

**EVALUATION OF DELAWARE'S  
READING FIRST INITIATIVE  
YEAR I REPORT**

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## TABLE OF CONTENTS

	<b>PAGE</b>
EXECUTIVE SUMMARY.....	4
INTRODUCTION.....	5
DESIGN AND ORGANIZATION OF THE YEAR I EVALUATION.....	6
FINDINGS.....	
STUDENT –LEVEL EFFECTS	
STUDENT ACHIEVEMENT.....	9
STUDENT PLACEMENT .....	25
TEACHER/CLASSROOM- LEVEL EFFECTS.....	
TEACHERS’ READING CONTENT KNOWLEDGE.....	26
INSTRUCTIONAL PRACTICE.....	27
SBRR AND THE PREPARATION OF READING TEACHERS IN DELAWARE’S HIGHER EDUCATION INSTITUTIONS.....	33
SYSTEM- LEVEL EFFECTS	
SBRR AND DISTRICT/SCHOOL READING FIRST PROFESSIONAL DEVELOPMENT & SCHOOL CLIMATE.....	37
USE OF SBRR CURRICULUM IN ALL READING CLASSROOMS.....	40
INSTRUCTIONAL SUPPORT TEAMS (IST).....	43
ROLE OF THE READING FIRST PRINCIPAL.....	44
NEEDS FOR YEAR II.....	46
APPENDICES: TABLE OF CONTENTS .....	49

## EXECUTIVE SUMMARY

### STUDENT LEVEL EFFECTS

- With the exception of one school, all Reading First schools appear to be moving more African American students toward meeting or exceeding the 3<sup>rd</sup> grade reading standard.
- Performance of Reading First schools as compared to comparison schools varies after one year of implementation.
- In seven of the nine Reading First schools that tested their students at the 3<sup>rd</sup> grade level, there was improvement in the numbers of students who reached the reading standard between 2003 and 2004.
- On the 2<sup>nd</sup> grade DSTP2, between 2003 and 2004, the percentages of students in Reading First schools at the “warning” level are decreasing.
- In the first year of the Reading First implementation, some changes in regards to special education placement occurred albeit not always in the direction desired.

### TEACHER AND CLASSROOM LEVEL EFFECTS

- On pre-and post-testing of reading content knowledge, the groups all three Reading First state coordinators showed improvement in their mean test scores. Only two of the three groups showed improvement that was *statistically significant*.
- Almost all (95%) of Reading First teachers reported that daily or 3 to 4 times per week, they draw children’s attention to the sounds they hear in words, and say the sounds that letters and letter combinations make.
- Over three-quarters (78%) of Reading First teachers reported that daily or 3 to 4 times per week, they explicitly teach new vocabulary and concepts before reading.
- Most (84%) Reading First teachers stated that they identify the elements of a story or 3 to 4 times per week.
- Most (85%) Reading First teachers said that all or most of their students independently read or look at books written in their native language.

### SYSTEM LEVEL EFFECTS

- About three-fourths of the Reading First teachers rated many of their professional development experiences as “very” or “moderately” effective. About two-thirds of teachers rated some professional development as “well aligned” with the SBRR framework. Up to sixteen percent of the Reading First teachers responded that they did not know if the professional development was aligned with the SBRR framework which could indicate their lack of understanding of the framework.
- In summer 2003, about half of RF teachers stated that they strongly agreed that their principal was supportive of Reading First in their school. At the end of the year, 80% saw their principal as supportive.

## INTRODUCTION

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

### GOAL 1

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

### GOAL 2

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

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

### GOAL 3

To support SBRR classrooms ...by adopting the following criteria:

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

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

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

### Goal 4

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

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

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

## DESIGN AND ORGANIZATION OF THE YEAR I EVALUATION REPORT

### Evaluation Questions and Data Sources

To determine how well Delaware’s Reading First program is addressing these four major goals, the Year I (2003-2004) evaluation activities conducted by the evaluation team of the University of Delaware Education Research and Development Center focused on determining the program’s impact at three levels: effects on students, effects on teachers and classrooms, and effects on the school system as a whole. This report describes all of these effects and is based on multiple sources and types of data that have been collected and analyzed during the past year. Table 1 below illustrates the specific effects measured organized by the four major program goals and specific evaluation questions as outlined in the federal proposal. It also illustrates the data sources used to evaluate each of these effects and to answer the evaluation questions. The findings section of this report is organized by levels of effect and according to each of the evaluation questions.

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

<b>Student-Level Effects</b>		
FOCUS	QUESTIONS	MEASURES
GOAL 1A	What is learned from data disaggregation? Progress of ethnic/racial groups? Children w/disabilities & special education? Limited English Proficient students?	DSTP disaggregation- grade 3 DSTP2 disaggregation- grade 2 Work sampling disaggregation- k-1
GOAL 1B	Do children in RF schools and classrooms make greater progress than children at the same grade level in low-achieving schools that are not receiving assistance from RF funding and resources?	Compare end-of-year DSTP performance of students in RF classrooms /schools to similar groups of students in comparable non-RF schools
GOAL 3A	What percent of the children in RF schools are reading on grade level; moving toward reading on grade level; or reading above grade level?	2003-2004 DIBELS
GOAL 3B	Have children in RF classrooms made significant improvement in their reading performance?	
GOAL 4	How does the rate of placement into special education programs change over time in RF schools?	Baseline referral rate –2002-03 Annual comparisons of percentage of students

Teacher/Classroom Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 2B	Does teachers' reading knowledge increase because of attendance at a Reading Institute?	<i>Teacher Perceptions &amp; Assessment of Early Reading and Spelling</i>
GOAL 2C	Does school-level professional development and opportunities to practice implementing effective reading strategies under the guidance of peer and expert mentors increase teachers' knowledge of reading?	RF Teacher survey
GOAL 1D	Did RF classrooms implement high quality SBRR programs that include instructional content based on the 5 essential components of reading?	RF Teacher survey Classroom observation Coaches' interviews Principals' interviews
GOAL 2D	What evidence is there that teachers' practice in teaching reading has changed as a result of teachers' participation in RF professional development?	Classroom observation RF Teacher survey
GOAL 3C	What changes in teachers' reading pedagogy are evident? How is the classroom set up? How are students grouped?	Classroom observation Coaches' interviews
GOAL 4	To what degree does the preparation of reading teachers in DE higher education institutions reflect SBRR?	Document analyses [program requirements and course syllabi]

System Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 2A	What evidence is there that district and school level RF professional development is well-aligned with SBRR framework?	RF Teacher survey
GOAL 2E	What is the impact on school climate of teachers working and learning together? What changes are evident?	RF Teacher survey Principals' interview

System Level Effects (continued)		
FOCUS	QUESTIONS	MEASURES
GOAL 4A	Are Title I, general education and special education teachers using the same SBRR reading curriculum?	RF Teacher survey Educator Poll – Condition of Education
GOAL 4B	Are IST teams meeting consistently to discuss students' instructional needs?	RF Teacher survey Principals' interviews
GOAL 4C	Are the school coaches hired in a timely manner?	RF Teacher survey Principals' interviews Coordinators' interview
GOAL 4D	Are reading and assessment materials purchased and training provided in a timely manner?	RF Teacher survey Principals' interviews Coordinators' interview
GOAL 4E	How are principals supporting reading achievement in RF schools?	RF Teacher survey Coaches' interviews Principals' interviews Coordinators' interview

#### Data Collection Methods

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

# FINDINGS

## STUDENT – LEVEL EFFECTS

### Data Analysis Issues

It is important to note that the achievement analyses noted in this section that are based upon the Delaware Student Testing Program (DSTP) data are not longitudinal, that is, they do not track one group of students over time. Rather, they are cross-sectional in nature, which means that each year's data represents a different group of students. This change in student grouping would be expected to have some effect of the group's overall achievement. However, the analyses based on the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) are longitudinal over the 2003-04 academic year and do show growth overtime of individual student groups. Consequently, the impact of Delaware's Reading First program on student achievement was determined in the following ways:

- Impact related to 3<sup>rd</sup> grade reading standard
- Impact on specific 3<sup>rd</sup> grade student groups
- Progress of Reading First schools on DSTP2 (grade 2)
- Progress of Reading First schools on DSTP k-1 Work Sampling

Since the collection of k-1 work sampling was interrupted during the 2003-04 academic year due to a change in state legislation, data were not available to conduct this analysis.

- Progress toward DIBELS<sup>1</sup> benchmarks during Year 1

### IMPACT ON STUDENT ACHIEVEMENT

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

One of the goals of the Reading First program deals with closing the achievement gap that exists between various student groups. Due to the limitations of the numbers of students in other categories<sup>2</sup>, such as special education, limited English proficient, and other ethnic groups, data for this analysis were limited to an examination of the achievement of African American students. Figure 1 below shows the changes in the percentages of African American students who met or exceeded the 3<sup>rd</sup> grade reading standard on the DSTP in 2003 and 2004. The 2003 data serve as a baseline for a comparison after one year of implementation of the Reading First program.

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<sup>1</sup> Data from the PALS assessments can be found in Appendix A in the Reading First Evaluation Statewide Summary Report

<sup>2</sup> It was not possible to disaggregate data by other racial categories, special education, or Limited English Proficient status since the numbers of students fell below the state reporting minimum.

With the exception of one school, all Reading First schools appear to be moving more African American students toward meeting or exceeding the 3<sup>rd</sup> grade reading standard.

**2003- 2004 3rd Grade African American Students in Reading First Schools Meeting the Reading Standard**

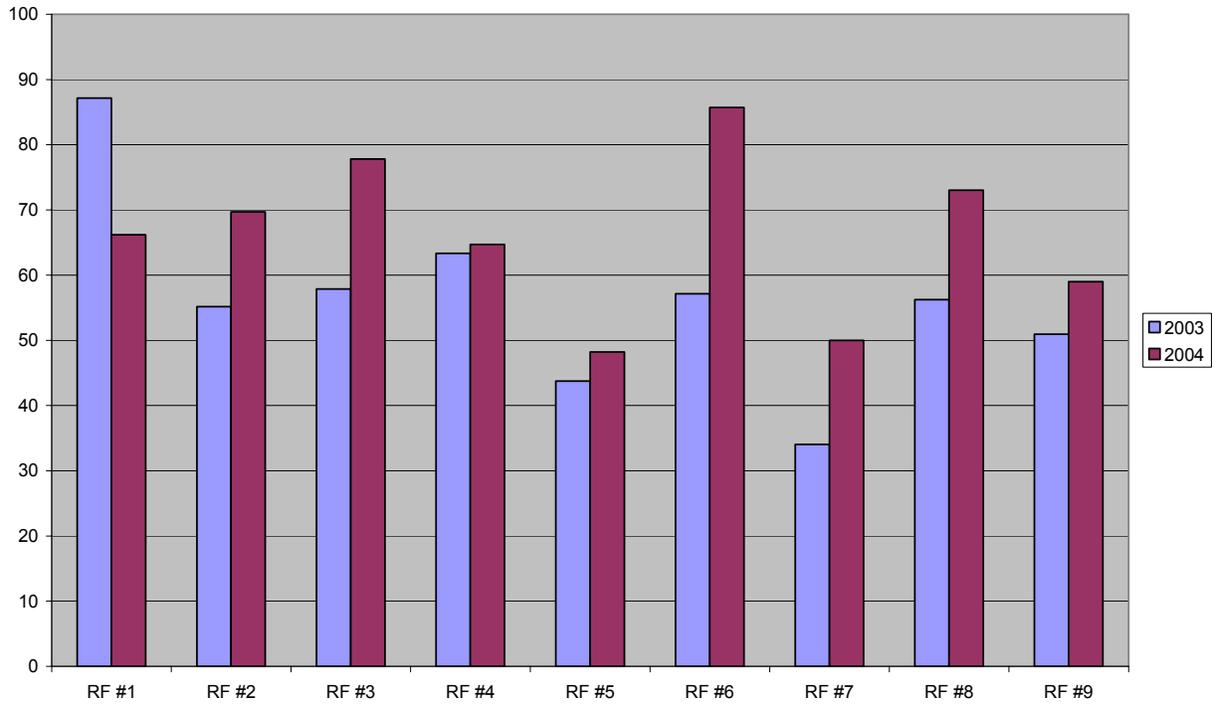


Figure 1. Comparison of 2003 to 2004 DSTP 3<sup>rd</sup> grade reading performance in all Reading First schools disaggregated by race, i.e., African American students

NOTE: Throughout this report, the numbering of the Reading First schools in the data presentations remains consistent, that is RF school #1 is always #1, etc.

### 2003 Reading First & Comparison Schools

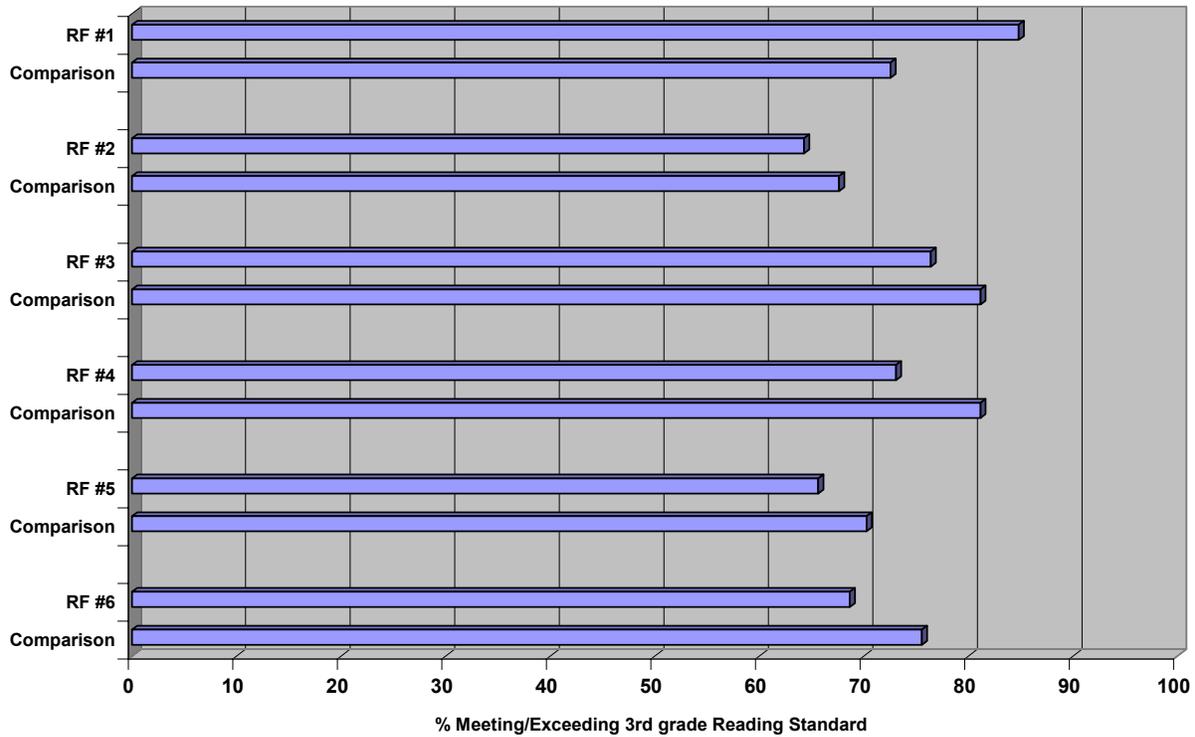


Figure 2a. Comparison of 6 Reading First schools' 2003 DSTP 3<sup>rd</sup> grade reading performance to comparable schools

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

The 3<sup>rd</sup> grade DSTP performance of students in six (6) of the Reading First schools was compared with the academic achievement of students in similar schools. The schools were matched on district, size, percentage of poor and minority students, as well as prior achievement. Figure 2a above shows how each Reading First school and its comparison school performed on the 3<sup>rd</sup> grade reading portion of the DSTP in 2003. The percentages reflect the total number of students who met or exceeded the 3<sup>rd</sup> grade reading standard.

