive.	<b>42%</b> 30%	<b>47%</b> 49%	<b>4%</b> 14%	<b>2%</b> 2%	<b>5%</b> 6%

<b>Please indicate how often your principal<sup>7</sup></b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>	<b>Don't Know</b>
encourages you to select reading content and instructional strategies that address individual students' learning.	<b>42%</b> 50%	<b>35%</b>	<b>14%</b> 33%	<b>6%</b>	<b>3%</b> 16%	<b>1%</b> 1.8%
accepts the noise that comes with an active lesson.	<b>64%</b> 68%	<b>27%</b>	<b>5%</b> 27%	<b>1%</b>	<b>0%</b> <1%	<b>2%</b> 4.6%
encourages the implementation of SBRR instructional practices.	<b>64%</b> 79%	<b>24%</b>	<b>5%</b> 14%	<b>0%</b>	<b>1%</b> 4%	<b>6%</b> 3.7%
encourages you to observe exemplary reading teachers.	<b>27%</b> 32%	<b>24%</b>	<b>24%</b> 37%	<b>14%</b>	<b>8%</b> 28%	<b>3%</b> 2.8%
ensures few to no interruptions during literacy blocks.	<b>38%</b> 32%	<b>35%</b>	<b>17%</b> 53%	<b>6%</b> 0%	<b>2%</b> 12%	<b>3%</b> 2.8%
explicitly states his/her expectations about formal classroom observations during reading instruction.	<b>48%</b> 56%	<b>28%</b>	<b>14%</b> 34%	<b>3%</b>	<b>4%</b> 6%	<b>4%</b> 3.7%
supports the IST problem-solving process.	<b>42%</b> 57%	<b>21%</b>	<b>7%</b> 24%	<b>2%</b>	<b>1%</b> 3%	<b>28%</b> 15.9%

<sup>7</sup> Response scale was expanded from the three point scale used in 2003-04 to a five point scale in 2004-05.

			Effectiveness of the professional development					Alignment of the professional development with the SBRR framework				
			Yes	No	Very Effective	Moderately Effective	Slightly Effective	Not at All Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned
<b>As part of your professional development this year, have you:</b>												
attended university courses in reading (for example, distance learning formats or on-campus classes)?	16%	84%	52%	22%	6%	7%	13%	44%	22%	2%	31%	
	22%	78%	64%	27%	9%	0%	0%	60%	25%	0%	15%	
read professional literature related to the teaching of reading (for example, reading study groups)?	85%	15%	35%	47%	16%	1%	1%	54%	37%	1%	8%	
	81%	19%	34%	41%	23%	3%	0%	53%	31%	3%	13%	
attended grade-level meetings related to reading instructional issues?	93%	8%	45%	37%	17%	2%	1%	64%	28%	1%	8%	
	94%	6%	41%	39%	19%	1%	0%	63%	21%	4%	11%	
observed demonstrations of teaching reading (either in my school or in another school)?	48%	52%	49%	32%	10%	6%	3%	66%	18%	3%	14%	
	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)?	31%	69%	47%	36%	7%	5%	5%	60%	23%	0%	17%	
	33%	67%	59%	28%	13%	0%	0%	58%	27%	4%	12%	
attended school or district-sponsored Reading First workshops or in-services?	94%	6%	45%	37%	16%	2%	1%	77%	16%	1%	7%	
	99%	1%	42%	37%	19%	2%	0%	68%	19%	1%	13%	

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

<b>How often, on average, have you:</b>	<b>Weekly</b>	<b>Monthly</b>	<b>A few times a semester</b>	<b>Once a semester</b>	<b>Once a year</b>	<b>Never</b>
requested assistance from the IST, including the literacy coach? <b>(If never, skip to Part VII)</b>	0%	9%	4%	9%	4%	74%
	9%	15%	50%	11%	2%	13%
to teach reading to children with disabilities?	22%	0%	6%	11%	6%	56%
	7%	29%	48%	7%	5%	5%