Figure 2b below shows the same comparison but based on 2004 DSTP data, one year into the Reading First initiative. It should be noted again that this is a cross-sectional comparison of schools. This is important since cohorts of students vary in their ability and motivation; both of these factors affect achievement. Consequently, the reader is advised of this limitation and should recognize its potential impact on the interpretation of data.

Figure 2b shows the changes in performance at the end of one year of the Reading First program as compared to the performance of schools not participating in Reading First. It is apparent that the Reading First and its comparison school in district #6 show significant improvement in 2004. Schools in districts #2 and #4 also showed improvement. In district #1, the Reading First school lost some ground in relationship to its comparison school. Both the Reading First and the comparison schools in districts 3 and 5 showed little change between 2003 and 2004.

### 2004 Reading First and Comparison Schools

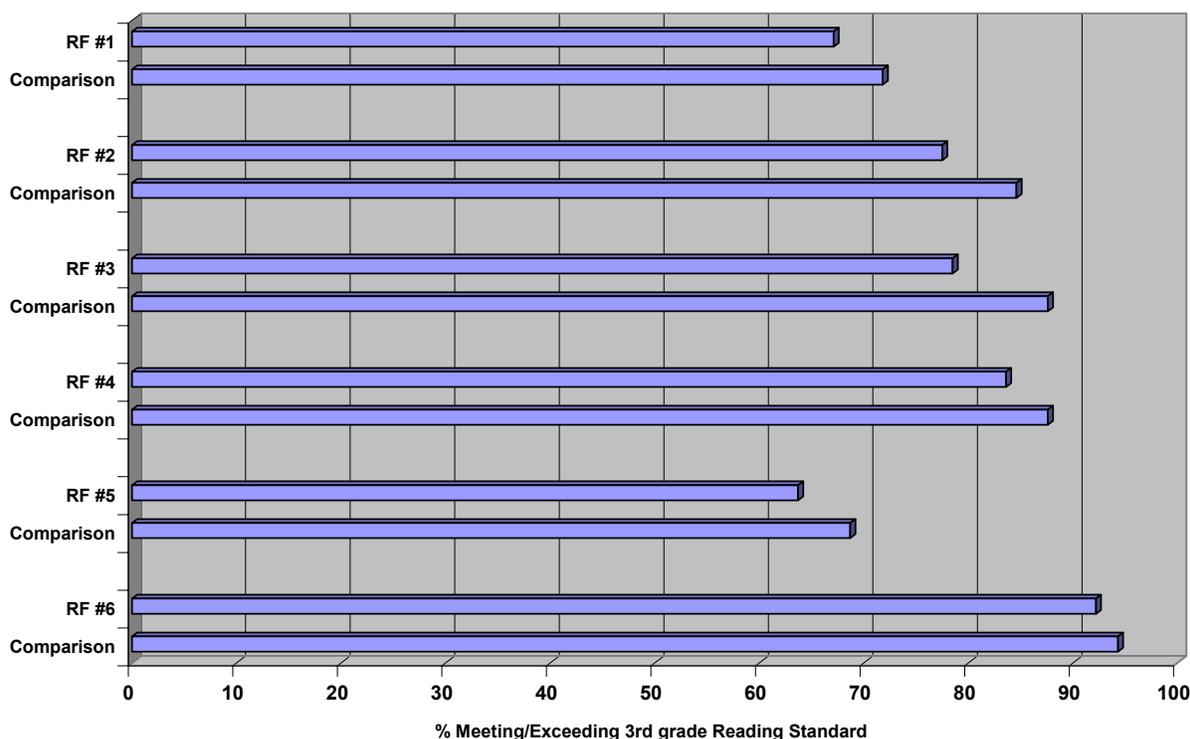


Figure 2b. Comparison of 6 Reading First schools' 2004 DSTP 3<sup>rd</sup> grade reading performance to comparable schools

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

#### Third Grade Performance in Reading First schools

In this section, third grade performance is examined in two manners: 1) a cross-sectional comparison of how 3<sup>rd</sup> grade students performed in the Reading First schools over two years, 2003 (baseline) and 2004 (1<sup>st</sup> year implementation); and, 2) a comparison of how Reading First schools performed in 2004 as compared to the statewide average on the 3<sup>rd</sup> grade DSTP reading assessment.

Figure 3 illustrates that in seven of the nine Reading First schools that tested their students at the 3<sup>rd</sup> grade level<sup>3</sup>, there was improvement in the numbers of students who reached the reading standard between 2003 and 2004. Figure 4 shows that in 2004 the majority of Reading First schools scored at levels close to or exceeding the state average in numbers of students who met or exceeded the 3<sup>rd</sup> grade reading standard.

<sup>3</sup> Some Reading First schools do not include grade 3.

**2003-2004 Students Meeting 3rd Grade Reading Standard in Reading First Schools**

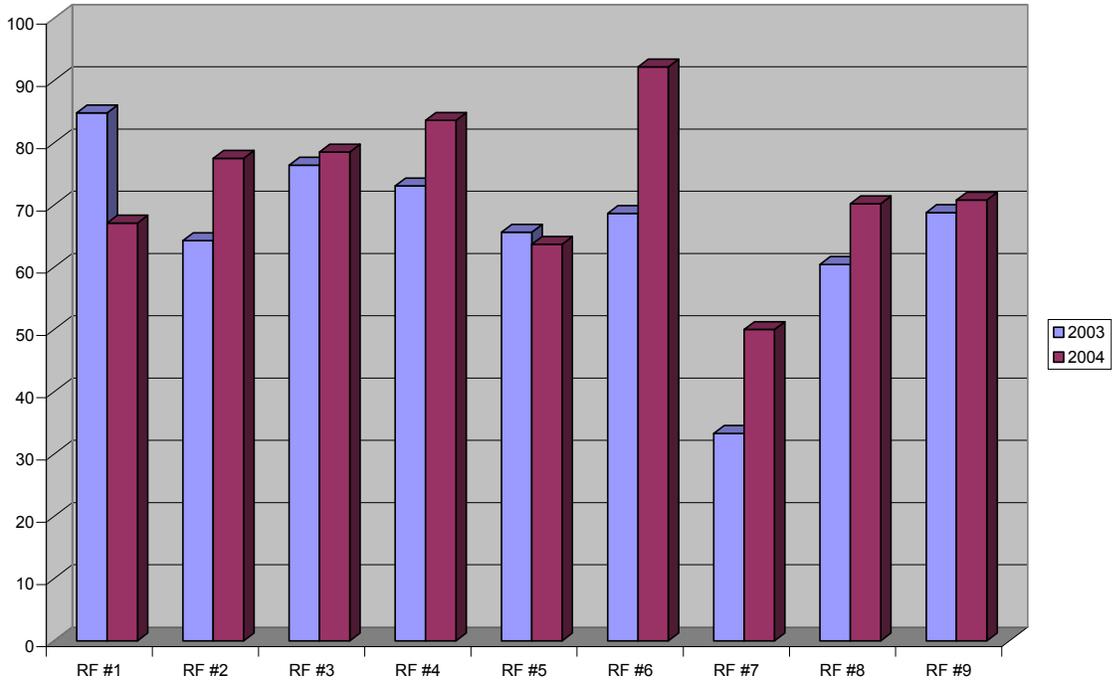


Figure 3. Comparison of 2003 and 2004 DSTP 3<sup>rd</sup> grade reading performance in Reading First schools: Percentages of Students Meeting or Exceeding the DSTP Reading Standard

**2004 Reading First Schools as Compared to the Delaware Average**

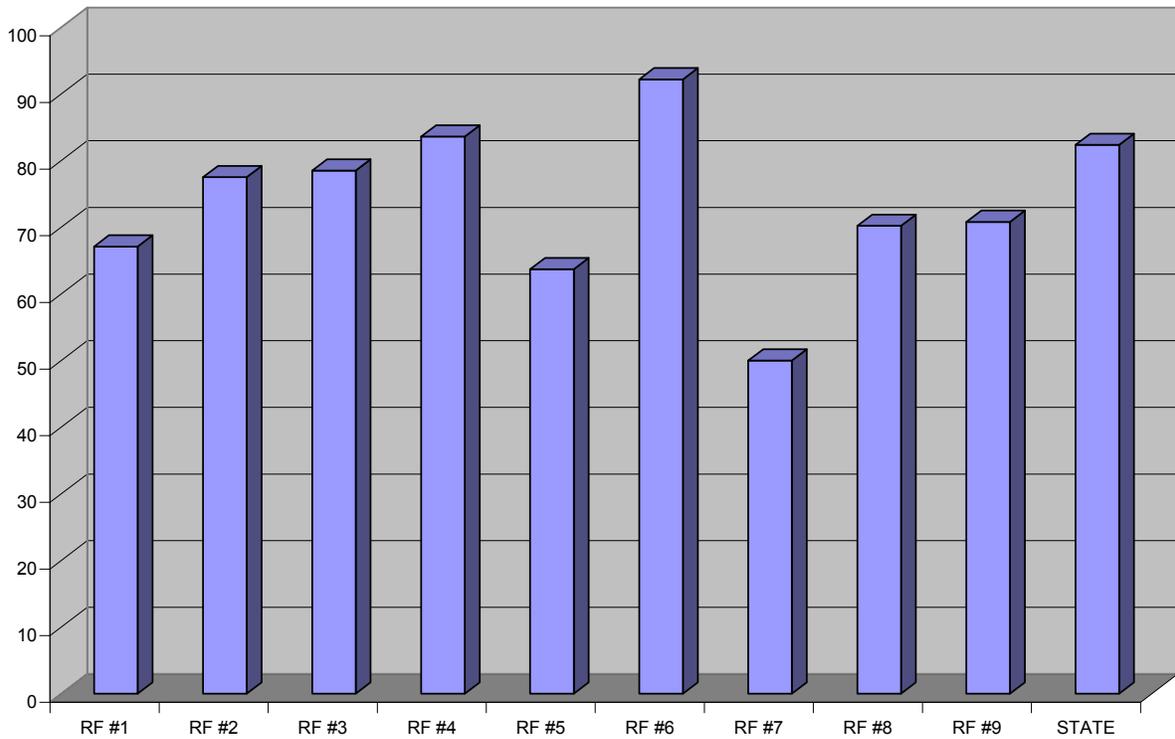


Figure 4. Comparison of 2004 DSTP 3<sup>rd</sup> grade reading performance in all Reading First schools to Delaware statewide average

## Second Grade Performance in Reading First schools

To examine how well 2<sup>nd</sup> grade students are performing in Reading First schools, data from the DSTP2 were analyzed from each of the schools that tested students at this grade level. Data from the DSTP 2 were provided by the Delaware Department of Education and are presented according to whether the student is making “satisfactory” or “unsatisfactory” progress toward the reading standard. In addition, those students who are performing at very low levels are scored at the “warning” level. Figures 5a, 5b, and 5c show the percentages of students in each Reading First school performing within the 3 levels, satisfactory, unsatisfactory, and warning at the end of the baseline year (2003) and at the end of the first year of the Reading First program, 2004. Again, these are cross-sectional, not longitudinal comparisons.

Between 2003 and 2004, the percentages of students at the “warning” level are decreasing. There appears to be mixed results in regards to the students’ performance at the “unsatisfactory” level. In some of the Reading First schools, the percentages at this level are increasing, in some there appears to be little change, and in one school, a significant decrease. A similar pattern of mixed results appears in the “satisfactory” level data. To examine specific trends of each school, one needs to look across Figures 5a, 5b, and 5c. For example, looking at RF school #1, between 2003 and 2004, there is an increase in the percentage of 2<sup>nd</sup> grade students scoring at the “unsatisfactory” and at the “satisfactory” levels; also there is a decrease in the percentage of students scoring at the “warning” level.

**2003 & 2004 2nd Grade Students at "Warning" Level in RF Schools**

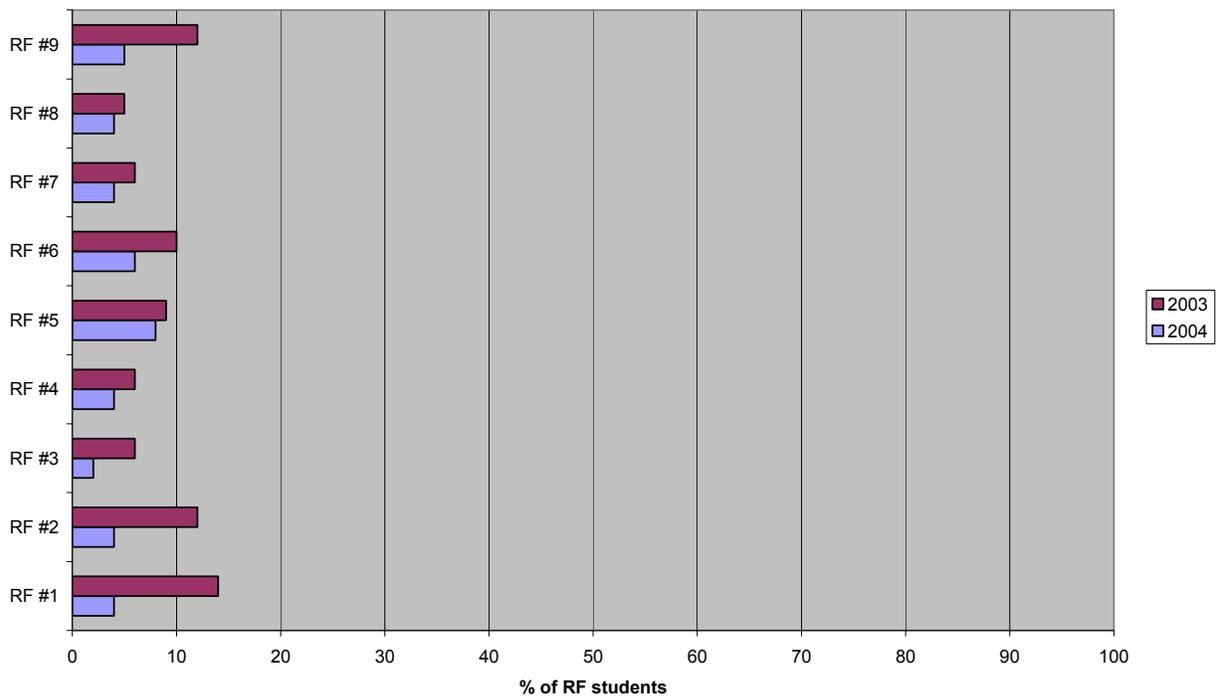


Figure 5a. 2<sup>nd</sup> grade Reading First students at “warning level” on 2003 and 2004 DSTP2

**2003-2004 2nd Grade Students at "Unsatisfactory" Level in RF Schools**

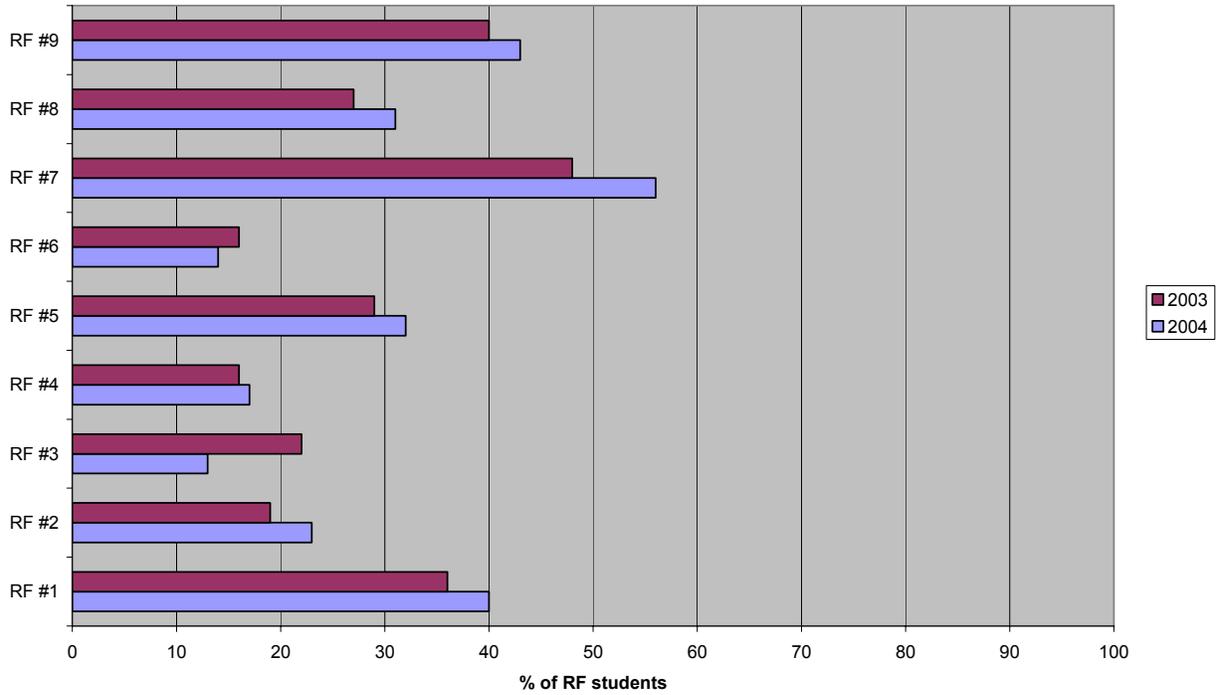


Figure 5b. 2<sup>nd</sup> grade Reading First students at “unsatisfactory” level on 2003 and 2004 DSTP2

**2003-2004 2nd Grade Students at "Satisfactory" Level in RF Schools**

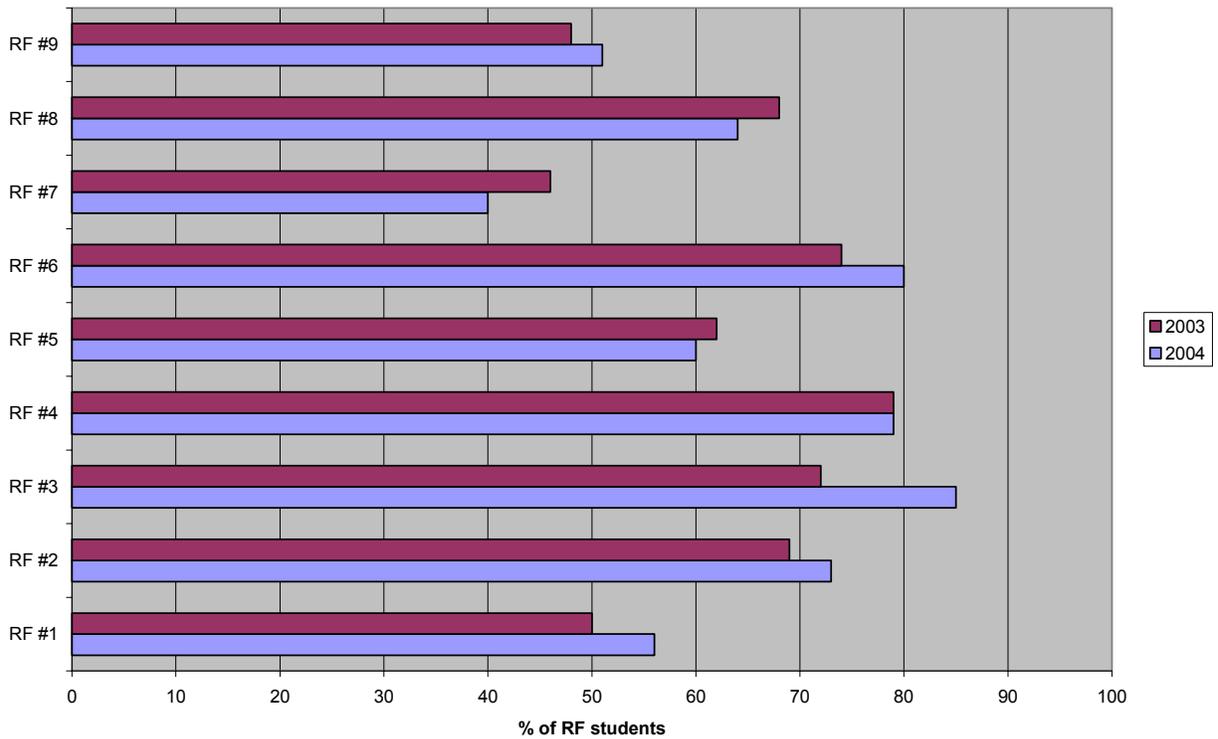


Figure 5c. 2<sup>nd</sup> grade Reading First students at “satisfactory” level on 2003 and 2004 DSTP2

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

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

The following analyses illustrate the progress made by Reading First students between fall 2003 and spring 2004 statewide. The analyses show the percentages of students by grade level for each DIBELS subtest for kindergarten through grade three and how these students' scores have changed over time as they participated in the Reading First program. DIBELS assessments are designed to assess the development of students' reading skills in various domains and at different points in a child's development. For this reason, not all assessments were administered at all three points in time, i.e., fall 2003, winter 2004, and spring 2004. The following tables are organized by grade level and demonstrate Reading First students' progress during the 2003-2004 academic year.

#### Kindergarten Progress on DIBELS during 2003-04

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

Based on the 2003-04 DIBELS assessments, Delaware's Reading First kindergarteners have made the greatest gains in Phoneme Segmentation (PS) and Nonsense Word Fluency (NWF). These gains include the effect of the steadily rising benchmarks. The total number "at low risk" and "at some risk" stays fairly constant for Letter Naming Fluency (LNF) and for Initial Sounds Fluency (ISF). This total is maintained against a steeply rising standard. That is, the ISF "established" benchmark is 8 or more in September but moves to 25 or more by January. The benchmarks for LNF is also 8 or more in the fall, but moves increasingly to 27 in January and 40 in May.