<b>How satisfied are you with:</b>	<b>Very satisfied</b>	<b>Somewhat satisfied</b>	<b>Somewhat dissatisfied</b>	<b>Very dissatisfied</b>	<b>Don't Know</b>
the IST's problem-solving process?	11%	22%	11%	0%	56%
	27%	50%	14%	2%	7%
how collaboratively your case manager worked with you?	16%	21%	5%	0%	58%
	54%	23%	14%	0%	9%
how quickly you began working with your case manager?	16%	16%	5%	0%	63%
	44%	32%	10%	2%	12%
the amount you learned during the process?	16%	16%	5%	0%	63%
	44%	32%	10%	2%	12%
the results you achieved?	11%	16%	11%	0%	63%
	33%	43%	12%	2%	10%

## APPENDIX F: RESULTS OF 4–12 TEACHER SURVEY, 2004-2005

### SUCCESS FOR SECONDARY STRUGGLING READER (SSSR) DELAWARE STATE IMPROVEMENT GRANT PROFESSIONAL DEVELOPMENT EVALUATION

The University of Delaware Education Research and Development Center is responsible for the evaluation of Delaware's State Improvement Grant (SIG). The information you provide will be used to determine the effectiveness of the training modules. The Delaware Education Research and Development Center has been asked to conduct this survey to ensure objective analysis and confidentiality of responses. You may refuse to answer any question on the survey. No individual will be identified in our analyses or reports; answers will be combined with those of others who complete the survey. The Delaware Department of Education and U.S. Department of Education will receive only a report summarizing these analyses.

Thank you for sharing your thoughts and experiences. If you have any questions about this survey, please contact the Delaware Education Research and Development Center by e-mail at [ud-rdc@udel.edu](mailto:ud-rdc@udel.edu) or by phone at 302/831-4433.

### INFORMATION ABOUT YOUR 2004–2005 TEACHING ASSIGNMENT (n=248)

What is the name of the school where you will teach during the 2004-05 school year?

- Thirty-five (35) schools are represented across ten (10) school districts.

What will be the nature of your **Primary Teaching Assignment** in the 2004-05 school year?

- 45.5% Regular Education
- 45.9% Special Education
- 8.6% Other (e.g. librarian, psychologist, reading specialist)

What will be the grade level(s) you will be teaching in the 2004-05 school year?

(Mark all that apply)

5.0 %	4th grade	36.8 %	7th grade	26.4 %	10th grade
9.1 %	5th grade	31.4 %	8th grade	20.0 %	11th grade
20.0 %	6th grade	28.2 %	9th grade	18.6 %	12th grade

In what content area(s) will you be teaching in the 2004-05 school year? (Mark all that apply)

31.4 %	Mathematics	1.8 %	Art/Music/Performing Arts
70.0 %	English Language	2.7 %	Foreign Language
31.8 %	Science	0.9 %	Business
34.5 %	Social Studies	18.2%	Other (e.g. psychologist, vocational)

## INTRODUCTION: LEARNING TO READ

(N=248)

Using the scale below, please indicate the degree to which you:

	Very Confident	Moderately Confident	Slightly Confident	Slightly Unsure	Moderately Unsure	Very Unsure
1. Understand why reading is a national and state priority.	82.8%	14.8%	2.4%	0%	0%	0%
2. Understand how good readers read.	26.6%	50.3%	21.3%	1.8%	0%	0%
3. Understand how children learn to read.	16.6%	46.7%	27.8%	7.7%	0.6%	0.6%
4. Understand the components of reading instruction that must be taught.	19.5%	44.4%	26.0%	8.9%	0.6%	0.6%
5. Understand why learning to read is difficult.	34.7%	35.9%	22.2%	6.0%	0%	1.2%

**MODULE I: FLUENCY**  
**(n=132)**

Using the scale below, please indicate the degree to which you believe the Module I presentation and activities have improved your ability to:

	Very Confident	Moderately Confident	Slightly Confident	Slightly Unsure	Moderately Unsure	Very Unsure	Skilled in this before attending
1. Define fluency	56.6%	37.2%	2.3%	0%	0%	0%	3.9%
2. Explain why fluency is necessary for comprehension	62.0%	31.0%	3.9%	0%	0%	0%	3.1%
3. Identify several cause for dysfluency	41.1%	45.0%	10.9%	1.6%	0%	0%	1.6%
4. Explain consequences of dysfluency	47.7%	42.2%	7.8%	0.8%	0%	0%	1.6%
5. Use several strategies for building reading fluency	48.0%	35.4%	14.2%	0.8%	0%	0%	1.6%
6. Administer an informal fluency assessment	47.6%	37.3%	12.7%	0.8%	0%	0%	1.6%

I could benefit from more professional development in the area of fluency.