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

### 2003-2004 Kindergarten Word Use Fluency

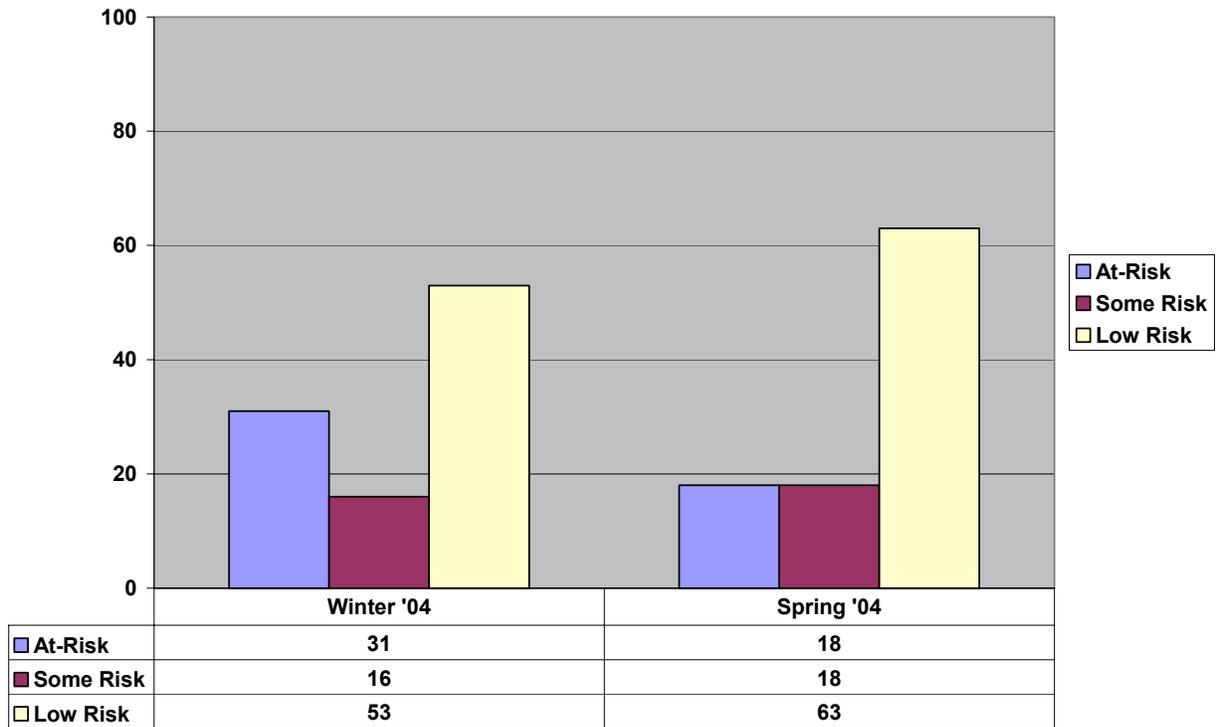


Figure 6a. Kindergarten Word Use Fluency: Fall 2003 - Winter 2004

### 2003-2004 Kindergarten Initial Sound Fluency

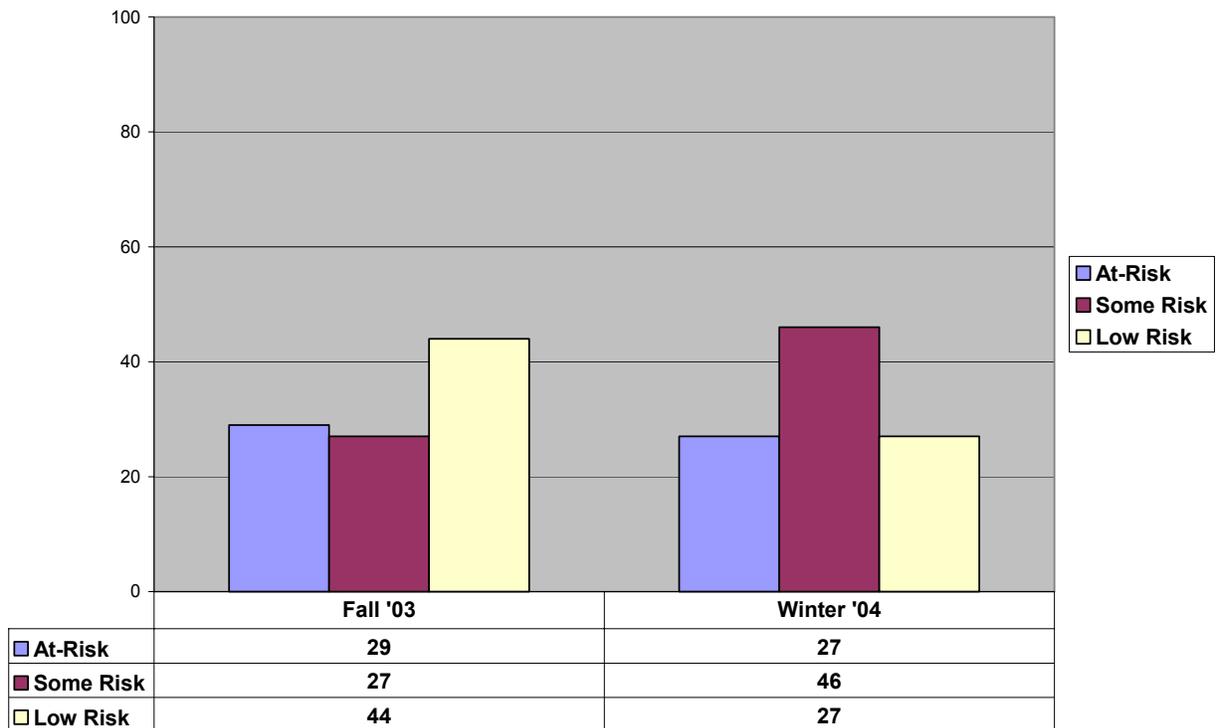


Figure 6b. Kindergarten Initial Sound Fluency: Winter 2004 -Spring 2004

### 2003-2004 Kindergarten Letter Naming Fluency

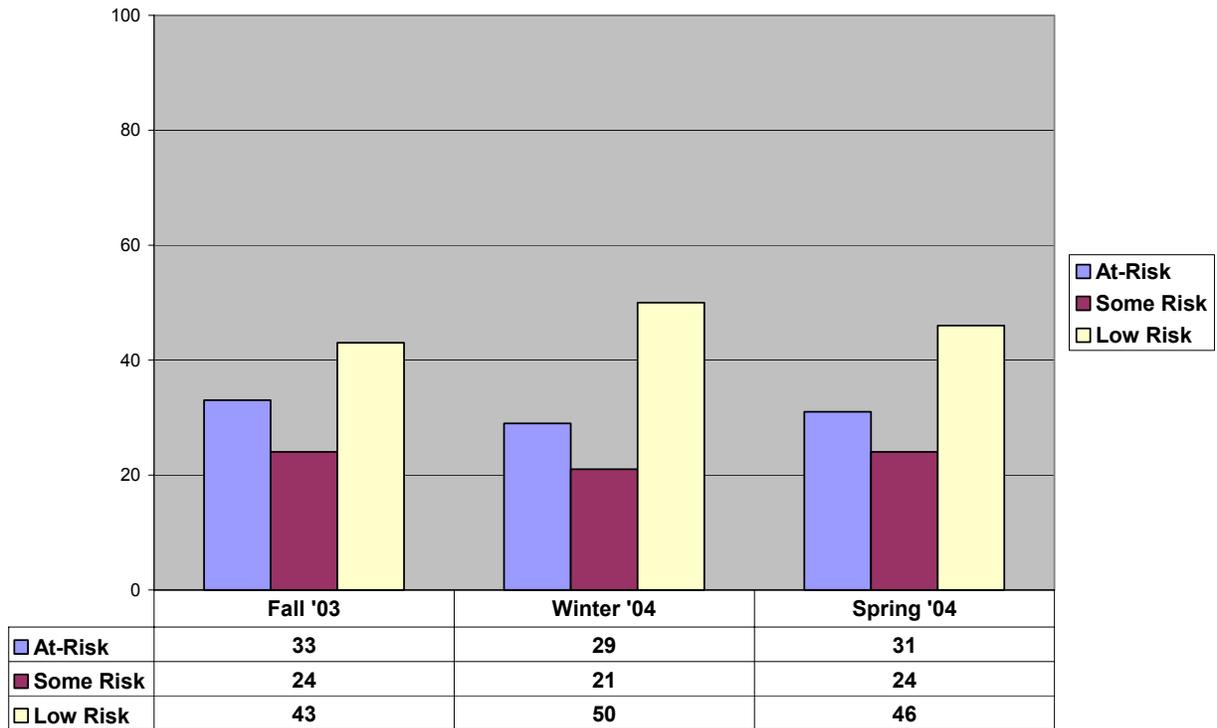


Figure 6c. Kindergarten Letter Naming Fluency: Fall 2003 - Spring 2004

### 2003-2004 Kindergarten Phonemic Segmentation

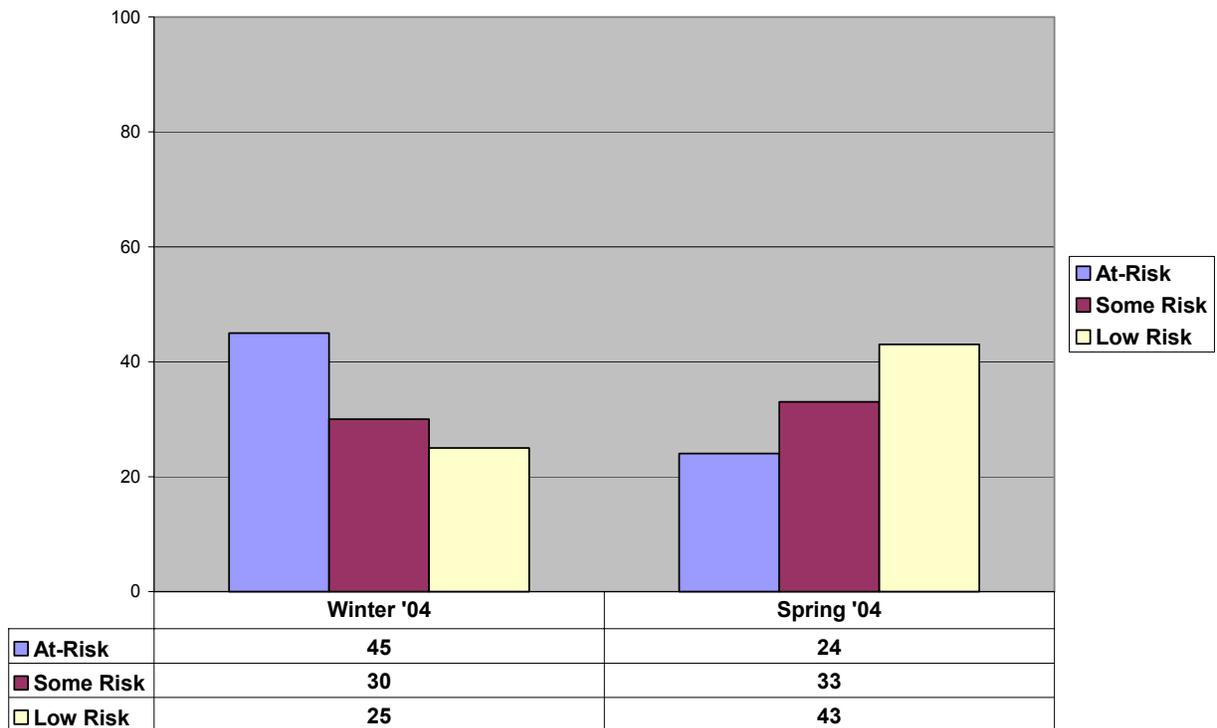


Figure 6d. Kindergarten Phonemic Segmentation: Winter 2004 - Spring 2004

### 2003-2004 Kindergarten Nonsense Word Fluency

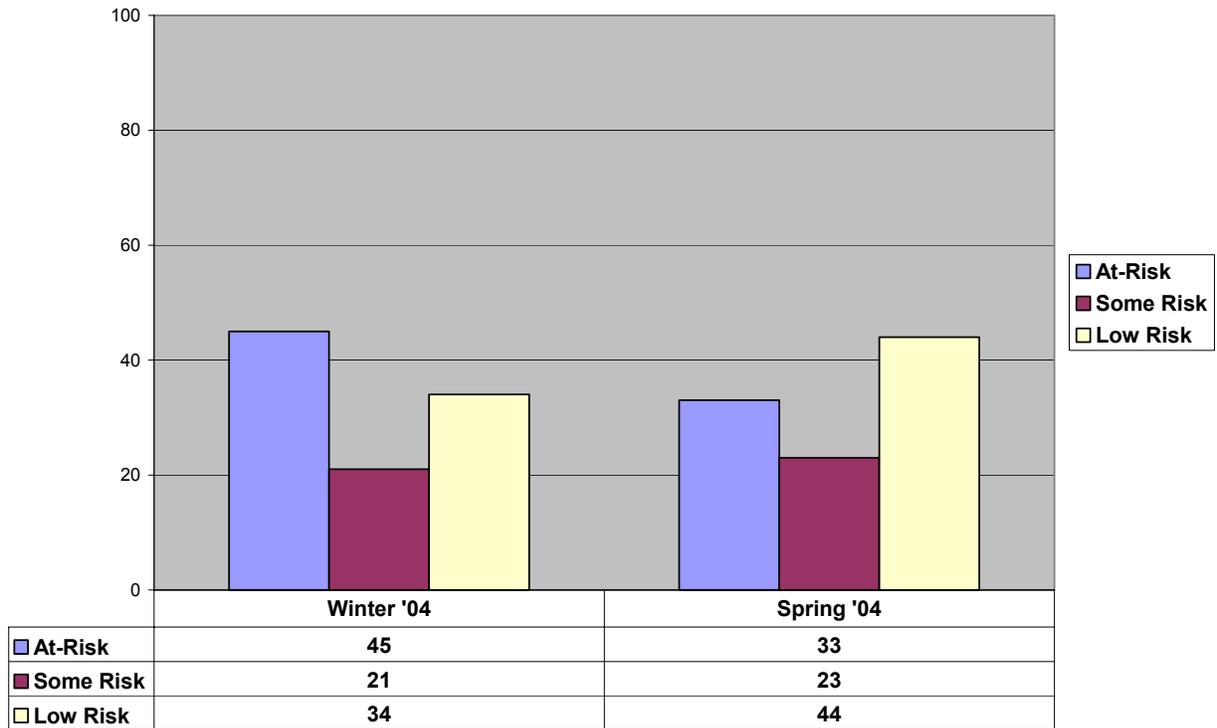


Figure 6e. Kindergarten Nonsense Word Fluency: Winter 2004 - Spring 2004

### First Grade Progress on DIBELS during 2003-04

Although DIBELS developers have identified Oral Reading Fluency (ORF) as the most critical early literacy predictor for kindergarten and first grade, the other subtests serve as means to that goal, as teaching targets on the path to that result. ORF is first administered in the winter of first grade. Over 50% of Delaware Reading First 1st graders scored “at some risk” or “at risk” during this first year. These categories are considered predictive indicators of future reading failure unless explicit instruction and intervention are given.

The intervening indicators of PS and NWF, however, show a steady rise in the percentages of students at the “established” benchmarks. Again, these benchmarks rise across time, and second graders are achieving them in greater numbers by the end of 2004.

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

**2003-2004 1st Grade Word Use Fluency**

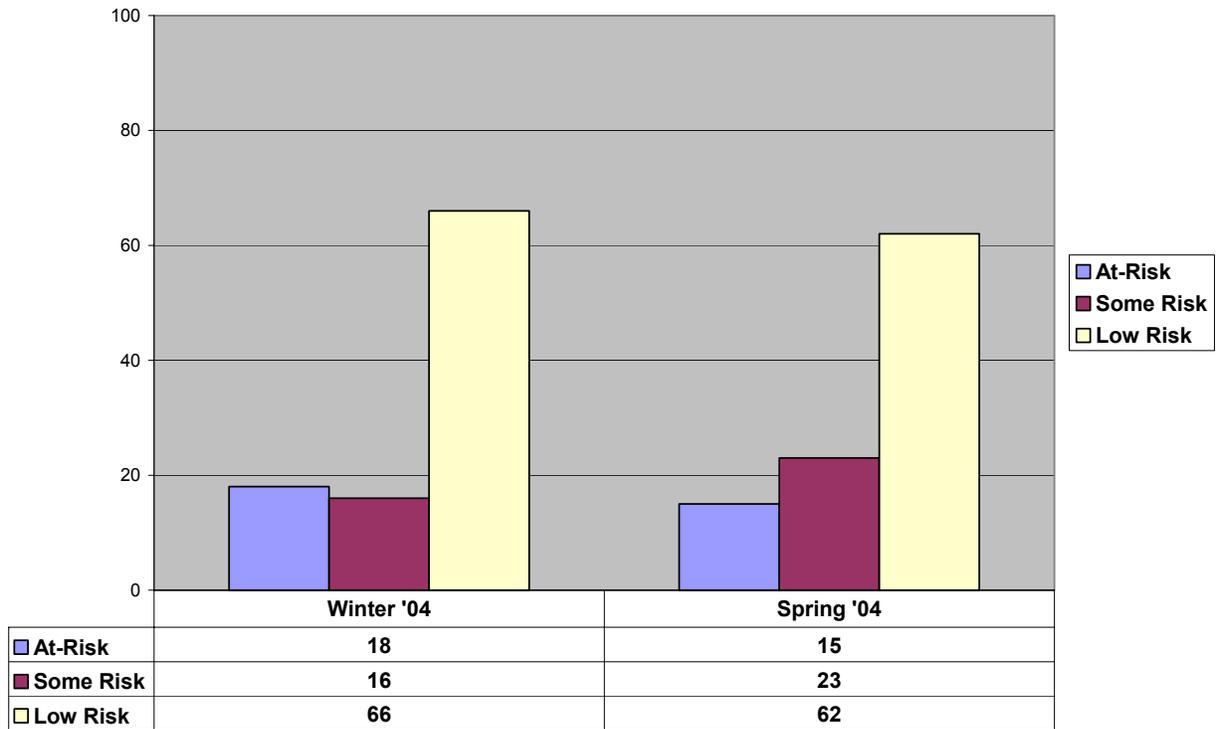


Figure 6f. First Grade Word Use Fluency: Winter 2004 -Spring 2004

**2003-2004 1st Grade Phonemic Segmentation**

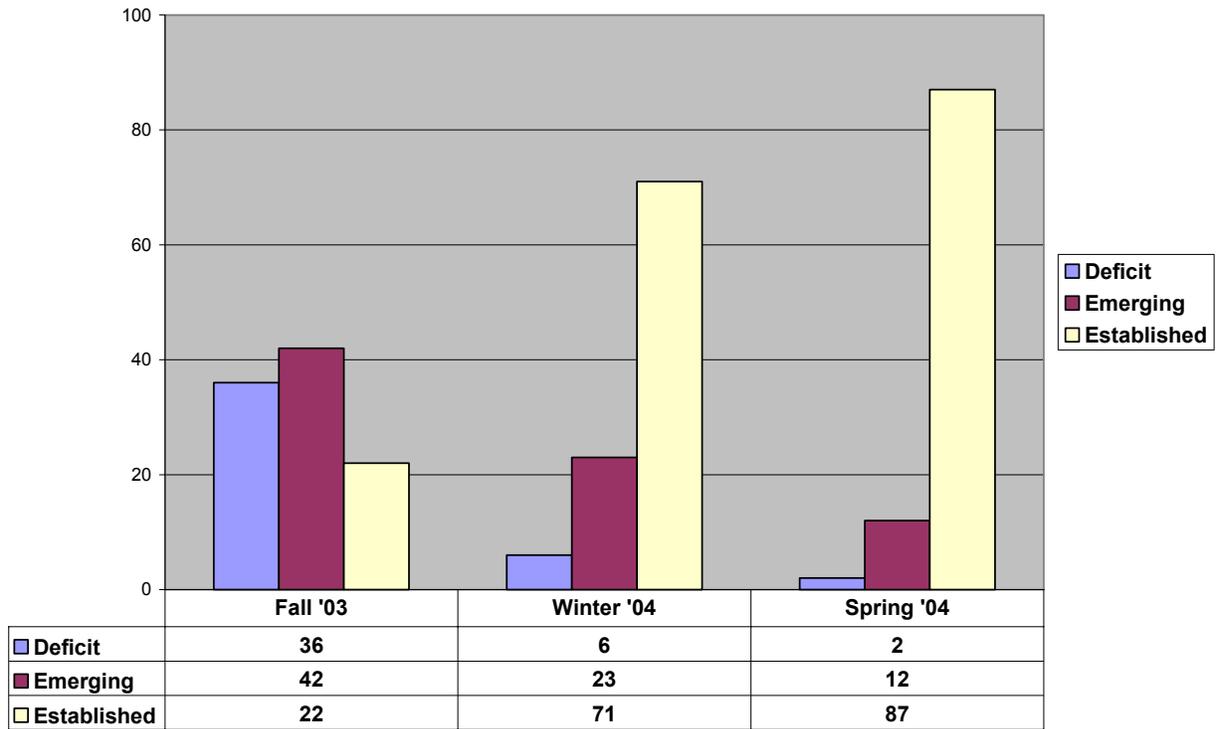


Figure 6g. First Grade Phonemic Segmentation: Fall 2003 - Spring 2004

**2003- 2004 1st Grade Nonsense Word Fluency**

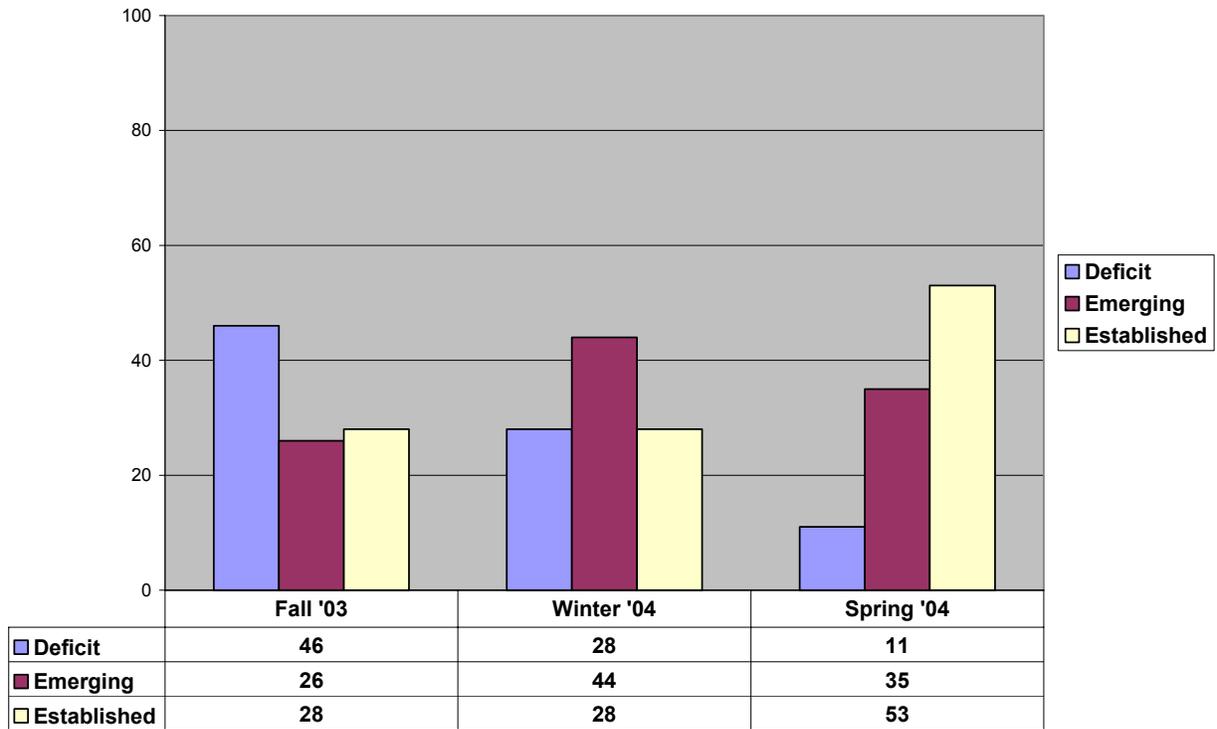


Figure 6h. First Grade Nonsense Word Fluency: Fall 2003 -Spring 2004

**2003-2004 1st Grade Oral Reading Fluency**

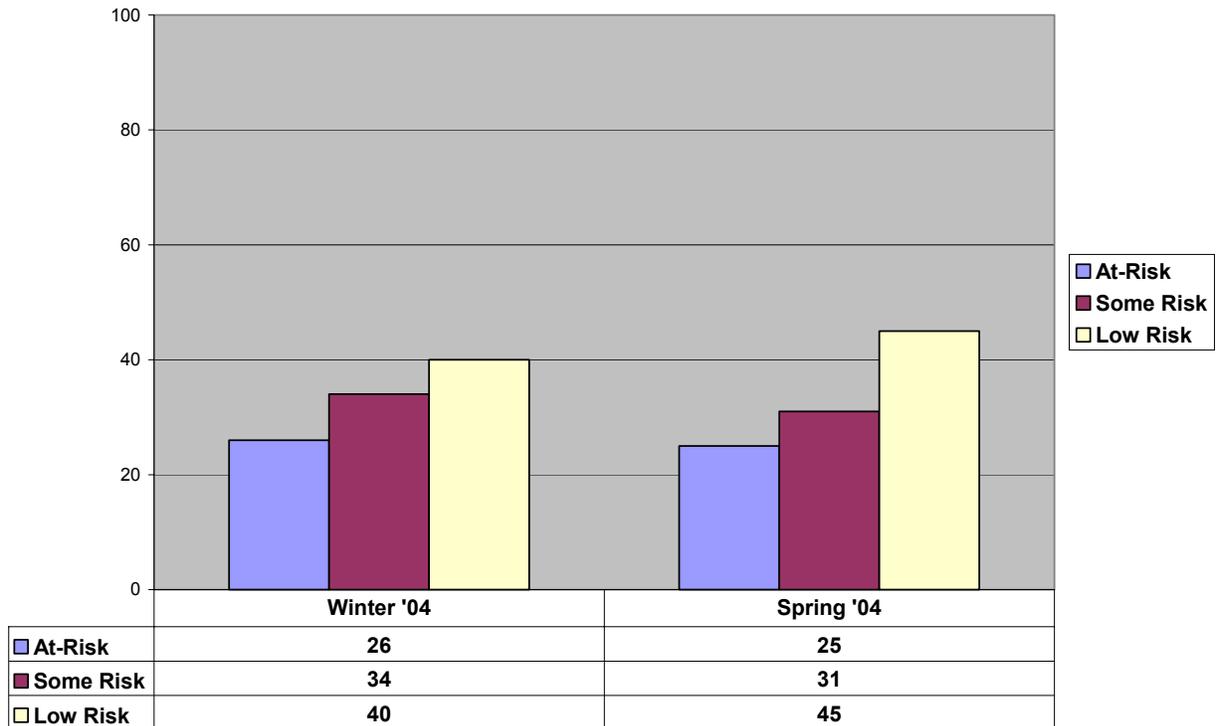


Figure 6i. First Grade Oral Reading Fluency: Winter 2004 – Spring 2004

Second Grade Progress on DIBELS during 2003-04

Upon initial interpretation of second grade Oral Reading Fluency (ORF), it appears that the students have not progressed in their acquisition of fluent reading. Again, the reader is reminded that these data need to be understood in the context of steeply rising benchmarks. A score of 25 words or less per minute placed a 2<sup>nd</sup> grade student in the “at risk” category in the fall; that cut point rose to 69 words or less per minute by the spring testing. Consequently, it could be the case that a student may have made steady improvement between fall and spring yet did not reach the level necessary to reach the “low risk” benchmark.

Word Use Fluency (WUF) scores seem to have remained fairly stable between the winter and spring DIBELS administrations. One effect of the author’s recommended development of local norms is that 20% of the students will always be “at risk.” Changes are most noticeable at the individual level.

**2003-2004 2nd Grade Word Use Fluency**

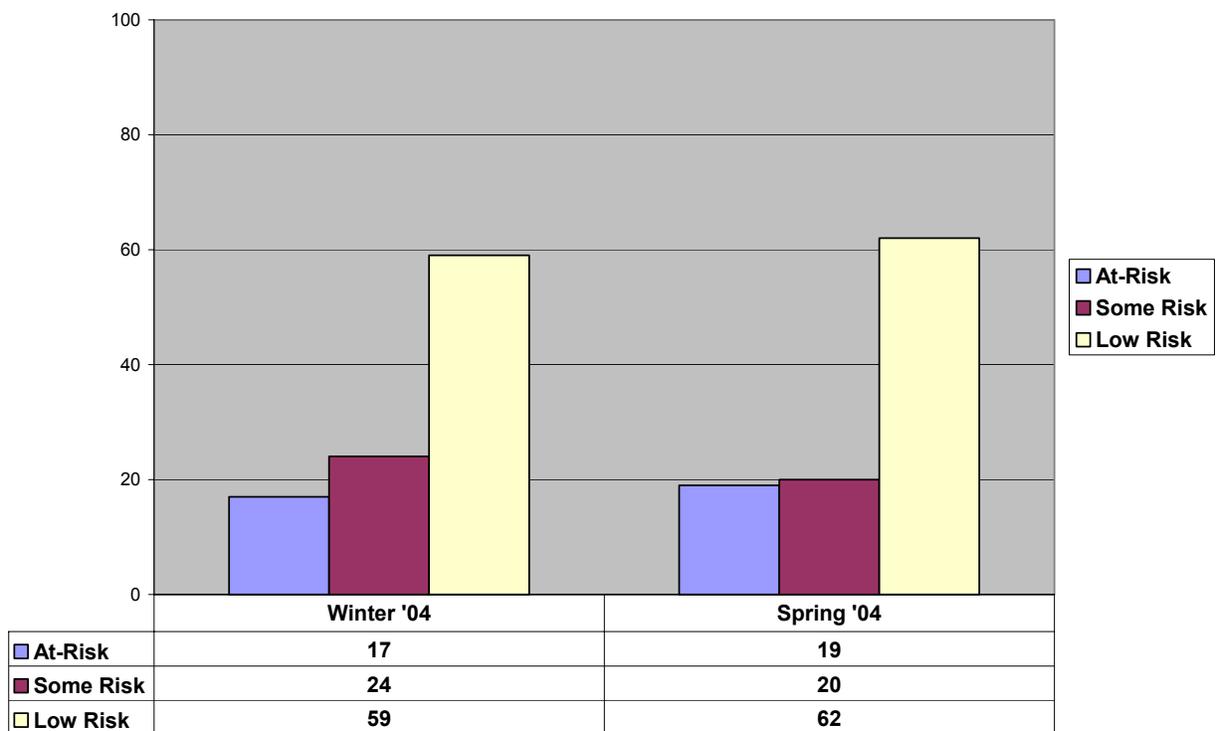


Figure 6j. Second Grade Word Use Fluency: Winter 2004 -Spring 2004

### 2003-2004 2nd Grade Oral Reading Fluency

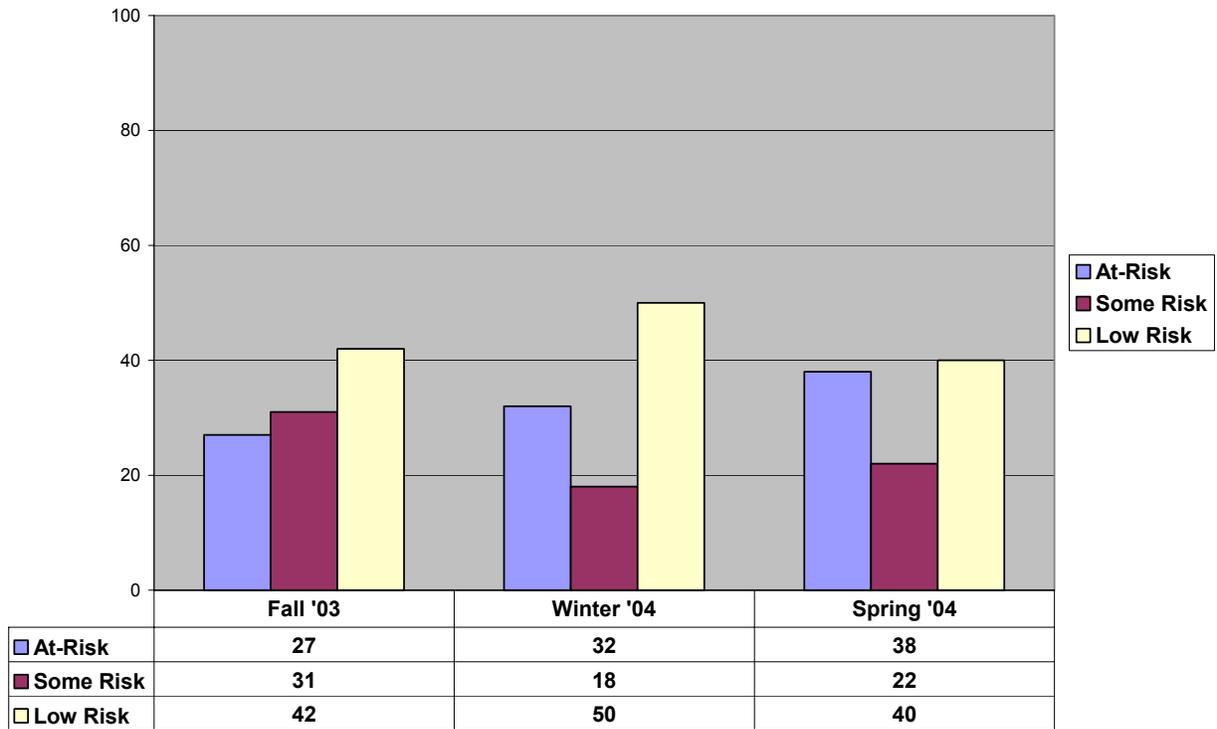


Figure 6k. Second Grade Oral Reading Fluency: Fall 2003 – Spring 2004

### Third Grade Progress on DIBELS during 2003-04

Third graders in Delaware's Reading First schools scored in similar proportions to second graders on the fall Oral Reading Fluency testing with 26% at risk, 31% at some risk, and 43% at low risk for poor reading outcomes. Third graders, however, did not improve at rates that would allow them to meet the rising benchmarks and therefore move into a lower risk category. The flat scores of the Word Use Fluency subtest could be influenced by the benchmark analysis utilized. (See above description)