68.6% Yes

31.4% No

**MODULE II: WORD IDENTIFICATION**  
(n=132)

Using the scale below please indicate the degree to which you believe the Module II presentation and activities have improved your ability to:

	Very Confident	Moderately Confident	Slightly Confident	Slightly Unsure	Moderately Unsure	Very Unsure	Skilled in this before attending
1. Identify the characteristics of struggling readers with respect to word recognition	33.1%	51.5%	11.5%	0.8%	0.0%	0.8%	2.3%
2. Understand how to help students use word families to decode new words	46.5%	40.3%	10.1%	0.8%	0.0%	1.6%	0.8%
3. Understand how HINTS help students to identify unknown multi-syllabic words	43.4%	44.2%	10.4%	1.6%	0.0%	0.8%	0.0%
4. Identify how effective readers use knowledge of letter sounds and structure analysis to identify new words	41.5%	43.1%	12.3%	1.5%	0.8%	0.0%	0.8%
5. Understand how to help students use word origins to spell new words.	31.5%	46.9%	15.4%	3.8%	0.0%	0.8%	0.8%

I could benefit fro more professional development in the area of word identification.

68.4% Yes

31.6% No

**MODULE III: VOCABULARY**  
**(n=220)**

Using the scale below, please indicate the degree to which you believe the Module III presentation and activities have improved your ability to:

	Very Confident	Moderately Confident	Slightly Confident	Slightly Unsure	Moderately Unsure	Very Unsure	Skilled in this before attending
1. Understand how word meanings are multifaceted	42.8%	42.8%	7.8%	2.3%	0.5%	0.0%	3.7%
2. Understand that vocabulary knowledge is essential for reading comprehension	75.2%	19.7%	1.4%	0.5%	0.0%	0.0%	3.2%
3. Recognize that specific words should be selected for direct instruction	52.1%	38.6%	6.0%	0.5%	0.0%	0.0%	3.2%
4. Teach word meanings in relation to one another and the contexts in which they are used	47.7%	40.8%	8.3%	0.9%	0.0%	0.0%	2.3%
5. Understand the technique of definition mapping	40.4%	41.3%	13.3%	2.3%	0.0%	0.9%	1.8%
6. Recognize that activities that build vocabulary can be useful before, during, and after reading.	67.9%	24.8%	3.7%	0.9%	0.0%	0.5%	2.3%

I could benefit from more professional development in the area of vocabulary.

74.0% Yes

26.0% No

**MODULE IV: COMPREHENSION**  
**(n=220)**

Using the scale below, please indicate the degree to which you believe the Module III presentation and activities have improved your ability to:

	Very Confident	Moderately Confident	Slightly Confident	Slightly Unsure	Moderately Unsure	Very Unsure	Skilled in this before attending
1. Understand the research about comprehension strategies that proficient readers use	38.6%	47.2%	9.4%	0.0%	1.6%	0.0%	3.1%
2. Utilize the comprehension strategies of proficient readers when I help struggling readers to read	34.6%	51.2%	11.0%	0.0%	0.0%	0.0%	3.1%
3. Understand how using results from the DSTP can inform classroom instruction	35.7%	38.1%	18.3%	4.0%	0.8%	1.6%	1.6%
4. Understand how to use SQ3R to teach reading comprehension	32.3%	50.4%	11.0%	3.1%	0.0%	0.0%	3.1%
5. Understand how to develop rubrics to assess students' comprehension	36.2%	37.8%	12.6%	9.4%	0.0%	0.0%	3.9%

I could benefit from more professional development in the area of comprehension.

79.8% Yes

20.2% No

**MODULE V: MOTIVATION AND CLASSROOM MANAGEMENT**  
**(n=220)**

Using the scale below, please indicate the degree to which you believe the Module V presentation and activities have improved your ability to:

	Very Confident	Moderately Confident	Slightly Confident	Slightly Unsure	Moderately Unsure	Very Unsure	Skilled in this before attending
1. Understand how Universal Design for Learning (UDL) can support learning of all students	19.1%	44.3%	27.0%	1.7%	1.7%	5.2%	0.9%
2. Balance teacher talk, whole group activities, small group work, and independent work.	40.8%	44.8%	11.2%	1.6%	0.0%	0.0%	1.6%
3. Understand how to increase students' motivation to read	39.2%	44.8%	14.4%	0.0%	0.0%	0.0%	1.6%
4. Effectively manage fluid grouping of students	26.0%	43.1%	24.4%	1.6%	0.0%	3.3%	1.6%
5. Directly teach social skills so students can effectively interact with others in a small group	38.7%	41.1%	16.9%	2.4%	0.8%	0.0%	0.0%

I could benefit from more professional development in the area of motivation and classroom management.