### 2003-2004 3rd Grade Word Use Fluency

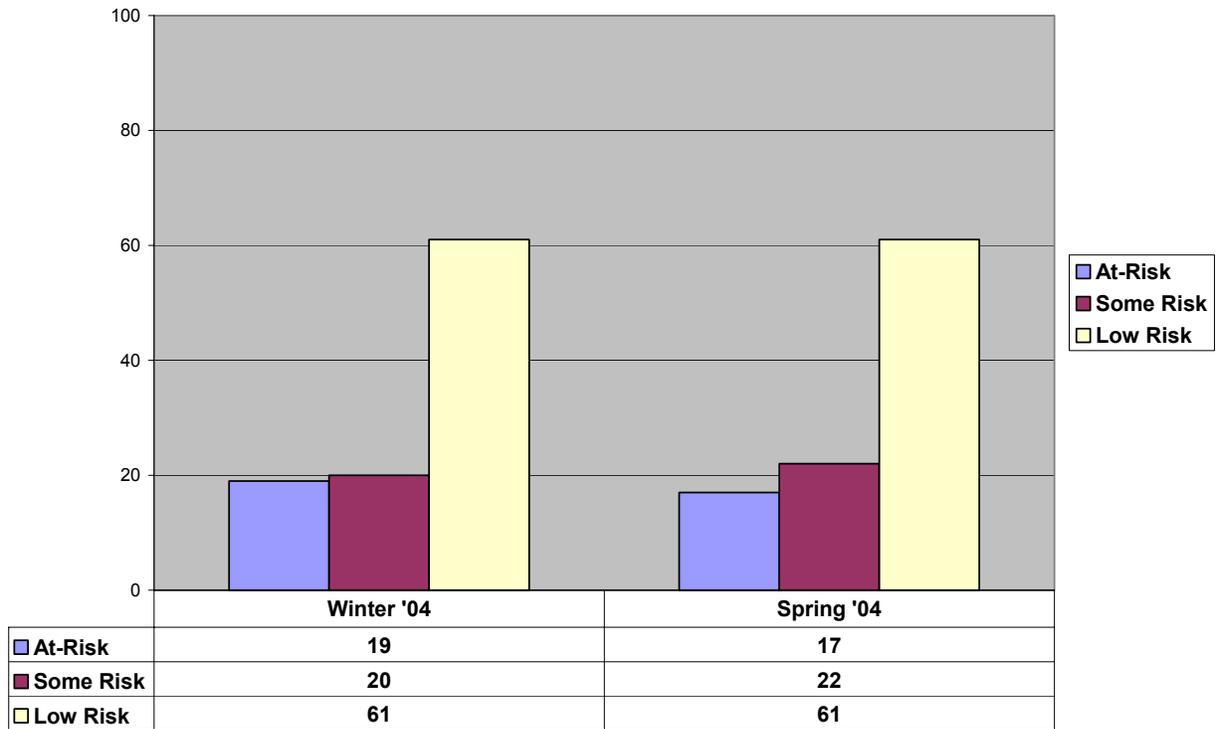


Figure 6l. Third Grade Word Use Fluency: Winter 2004 -Spring 2004

### 2003-2004 3rd Grade Oral Reading Fluency

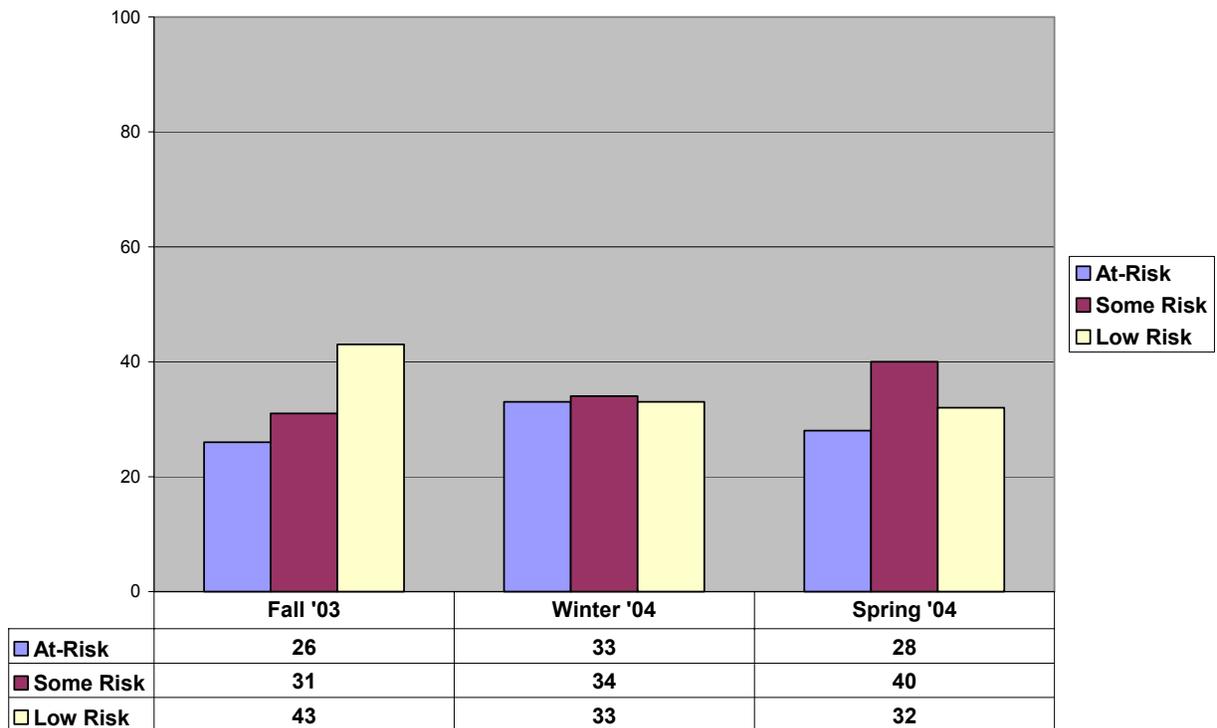


Figure 6m. Third Grade Oral Reading Fluency: Fall 2003 – Spring 2004

## IMPACT ON STUDENT PLACEMENT

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

An assumption of the Reading First program is that many students are referred to special education because of reading difficulties that they experience. With appropriate early reading intervention, the number of struggling readers should decrease and subsequently, a decrease in special education should follow. To determine the impact of the Reading First program on the rate of student enrollment in special education programs, we compared 2003 special education participation rates with 2004 rates. Participation rates are calculated as the percentage of students in each grade level that are classified as special education students.

Table 2. 2003 and 2004 Special Education Participation Rates (%) in Reading First Schools

	2002-2003 (baseline)					2003-2004			
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
RF #1	3	5	9	10		3	8	10	14
RF #2	4	3	12	13		11	7	11	15
RF #3	0	3	7	11		7	11	6	6
RF #4	24	9	10	7		22	9	14	13
RF #5	6	3	8	15		1	8	3	4
RF #6	6	6	13	13		4	4	15	13
RF #7	3	8	5	19		3	9	15	10
RF #8	3	2	3	9		4	7	5	15
RF #9	na	na	4	8		na	na	6	6
RF #10	3	6	na	na		7	4	na	na
RF #11	9	4	na	na		5	13	na	na
RF #12	4	3	na	na		6	7	na	na

Some changes do appear to be taking place in some schools, albeit not always in the direction desired. For example, in school #3, none of its kindergarten students were enrolled in special education in 2003; in 2004, 11% of the 1<sup>st</sup> grade class had been placed in special classes. Also, school #3 went from placing no kindergarten students in special education in 2003 to placing 7% of its kindergarten students in 2004. The school district of School #4 has a policy of having all of the district's special education students attend one kindergarten in one school, and then at grade 1, special education students are reassigned to other schools. This accounts for the steep decline between 24% in 2003 to 9% in 2004.

Since these figures represent percentages, these changes could be influenced by changes in the total enrollment in the school instead of merely a change in actual numbers of students placed in special education. This appears to be the case in school #7, where in 2003 the 1<sup>st</sup> grade class had 8% of its children in special education. A year later in 2004, 15% of that

class (now in 2<sup>nd</sup> grade) is classified. What actually occurred is that 5 of 62 (8%) in 2003 were in special education. The following year, there was a decrease in the class size to 46 and 7 of those 46 (15%) students were enrolled in special education. Small numbers of students in each grade level also could affect these calculations.

During the interviews, we asked the coaches and principals if Reading First had altered the number of special education referrals and placements. The division of opinion was wide. There was an even split between four answers—Up, Down, Same, I Don't Know. No one had the numbers at their fingertips, and several said that eventually Reading First certainly should reduce the number of referrals.

## TEACHER/CLASSROOM – LEVEL EFFECTS

### IMPACT OF TEACHERS' READING CONTENT KNOWLEDGE

**Goal 2b Evaluation Question: Does teachers' reading content knowledge increase because of attendance at a Reading First Institute?**

**Goal 2c Evaluation Question: Does school-level professional development and opportunities to practice implementing effective reading strategies under the guidance of peer and expert mentors increase teachers' knowledge of reading?**

Data were collected at the end of Reading First Institute I in the summer 2003 that addressed whether teachers *perceived* an improvement in their reading content knowledge as a result of their attendance at Institute I (see October 2003 report). However, the scope of the professional development offered by the state far exceeds that which occurred in Institute I. Additional professional development through the 2003-2004 academic year and the ongoing support of the Reading First literacy coaches and coordinators should also have had an impact on teachers' content knowledge. To measure to what degree this change occurred, an assessment of reading content knowledge, the *Teacher Perceptions & Assessment of Early Reading and Spelling*, was administered as a pre-test to all Reading First teachers at the beginning of the first day of Institute I. During April and May 2004, teams of R&D Center evaluators visited each of the Reading First schools and administered the same assessment as a post test.

To conduct the analysis of the *Teacher Perceptions & Assessment of Early Reading and Spelling* data, we restricted the analysis to those individuals for whom we had testing data for both assessment periods, pre- and post. This resulted in data from 139 Reading First teachers. After individual tests were scored for number of correct responses, we conducted paired-samples t-tests to determine whether there were any statistically significant differences between how teachers performed on the assessment in summer 2003 and in spring 2004, before and after one year of Reading First professional development. So as to protect the identity of the individual teachers, in lieu of school-by-school analyses, we analyzed and subsequently organized the data and findings by state coordinator grouping. We also conducted a reliability analysis using the pre- and post-data. Reliability is a measurement concept that refers to the stability or reproducibility of a test's results. Based on the analysis of only those items that examine teachers' reading content knowledge, we found the reliability coefficients to be adequate, .77 for the summer administration and .80 for the spring administration. Since the reliability coefficients fell significantly when we tried to

cluster items, we chose to only report out those findings that were based on the total test score, i.e., all content knowledge test items. When we compared the Reading First teachers' total test scores between the pre- and post-assessments, we found the following:

Group	N	Pre-test Mean Score	Post-test Mean Score	Sig.
Hines	49	13.18	15.82	.040*
Kapolka	55	14.00	18.42	.000*
Waite	35	14.66	15.51	.151

\* indicates statistically significant differences

The analysis revealed that all three groups of Reading First teachers showed improvement from the pre-test to the post-test. However, only two of the three showed improvement that was considered *statistically significant*. While score differences may not be statistically significant, there can still be meaningful differences. For this reason, we have provided in Appendix E an item-by-item comparison of the scores of the pre- and post-tests. In this Appendix can also be found the pre- and post scoring of the other items from the *Teachers Perceptions & Assessment of Early Reading and Spelling* which address teachers' beliefs about instruction and their perceptions of their readiness to teach reading.

#### IMPACT ON INSTRUCTIONAL PRACTICE

**Goal 1d Evaluation Question: Did Reading First classrooms implement high quality SBRR programs that include instructional content based on the five essential components of reading?**

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

**Goal 3c Evaluation Question: What changes in teachers' reading pedagogy are evident? How is the classroom set up? How are students grouped?**

Three data sources primarily speak to these questions, the Reading First teachers' survey, the classroom observations, and the in-depth interviews with all Reading First coaches, principals, and two of the three state coordinators.

#### Survey Analysis<sup>4</sup>

- Phonics & Phonemic Awareness
  - Almost all (95%) of Reading First teachers reported that daily or 3 to 4 times per week, they
    - draw children's attention to the sounds they hear in words, and
    - say the sounds that letters and letter combinations make.
  - More than half (53%) of Reading First teachers reported that *all* of their students regularly say the sounds that letters and letter

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<sup>4</sup> Complete data for all items of the Reading First teacher survey can be found in Appendix B.

combinations make; over one-third reported that *most* of their students did this regularly.

- Vocabulary
  - Over three-quarters (78%) of Reading First teachers reported that daily or 3 to 4 times per week, they explicitly teach new vocabulary and concepts before reading.
- Comprehension
  - Most (84%) Reading First teachers stated that they identify the elements of a story or 3 to 4 times per week.
  - Many (71%) of the teachers said that all or most of their students relate their own experiences to those in books.
- Fluency
  - Most (85%) Reading First teachers said that all or most of their students independently read or look at books written in their native language.
  - Only about half (53%) indicated that all or most of their students reread favorite stories aloud to an adult or peer.

### Reading First Coaches', Principals', and State Coordinator Interviews

#### *In the Beginning*

Reading First started slowly. There was considerable reluctance from many teachers. Some saw it as “just another professional development... They didn’t know what Institute I was for when they were going through it.” Sometimes the problem was confusion. Although teachers seemed to know what the project was, they weren’t always sure what the coach’s job entailed. As one coach recalled, “in September, it was, Why is she here? What does she want?” But clarity was not the main reason for the initial resistance. Many teachers felt that Reading First required them to work harder than ever before. Rather than just try one or two new practices, teachers were expected to adopt many strategies for their reading instruction. Sometimes they underestimated the magnitude of the change. “They thought it would be A, B, and C, and then they quickly realized it was A, B, C, D, E, F, G, and H.” In addition to working harder, teachers felt they were being forced to work differently. For some teachers, Reading First disparaged the familiar methods they’d always used. In one school, the teachers told the coach that they felt like “losers” after hearing feedback on their performance. In another school, the teachers called the coaches “the reading police” who caught them making mistakes.

#### *Changes in the classroom*

The coaches agreed that most of the early wariness faded by mid-year, and they credited that change of heart to the effectiveness of the teaching strategies in Reading First. Teachers believed that their students were doing better, achieving more, than students had in the past. When the coaches discussed classroom changes, they referred most often to two features of Reading First.