76.5% Yes

23.5% No

**END OF THE INSTITUTE: OVERALL REACTIONS**  
**(n=62)**

Using the scale below, please indicate the degree to which you believe the modules have improved your ability to:

	Very Confident	Moderately Confident	Slightly Confident	Slightly Unsure	Moderately Unsure	Very Unsure	Skilled in this before attending
1. Understand why reading is a national and state priority	57.4%	19.7%	9.8%	1.6%	0.0%	0.0%	11.5%
2. Understand how good readers read	44.3%	34.4%	9.8%	1.6%	1.6%	0.0%	8.2%
3. Understand how children learn to read	31.7%	43.3%	13.3%	5.0%	1.7%	0.0%	5.0%
4. Understand the components of instruction that must be taught	36.1%	41.0%	9.8%	1.6%	0.0%	1.6%	9.8%
5. Understand why learning to read is difficult	49.2%	27.9%	13.1%	1.6%	0.0%	1.6%	6.6%

Using the scale below, please indicate the degree to which you agree or disagree with the following statements:

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
6. My understanding of the scientifically based reading research was enhanced.	32.8%	37.7%	18.0%	6.6%	4.9%	0%
7. SSSR professional development activities are aligned with my school's mission, goals, and objectives.	56.7%	31.7%	6.7%	1.7%	3.3%	0%
8. Teachers in my school have access to reading instructional support when implementation problems are encountered.	27.9%	27.9%	27.9%	9.8%	1.6%	4.9%
9. Other reading professional development offered in my school/district aligns with what I have learned during these modules.	37.7%	42.6%	11.5%	4.9%	3.3%	0%
10. My principal is supportive of the implementation of SSSR in my school.	72.9%	16.9%	10.2%	0%	0%	0%

Using the scale below, please indicate the degree to which you believe you have achieved proficiency in the following areas as it relates to your current role in working with struggling readers to improve their reading skills:

	Very Proficient	2	3	4	5	6	Not at All Proficient
11. Fluency	13.6%	39.0%	32.2%	8.5%	3.4%	3.4%	0%
12. Word Identification	23.7%	40.7%	22.0%	6.8%	3.4%	3.4%	0%
13. Vocabulary	32.2%	40.7%	16.9%	6.8%	1.7%	1.7%	0%
14. Comprehension	37.3%	37.3%	15.3%	6.8%	1.7%	1.7%	0%
15. Motivation	18.6%	42.4%	25.4%	8.5%	3.4%	1.7%	0%
16. Instructional Management	16.9%	47.5%	20.3%	10.2%	3.4%	1.7%	0%

**In regards to struggling readers, I would like *more information* about:**

- ♦ Adapting literature books at the 7th & 8th grade level for readers at 2nd gr. level instruction
- ♦ Cognitive science’s contributions to the learning paradigm via linguistics, origin of thought & language, development of concepts (conceptual blending) and acts of meaning in reading
- ♦ enhancing reading comprehension
- ♦ Fluency and comprehension instruction
- ♦ Fluency and how to better use the area in my classroom
- ♦ High interest materials for diverse students.
- ♦ How they understand details to pull out and incorporate in their writing
- ♦ I feel the program is better off at the younger grades but not in the MS/HS years.
- ♦ motivating students who have failed consistently in the past and don’t want to lose face by trying (middle school)
- ♦ motivation
- ♦ Motivation
- ♦ Motivation and instructional management
- ♦ Motivation and the intrinsic rewards that will be awarded to the struggling readers

- ♦ Motivation for H.S. students
- ♦ My main problem is that I have students who read on the 2nd/3rd grade level - What am I supposed to do w/ them? These students are 9th and 10th graders. They seem to be stuck at this level.
- ♦ Names of centers or places older students can go to get help
- ♦ Quick & easy strategies/tips that parents (non-educators) can use at home to increase skills for each module
- ♦ sample class schedules, how much time on reading, writing, vocab decoding...?
- ♦ Skill strengthening warm ups, to use in content areas.
- ♦ The support networks for teachers who incorporate SSSR into their instruction
- ♦ Using Kylee Beer's book "When Kids Can't Read" has given me the most insight & information in helping my strugglers!! Please recommend all teachers have this book. I plan to use her strategies for many more years!!
- ♦ vocabulary, comprehension - especially for those students who read fluently but have not idea what they read \*linking the reading to writing
- ♦ what to do with non-readers in middle school

**In regards to struggling readers, I would like *more help* with:**

- ♦ An example of a lesson plan to adapt to content areas across the board.
- ♦ different ways to effectively teach non-readers of middle school age
- ♦ differentiation of instruction
- ♦ fluency
- ♦ Getting students interested in Reading
- ♦ grouping struggling readers together to effectively address their needs
- ♦ I would like to take this class a second time and maybe I would understand the organization requirements
- ♦ Keeping the student motivated. That seems to be the hardest part, either b/c they get frustrated or just don't like to read
- ♦ Motivation
- ♦ Motivation. However, it looks like I'll be teaching math next year.

- ♦ pair reading with accommodation so kids can access materials & learn
- ♦ putting everything together. I am having a hard time choosing what to do in the little class time I have.
- ♦ re-enforcement of the concepts learned in Part 1 SSSR
- ♦ reading comprehension instruction and individual improvement in comprehension tests.
- ♦ Resources, or a list for parents where to get help for their children if the school is not able to bring the child far enough
- ♦ teaching students how to summarize when they are Middle schoolers reading at a 2nd gr. level.
- ♦ time management, flexible grouping
- ♦ An example of a lesson plan to adapt to content areas across the board
- ♦ different ways to effectively teach non-readers of middle school age
- ♦ differentiation of instruction

Which of the following modules did you complete as part of the Success for Secondary Struggling Readers (SSSR) Institute? (Mark all that apply)

- 90.0% Introduction
- 90.0% Motivation and Instructional Management
- 81.7% Getting Up To Speed: Fluency Assessment and Instruction in Grades 5-12
- 85.0% Word Identification
- 80.0% Secondary Vocabulary Instruction: From Word List to Word Study
- 80.0% Comprehension

**APPENDIX G: RESULTS OF 4–12 PARENT SURVEY, 2004-2005**

**PARENTS' PERCEPTIONS OF LITERACY  
(n=263)**

**I. Literacy Beliefs**

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1. There is little parents can do to help their child perform well in school.	81.2%	9.7%	4.2%	1.9%	1.9%	1.0%
2. Reading helps build a child's vocabulary.	2.9%	0%	0.6%	0.6%	6.7%	89.1%
3. Schools, not parents, are responsible for teaching children how to become better readers.	34.8%	20.6%	18.4%	13.5%	8.4%	4.2%
4. Phonics provides a firm foundation for reading most words.	2.6%	1.3%	6.9%	10.9%	29.6%	48.7%
5. Children need to hear a word many times used in different situations to order to learn the meaning.	3.5%	7.1%	7.4%	22.3%	31.3%	28.4%
6. I would like to help my child become a better reader, but I don't know how to help.	41.7%	16.6%	7.6%	14.9%	9.9%	9.3%
7. Before children learn to read books, they must understand that words are made up of sounds.	4.9%	4.9%	6.1%	11.7%	22.3%	50.2%
8. The best way for children to learn new words is to look them up in a dictionary.	13.5%	16.0%	21.8%	19.9%	16.0%	12.8%
9. Phonics instruction has been proven to be highly effective for children experiencing reading problems.	1.8%	1.4%	6.3%	20.1%	33.8%	36.6%
10. Children, regardless of who old they are, need to learn new words every day to be good readers.	3.5%	6.4%	9.6%	19.0%	25.7%	35.7%
11. Children's reading success mostly depends on their classroom teachers.	19.9%	15.8%	17.7%	27.3%	14.5%	4.8%
12. It is important that children learn how to sound out words.	0.6%	1.0%	1.0%	5.4%	21.2%	70.8%
13. Children do better in school when their parents also teach them things at home.	2.3%	0.6%	0.6%	2.3%	11.6%	82.6%
14. Children who focus mostly on figuring out words have a difficult time understanding what the words mean.	9.5%	19.0%	18.3%	24.4%	17.6%	11.2%