### Focused yet flexible

The coaches, principals, and state coordinators liked the specificity of Reading First. There were clear directions on what to do and how to do it. “Last year it was hit or miss” but now “there is a definite format. They’re not all over the place.” Only one principal complained about the amount of detail (“Everyone is a robot—Reading First takes away their autonomy”). Everyone else praised it. They liked the fact that teachers were required to post a schedule in their classrooms indicating when various components of reading would be taught during the 90-minute block of time devoted to reading. As a result, “at certain times, certain things are supposed to happen,” and unannounced visits by the coaches doing their “walk throughs” of those classrooms revealed whether or not they were occurring. The tightly scripted approach was particularly useful for new teachers, who, on balance, welcomed the directions more enthusiastically than did the veteran teachers. Coordinators said that teaching to the five components made instructional goals and objectives more clear.

Not every aspect of instruction was prescribed, of course. The form of flexibility that seemed especially valuable for students was the formation of small groups. Rather than rely on “whole group” instruction, many teachers made more frequent use of small groups of students within their classrooms. Rather than relying solely on a reading specialist or Title I teacher for remedial instruction, the teacher herself worked with students who needed more instruction on a particular skill. Doing so required imagination and good classroom management skills so the other students weren’t neglected. Many teachers tried to create “centers” within their rooms, with meaningful instructional activities at each one so “students are not off in a corner coloring.” Coaches offered teachers concrete suggestions on how to form and run centers because not every teacher was able to create them without considerable advice and encouragement.

Additional flexibility was possible whenever paraprofessionals were assigned to help students read. In several schools, the paraprofessionals received literacy training, met regularly with the coach, and were relieved of other tasks in order to work with individual students. “No more xeroxing or correcting papers” as the paras in one school wheeled around carts full of literacy materials to aid struggling readers.

### Data driven

Gathering and analyzing data on student achievement is crucial for Reading First. All students are tested three times each year, and “at risk” students are tested every month. The assessments offer a profile of students’ strengths and weaknesses in various components of reading, and provide targets for their future achievement. The teachers look at the results for each and every child, and then decide how to change their instruction. “It’s an eye-opener,” one coach said. “They’re more analytical now, especially when a child is strong in one area but weak in another. Why can he read but not yet segment words? That sort of question gets them thinking about how to change their instruction rather than just do more of the same.” Although many teachers initially resented the amount of time necessary to test each child and then scrutinize the results, they increasingly feel it’s time well spent. As one coach said, “At first they looked at it as one more thing to do. Now it’s, ‘Yes, this is valuable—I can feel the pulse of my students better.’” Teachers can plan and carry out a series of engaging activities, but without the test data, it’s not always possible to know with certainty if students have in fact learned what the teacher wanted them to grasp. The Reading First data

helps overcome that longstanding problem for teachers and students. The state coordinators also spoke of how the Reading First teachers were using assessment to drive their instruction.

### *Some Classroom Effects of SBRR Framework and Data*

We asked the coaches to talk about the changes they saw this year in five areas: phonics, fluency, comprehension, classroom management, and struggling readers. Of the two overarching themes discussed above, structure was especially important for phonics, the component where coaches in 11 of the 12 schools claimed significant gains in the first year. The directives embedded in Reading First helped explain the focus, and in many schools, the adoption of a new reading series contributed to the gains, according to the coaches. References to flexibility (the flipside of focus) arose frequently when the coaches discussed classroom management (what many readers would call discipline). The use of more and more small groups and literacy centers within the room meant that they needed to be sure everyone was productively on task even when the teacher was working with only a fraction of the students. Too much commotion would be disruptive; too little noise could mean too little work. Most coaches thought classroom management was good, although three coaches considered it disappointing or “uneven” in their schools.

Comments about the thoughtful use of data, along with flexibility, ran throughout the coaches’ remarks on how their teachers worked with struggling readers. Creating small groups helped the weaker readers receive intensive instruction on the components of reading where their test scores indicated they needed to improve. The test scores pinpointed where students needed help (they did not reveal why the students fell short). Just forming groups worked no miracles, of course; what mattered was the re-teaching that followed. Several coaches worried that some teachers covered exactly the same ground and in the same way, changing only the pace by making it slower and louder. Another coach thought her teachers still relied too much on the Title I teacher and the reading specialists for remediation. But, for the most part, coaches felt that their teachers had made a good start in using data and small groups to help struggling readers.

Fluency and comprehension were the two areas where the coaches reported the least progress. In half of the schools, coaches said that they were not satisfied with the results so far. In both domains, there were a variety of strategies that had been introduced and tried, to varying degrees (for fluency—stop watches, focusing on phrases rather than single words, rereading, choral reading; for comprehension—reading aloud, thinking aloud, summarizing stories, predicting what comes next in a story). Many teachers had little experience with those techniques before this year, and many coaches therefore said that the teachers this year just became familiar with the methods rather than mastering them.

### Data from Classroom Observations

Classroom observations were conducted of a random sample of 14 Reading First classrooms across the state during April 2004. The observation instrument that was used to guide these sessions was the *Profile of Scientifically-Based Reading Instruction* that was purchased from the Institute for Behavioral Research in Creativity. Training on use of the instrument was coordinated by the University of Delaware Education Research and Development Center and was conducted by a reading specialist recommended by the Institute who had had

significant success in its use. Evaluators from the R&D Center, Reading First coaches, and DOE personnel participated in the training.

The instruments and the summary findings for all observations can be found in Appendix D of this report. It is important to recognize that the number of observations is very small in relation to the size of the group of teachers involved in this program. The authors of this report urge caution in the interpretation of these findings due to their limited generalizability. The following represents a selection of some items from the *Profile of Scientifically-Based Reading Instruction*<sup>5</sup> instrument that address each of the five essential components. Data are separated by Kindergarten and grades 1 through 3 as two separate instruments were used with these two groupings. The ratings are averages of all teachers observed on a 3-point scale of 3=excellent, 2=good, and 1= needs improvement.

Table 3. Kindergarten Classroom Observations & Five Reading Components ( n=3)

<b>PHONICS</b>	<b>AVERAGE RATING</b>
Teacher points out that <b>letters represent sounds</b> as the teacher or students write. Teacher and/or students <b>name letters</b> and <b>say the sounds</b> of those letters.	Good/ Excellent (2.67)
Teacher encourages students to <b>write letters that represent certain sounds</b> when they know some letters and sounds.	Good/ Excellent (2.67)
Teacher introduces <b>letters and sounds in groups</b> (e.g., “s,” “a,” “t,” “m,”) <b>and</b> immediately <b>makes words</b> from those letters (e.g., sam, man, tam).	Good/ Excellent (2.50)
<b>PHONEMIC AWARENESS</b>	<b>AVERAGE RATING</b>
Teacher <b>focuses</b> students’ attention <b>on rhyming words</b> through songs, poems, plays, nursery rhymes, etc.	Good (2.0)
Teacher conducts <b>phonemic awareness</b> activities by teaching <b>one or more</b> of the following orally or with letters:	Good/ Excellent (2.67)
Teacher <b>uses students’ names</b> to identify and teach sounds.	Good/ Excellent (2.50)
<b>VOCABULARY</b>	<b>AVERAGE RATING</b>
Teacher <b>introduces</b> and discusses <b>new words</b> through <b>two or more forms of media</b> (e.g., pictures, objects, audio-visual media, oral expression, kinesthetic expression).	Good (2.0)
Teacher <b>talks about new words</b> that students may not know.	Needs Improvement (1.0)
Teacher builds and/or discusses <b>vocabulary relationships</b> or <b>concepts</b> (e.g., Spring: buds, flowers, blooming, wind, rain, thaw, melt).	Needs Improvement (1.0)
<b>FLUENCY</b>	<b>AVERAGE RATING</b>
Teacher <b>reads with expression</b> (e.g., varies tone and pitch of voice; reads softly, loudly; shows emotion).	Excellent (3.0)
Teacher <b>leads</b> students in <b>shared or choral reading</b> .	Good (2.33)
Teacher has <b>students read what they have written</b> while students are seated around or with the teacher	Good (2.0)

<sup>5</sup> Complete data from all classroom observations conducted can be found in Appendix D of this report

COMPREHENSION	
<b>Before Reading:</b> Teacher <b>activates students' background knowledge</b> while holding the book and showing its pictures.	Needs Improvement/ Good (1.50)
<b>During Reading:</b> Teacher <b>stops periodically to engage students.</b>	Needs Improvement (1.0)
<b>After Reading:</b> Teacher <b>follows up</b> text.	Needs Improvement (1.0)

Table 4. Grades 1-3 Classroom Observations & Five Reading Components (n=11)

PHONICS	AVERAGE RATING
For beginning readers, the teacher introduces <b>letters and sounds in groups</b> (e.g., “s,” “a,” “t,” “m,”) <b>and</b> immediately <b>makes words</b> from those letters (e.g., sam, man, tam).	Needs Improvement/ Good (1.50)
Teacher explicitly teaches the <b>alphabetic principle</b>	Good (2.0)
When students begin to read independently, teacher <b>models or assists students in sounding out unknown words</b> encountered in text.	Needs Improvement/ Good (1.71)
PHONEMIC AWARENESS	
Teacher <b>models how to identify sounds</b> through one or more of the following: rhyming and word families, onsets and rimes	Good (2.29)
Teacher communicates to students the <b>connection between word work and real reading</b> in text.	Good (2.0)
Teacher <b>models</b> or structures activities in which the teacher or the <b>students say the words and</b> then say the <b>separate sounds</b> (phonemes) in those words.	Good/ Excellent (2.50)
VOCABULARY	AVERAGE RATING
Teacher provides <b>explicit instruction of key vocabulary concepts related to the material</b> they are reading, including showing illustrations of words and labeling pictures.	Needs Improvement/ Good (1.67)
FLUENCY	
Teacher structures <b>activities</b> for students <b>to practice identifying and using high frequency words.</b>	Needs Improvement/ Good (1.86)
Teacher provides an appropriate amount of <b>time for students to practice reading books</b> on their own or in pairs, including students reading aloud.	Needs Improvement/ Good (1.90)
Teacher <b>reads aloud text</b> that is <b>above students' instructional level.</b>	Needs Improvement/ Good (1.86)
COMPREHENSION	
<b>Before Reading:</b> Teacher <b>activates students' background knowledge.</b>	Needs Improvement/ Good (1.90)
<b>During Reading:</b> Teacher <b>stops periodically to engage students.</b>	Needs Improvement/ Good (1.90)
<b>After Reading:</b> Teacher <b>follows up</b> text to ensure understanding.	Needs Improvement/ Good (1.67)

SBRR AND THE PREPARATION OF READING TEACHERS IN  
DELAWARE'S HIGHER EDUCATION INSTITUTIONS

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

Currently in the state of Delaware there are three classes of certification leading to a teaching license in primary education: Early Care and Education, Primary License and Reading Specialist. Both the Early Care and Education and the Primary License certifications require bachelor degrees, while the Reading Specialist Certification requires graduate level coursework. Certification in Early Care and Education enables an individual to teach children from birth through kindergarten. A Primary License allows an individual to teach children in Kindergarten through fourth grade. Finally, Reading Specialist certification certifies an individual to work as a Chapter I reading teacher, reading resource teacher or building coordinator for teaching reading and communication skills.

For this analysis, every institution in the state offering programs leading to any of these certifications was asked to submit a list of program requirements and reading related course syllabi. Syllabi from courses deemed most likely to contain instruction concerning Scientifically Based Reading Research (SBRR) were then examined.

Of the Delaware institutions of higher education that offer undergraduate and/or graduate degrees in education, four provided their syllabi for analysis. Three of the four institutions offer both undergraduate and graduate degree programs in education; one institution offers only undergraduate degree programs.

Institution A, see Figure 7 below, provides programs in all three certification classes. A review of requirements for the Early Care and Education program revealed students are required to complete a total of 81 credit hours within that area of concentration. Of those 81 credit hours, 6 credit hours, or two courses, were identified as having reading-related course content. An analysis of the syllabi however, revealed that only one of the two contained explicit references to instruction in SBRR practices. It is also interesting to note that with an additional 24 credit hours, students can expand the certification they receive from birth through kindergarten to birth through fourth grade. Explicit evidence of SBRR instruction was not found in the syllabi analysis.

A review of the Bachelor of Science in Education program revealed that students are required to take 61 credit hours directly related to their Elementary Education Degree. Of the 61 required credit hours, twelve were related to the teaching of reading and writing. All four classes contained elements of the SBRR practices mandated by Reading First. Additionally, a three credit elective course about the teaching of reading and writing also contained SBRR elements.

Of the 33 credit hours required for the Reading Specialist certification, 21 credit hours concentrate on the teaching of reading and writing, including coursework involving diagnosis and remediation of reading and writing problems. Of these 21 credit hours, nine appeared to address SBRR practices.

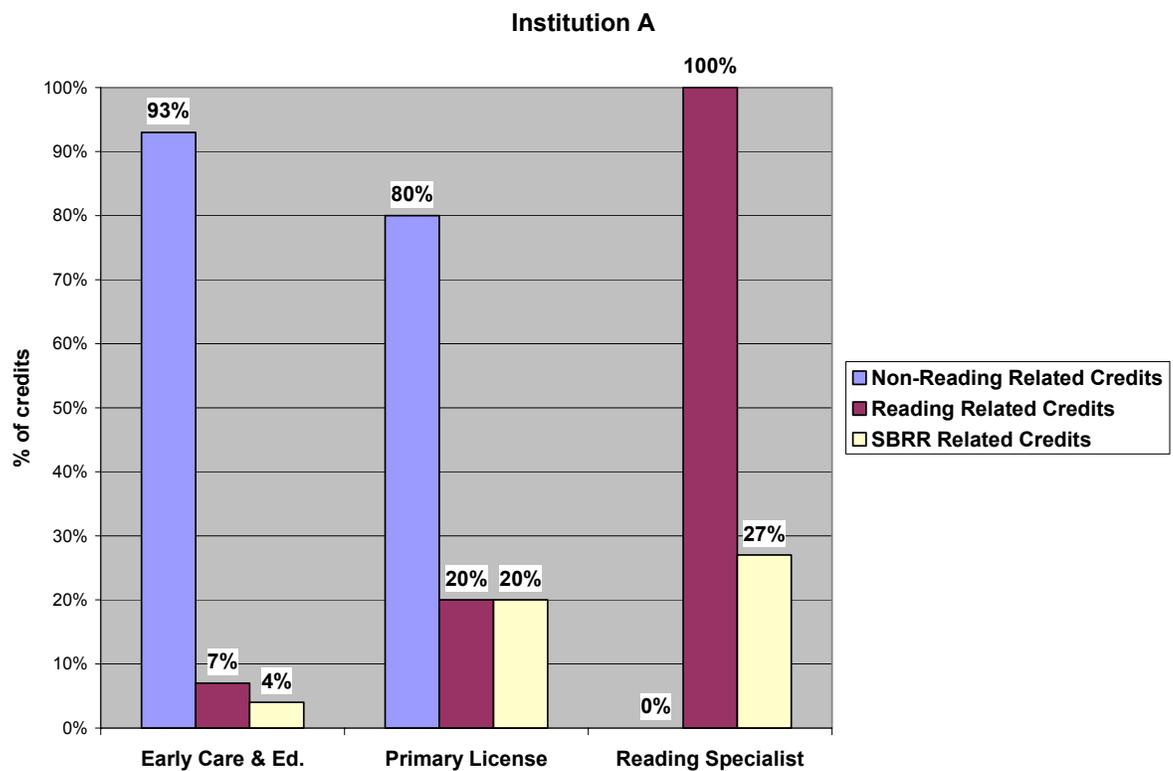


Figure 7. Degree of Reading and SBRR related credits by certification level for DE Institution A

### Institution B

Institution B (Figure 8 below) also provides programs in both undergraduate certification pathways. A review of requirements for the Early Care and Education program revealed that students are required to complete a total of 80 credit hours directly related to their Early Care and Education degree. Of the 80 credit hours required, only three credit hours, or one course, was related to the teaching of reading and writing. Unfortunately, the syllabus for this course was not available for further evaluation.