## **II. Literacy Activities**

How often <b><u>do you:</u></b>	Always	Often	Sometimes	Seldom	Never
1. encourage your child to read?	49.5%	35.0%	12.5%	2.9%	0%
2. avoid using words that you child will not understand?	3.5%	6.1%	21.9%	31.0%	37.4%
3. help your child select books based on his/her interests?	27.9%	40.1%	21.2%	7.7%	3.2%
4. make yourself available to help your child with his/her homework?	69.1%	23.8%	4.2%	1.9%	1.0%
5. encourage your child to read non-fiction or true-life books?	21.8%	31.4%	31.4%	9.0%	6.4%
6. encourage your child to write messages or notes?	26.8%	31.0%	29.0%	9.4%	3.9%
7. read books, letters, or newspaper articles aloud to your children.	22.7%	26.9%	31.4%	16.5%	2.6%
8. find it boring to read?	1.9%	2.3%	13.2%	20.6%	62.1%
9. find yourself just too busy or too tired to help your child with his/her homework?	2.3%	2.9%	15.8%	29.0%	50.0%
10. ask your child questions about a book he/she just read?	25.1%	39.5%	30.2%	4.2%	1.0%
11. read books?	44.7%	26.4%	18.6%	7.4%	2.9%
12. encourage your child to read aloud with expression?	23.2%	25.5%	25.2%	18.1%	8.1%

How often <b><u>does your child</u></b>	Always	Often	Sometimes	Seldom	Never
13. learn new words by listening to adults talk?	16.7%	46.3%	31.2%	4.8%	1.0%
14. talk about new ideas he/she learned from reading?	18.6%	36.0%	33.4%	10.3%	1.6%
15. read a book, newspaper, or magazine?	27.0%	42.1%	26.4%	4.2%	0.3%



#### **IV. Background Information**

1. My school-age child is a:

53.4% Male

46.6% Female

2. My child's current grade is:

1.6% 4th grade

2.6% 5th grade

19.7% 6th grade

26.3% 7th grade

19.1% 8th grade

6.9% 9th grade

12.2% 10th grade

4.6% 11th grade

6.9% 12th grade

3. What is your relationship to your child?

83.1% Mother/Female guardian

13.6% Father/Male guardian

3.2% Other

4. What is your child's first language?

97.1% English

1.3% Spanish

1.6% Other

5. What is your first language?

96.8% English

1.3% Spanish

1.9% Other

6. Which best describes your race or ethnic background?

69% White

26.0% African American

3.0% Hispanic

0.7% Asian

1.0% American Indian

0.3% Bi-Racial

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

4.5% Less than high school

25.1% High school graduate

38.6% Some college or technical college training

19.0% Bachelor's degree

12.9% Master's or professional degree

8. Which literacy workshops have you attended? (Mark all that apply)

7.7 % Building a Foundation for Interactive Reading through Phonemic Awareness, Phonics and Fluency

5.8 % Building Your Child's Vocabulary and Comprehension through Storybooks and Storytelling

10.0 % Other (e.g. district/school sponsored, Read Aloud)

77.9 % None

**APPENDIX H: SIG BASELINE INCLUSION OBSERVATIONS, 2004-2005 (n=38)**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
peers-any standard	38	.0	100.0	78.597	36.5674
peers-grade level standard	38	.0	100.0	77.316	38.5346
target student-any standard	38	.0	100.0	75.911	36.7754
target student-grade level standard	38	.0	100.0	68.587	42.5946
target student-IEP objective	38	.0	100.0	43.568	46.1582
Valid N (listwise)	38				

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
accommodations	38	.0	100.0	13.005	31.0737
paraprofessional	38	.0	.0	.000	.0000
peer support	38	.0	.0	.000	.0000
notetaker	38	.0	10.0	.263	1.6222
environmental adjustments	38	.0	100.0	3.274	16.5938
extended time	38	.0	100.0	4.016	17.0673
redistributed time	38	.0	.0	.000	.0000
assistive technology	38	.0	2.6	.068	.4218
other accommodation	38	.0	.0	.000	.0000
Valid N (listwise)	38				

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
augmentations	38	.0	100.0	6.287	18.1898
strategies for learning	38	.0	22.2	.584	3.6013
strategies for test-taking	38	.0	100.0	2.632	16.2221
strategies for organization	38	.0	40.6	1.821	7.3453
strategies for self-regulation	38	.0	100.0	3.211	16.5156
Valid N (listwise)	38				

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
adaptations	38	.0	100.0	2.800	16.2273
adjusted reading demand	38	.0	100.0	2.632	16.2221
adjusted cognitive demand	38	.0	.0	.000	.0000
non-print content	38	.0	.0	.000	.0000
content through assistive technology	38	.0	.0	.000	.0000
enhanced content	38	.0	.0	.000	.0000
nontraditional response to instruction	38	.0	.0	.000	.0000
nontraditional instructional materials	38	.0	.0	.000	.0000
other adaptation	38	.0	.0	.000	.0000
Valid N (listwise)	38				

### Descriptive Statistics

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	N	Minimum	Maximum	Mean	Std. Deviation
setting - regular class	38	.0	100.0	35.021	45.8329
setting - self contained special education classroom	38	.0	100.0	31.324	43.3631
setting - resource room	38	.0	100.0	30.618	44.5760
setting - chapter 1 lab	38	.0	.0	.000	.0000
setting - library	38	.0	73.5	2.013	11.9201
setting - music room	38	.0	.0	.000	.0000
setting - art room	38	.0	.0	.000	.0000
setting - therapy room	38	.0	.0	.000	.0000
setting - hall	38	.0	.0	.000	.0000
setting - auditorium	38	.0	.0	.000	.0000
setting - other	38	.0	.0	.000	.0000
Valid N (listwise)	38				

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### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
activity - reading	38	.0	100.0	47.368	45.6349
activity - math	38	.0	48.9	2.679	11.0597
activity - spelling	38	.0	77.1	6.376	18.3241
activity - handwriting	38	.0	6.4	.389	1.4719
activity - language	38	.0	100.0	34.711	43.1612
activity - science	38	.0	12.8	.337	2.0764
activity - social studies	38	.0	.0	.000	.0000
activity - pre-vocational	38	.0	78.0	2.053	12.6533
activity - gross motor	38	.0	.0	.000	.0000
activity - daily living	38	.0	92.7	2.503	15.0324
activity - self-care	38	.0	.0	.000	.0000
activity - arts/crafts	38	.0	.0	.000	.0000
activity - free time	38	.0	.0	.000	.0000
activity - business/management	38	.0	.0	.000	.0000
activity - transition	38	.0	12.9	1.239	3.0805
activity - music	38	.0	4.9	.129	.7949
activity - timeout	38	.0	.0	.000	.0000
activity - no activity	38	.0	8.5	.763	2.1730
activity - can't tell	38	.0	4.3	.353	1.0899
activity - other	38	.0	.0	.000	.0000
Valid N (listwise)	38				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
task - readers	38	.0	100.0	18.968	26.0453
task - workbooks	38	.0	82.9	4.037	14.4799
task - worksheet	38	.0	90.0	20.913	29.7161
task - paper and pencil	38	.0	90.6	12.429	23.6008
task - listen to teacher lecture	38	.0	39.5	4.832	8.4156
task - other media	38	.0	87.8	13.739	23.4682
task - teacher-student discussion	38	.0	71.8	17.405	18.9248
task - fetch/put away	38	.0	19.4	3.021	4.2556
task - no task	38	.0	27.5	3.174	6.2008
Valid N (listwise)	38				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
physical arrangement - entire group	38	.0	100.0	45.461	44.8470
physical arrangement - divided group	38	.0	100.0	46.853	43.6194
physical arrangement - individual	38	.0	90.2	5.800	20.4982
Valid N (listwise)	38				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
instructional grouping - whole class instruction	38	.0	100.0	55.105	38.7723
instructional grouping - small group instruction	38	.0	78.7	12.532	24.8541
instructional grouping - ne-to-one instruction	38	.0	42.6	3.745	10.5831
instructional grouping - independent instruction	38	.0	89.4	24.526	30.0641
instructional grouping - no instruction	38	.0	30.0	1.403	5.4572
Valid N (listwise)	38				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
teacher definition - regular education	38	.0	100.0	25.237	38.7862
teacher definition - special education	38	.0	100.0	65.571	39.0944
teacher definition - aide/paraprofessional	38	.0	72.3	7.708	20.4586
teacher definition - student teacher	38	.0	2.4	.063	.3893
teacher definition - volunteer	38	.0	3.0	.079	.4867
teacher definition - related services personnel	38	.0	9.8	.258	1.5898
teacher definition - substitute teacher	38	.0	.0	.000	.0000
teacher definition - peer tutor	38	.0	.0	.000	.0000
teacher definition - no staff	38	.0	6.5	.171	1.0544
Valid N (listwise)	38				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
teacher behavior - question academic	38	.0	41.0	11.779	10.2647
teacher behavior - question management	38	.0	12.5	2.039	2.9704
teacher behavior - question discipline	38	.0	6.5	.561	1.3659
teacher behavior - command academic	38	.0	16.0	1.666	3.8692
teacher behavior - command management	38	.0	8.9	1.437	2.0318
teacher behavior - command discipline	38	.0	4.4	.276	.8833
teacher behavior - talk academic	38	4.9	69.7	34.047	14.8588
teacher behavior - talk management	38	.0	41.0	12.195	10.2319
teacher behavior - talk discipline	38	.0	14.6	1.350	2.9594
teacher behavior - talk nonacademic	38	.0	16.2	2.721	4.1662
teacher behavior - nonverbal prompt	38	.0	23.1	2.308	4.7174
teacher behavior - attention	38	.0	45.7	15.945	12.4332
teacher behavior - reading aloud	38	.0	33.3	7.053	11.8713
teacher behavior - singing	38	.0	7.3	.247	1.2234
teacher behavior - no response	38	.0	56.1	5.289	12.0612
Valid N (listwise)	38				

### Descriptive Statistics

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	N	Minimum	Maximum	Mean	Std. Deviation
teacher approval	38	.0	17.1	4.861	5.1277
teacher disapproval	38	.0	8.5	2.287	2.6965
teacher neither approve or disapprove	38	73.2	100.0	91.534	6.0726
Valid N (listwise)	38				

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### Descriptive Statistics

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	N	Minimum	Maximum	Mean	Std. Deviation
teacher focus - target student	38	.0	45.2	11.487	11.6749
teacher focus - target student and others	38	2.1	90.5	42.050	24.0822
teacher focus - no one	38	.0	48.8	7.524	11.1854
teacher focus - other than target student	38	2.0	77.1	37.068	19.2787
Valid N (listwise)	38				

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### Descriptive Statistics

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	N	Minimum	Maximum	Mean	Std. Deviation
teacher position - in front	38	2.1	100.0	56.189	30.3684
teacher position - at desk	38	.0	91.5	4.376	15.3220
teacher position - out of the room	38	.0	6.4	.534	1.3779
teacher position - side	38	.0	91.7	26.068	22.6854
teacher position - back	38	.0	53.3	9.942	14.0819
Valid N (listwise)	38				

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### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
academic response - writing	38	.0	48.8	16.621	14.7869
academic response - task participation	38	.0	63.4	4.308	12.2199
academic response - reading aloud	38	.0	16.7	1.829	4.1331
academic response - reading silently	38	.0	58.1	12.900	15.4205
academic response - talk academic	38	.0	30.0	5.250	7.2502
academic response - no academic response	38	20.5	97.6	57.587	21.2164
Valid N (listwise)	38				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
task management - raising hand	38	.0	23.3	1.418	4.0928
task management - playing or interacting appropriately	38	.0	2.3	.061	.3731
task management - manipulating materials	38	.0	24.4	6.368	6.1577
task management - moving	38	.0	12.5	3.382	4.1153
task management - talk management	38	.0	10.0	.789	1.9864
task management - attention	38	.0	87.8	23.161	21.3833
task management - no task management	38	9.8	97.2	63.176	21.4442
Valid N (listwise)	38				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
competing response - aggression	38	.0	.0	.000	.0000
competing response - disrupt	38	.0	2.6	.124	.5350
competing response - talk inappropriate	38	.0	13.5	2.658	3.7762
competing response - looking around	38	.0	18.9	6.900	6.1800
competing response - non-compliance	38	.0	57.4	6.466	14.5360
competing response - self-stimulation	38	.0	38.3	5.561	8.7012
competing response - self-abuse	38	.0	4.3	.358	.9786
competing response - no inappropriate behavior	38	27.7	100.0	75.737	18.0676
Valid N (listwise)	38				