The Primary Education Program also requires 79 credit hours of coursework directly related to teacher preparation. Of the 79 required credit hours, 12 credit hours, or three four-hour classes, were related to the teaching of reading and writing. Of these 12 credit hours, four credit hours contained elements of SBRR.

Finally, Institution B offers graduate courses that lead to certification as a reading specialist. Unfortunately the course requirements were not available for analysis. However, one syllabus from the requirements was provided for analysis and did contain SBRR components.

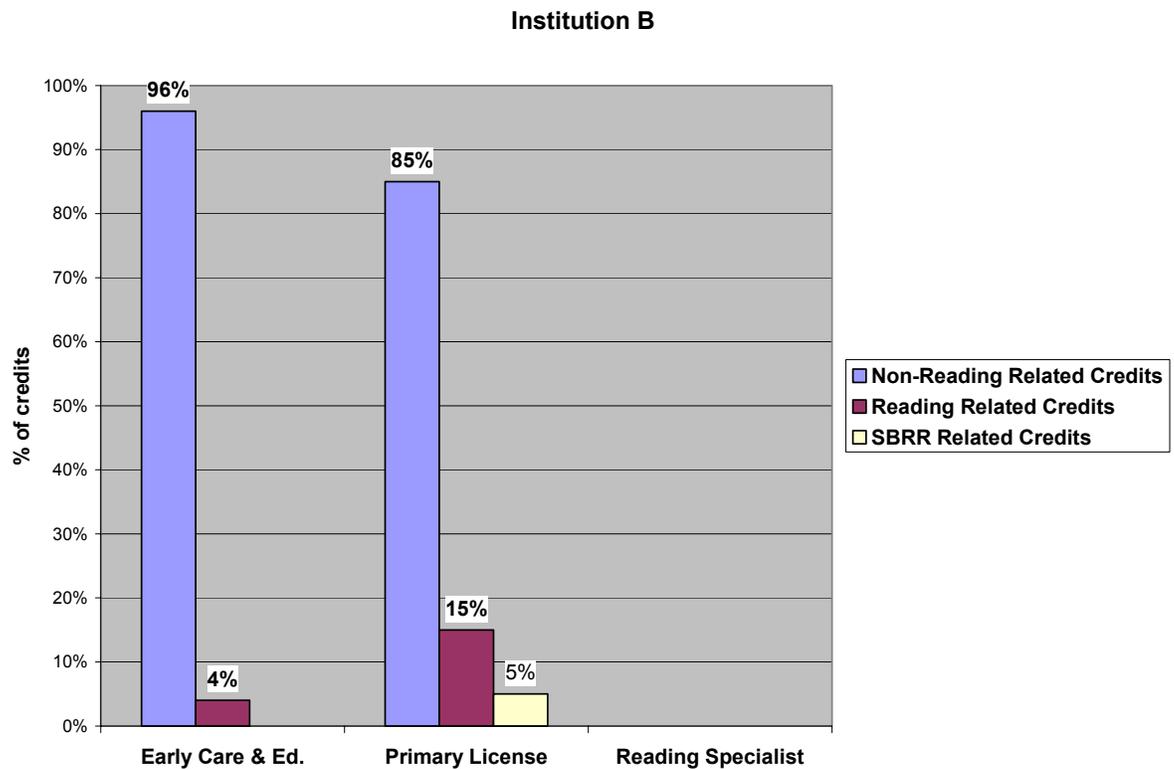


Figure 8. Degree of Reading and SBRR related credits by certification level for DE Institution B

### Institution C

Institution C (Figure 9 below) also offers programs for all three certification classes: Early Care and Education, Primary Education License and Reading Specialist. The syllabi provided for one area, however, did not include course topics or assignments for analysis. Upon examination of only course goals, 3 credit hours of the 66 credit hours directly related to certification in Early Childhood Care and Education were devoted to the teaching and reading and writing. These three credit hours seemed to include instruction related to SBRR practices.

A review of the Primary Education Concentration for Institution C revealed that students are required to take 66 credit hours directly related to their Elementary Education Degree. Of the 66 required credit hours, 12 credit hours contain coursework regarding the teaching of reading and writing. Of these 12 credit hours, 6 were found to directly address the SBRR practice promoted by Reading First.

The Reading Specialist graduate degree requires students to take a total of 36 credit hours. Of these 36 credit hours, 21 were directly related to SBRR practices.

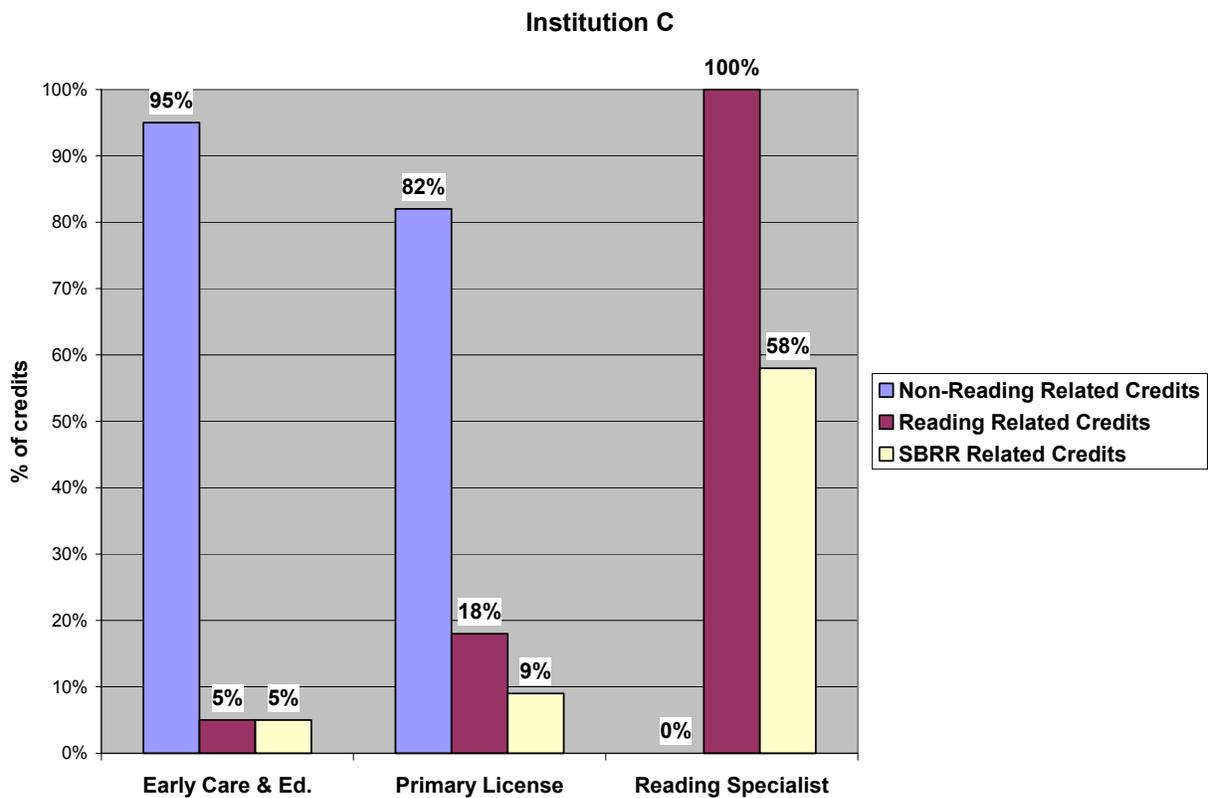


Figure 9. Degree of Reading and SBRR related credits by certification level for DE Institution C

Institution D

Institution D (Figure 10 below) offers programs that lead to certification with a Primary License, with opportunities for certification extended into 8<sup>th</sup> grade. Of the 72 credit hours directly related to the Primary License, 18 credit hours are devoted to the teaching of reading and writing. The analysis of the syllabi revealed that of these 18 credit hours, 9 credit hours appear to address SBRR practices.

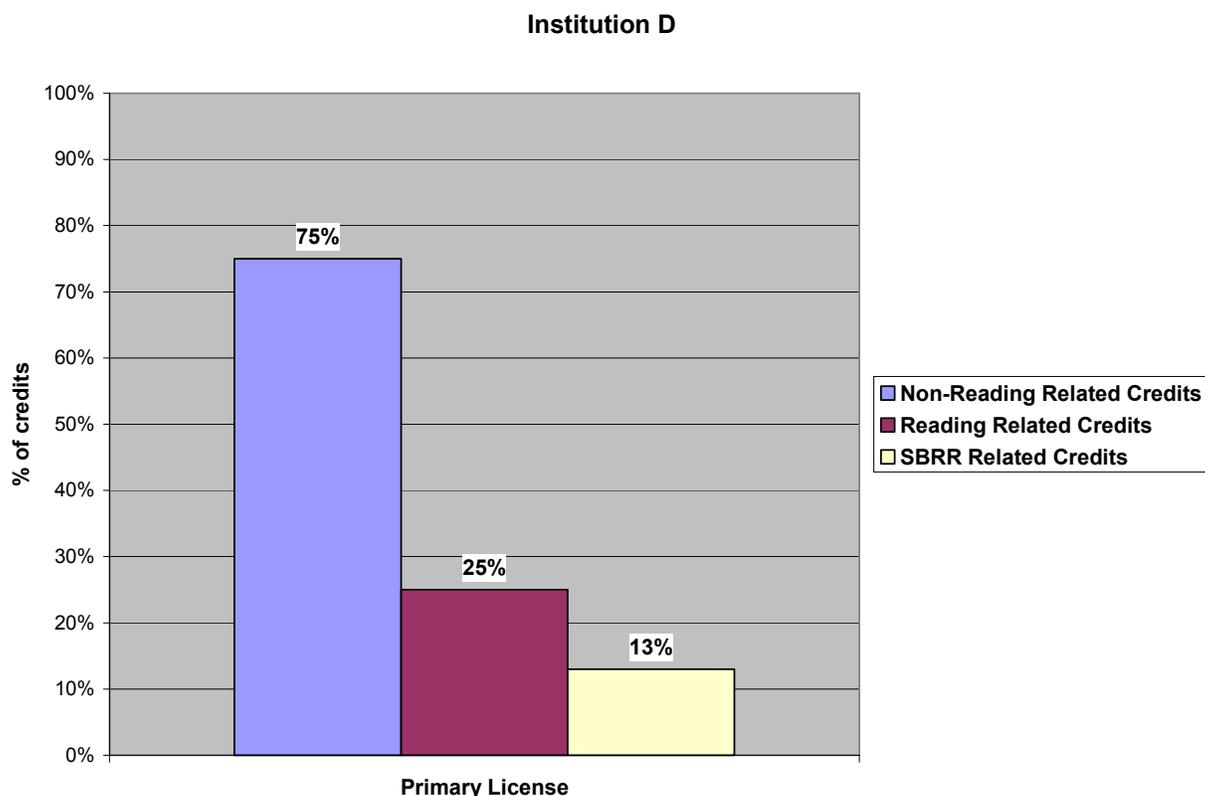


Figure 10. Degree of Reading and SBRR related credits by certification level for DE Institution D

### SYSTEM-LEVEL EFFECTS

Many of the goals of the Reading First program are designed to have impact on the Reading First schools and the school districts. For this reason, we conducted a variety of evaluation activities designed to uncover how the Reading First program is affecting the school as a system. To answer these evaluation questions, we gathered data from multiple sources including interviews with the Reading First teachers, their principals, their coaches, and two of their state coordinators. Data from a sample of classroom observations and the Reading First teacher survey also inform this section of the report.

#### SBRR AND DISTRICT/SCHOOL READING FIRST PROFESSIONAL DEVELOPMENT AND SCHOOL CLIMATE

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

A series of questions was asked of Reading First teachers regarding their participation in professional development during the 2003-04 year. Table 5 below illustrates the types of professional development they experienced and their views of its effectiveness and its alignment with the SBRR framework.

Table 5. Reading First Teachers' (n=93) Evaluation of Professional Development and its SBRR Alignment

As part of your professional development this year, have you			Effectiveness of the professional development <sup>6</sup>					Alignment of 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
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	24% <sup>7</sup>	76%	61%	28%	11%	0	0	63%	25%	0	13%
Read professional literature related to the teaching of reading (for example, reading study groups).	80%	20%	30%	42%	26%	2%	0	53%	36%	0	11%
Attended grade level meetings related to reading instructional issues.	98%	3%	42%	38%	18%	1%	0	66%	16%	4%	15%
Observed demonstrations of teaching reading (either in my school or in another school).	68%	33%	50%	38%	12%	0	0	62%	23%	3%	13%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	33%	67%	57%	26%	17%	0	0	53%	26%	5%	16%
Attended school or district-sponsored Reading First workshops or in-services	100%	0	39%	39%	19%	3%	0	67%	16%	2%	16%

<sup>6</sup> Data regarding professional development effectiveness and alignment with SBRR were provided only by those who indicated “yes” to the initial question. That is, only those who said they attended or participated in each of the forms of professional development then rated its effectiveness and alignment.

<sup>7</sup> Percentages are rounded for ease of reading; thus totals may not equal 100 percent in all cases. Exact percentages can be found in the complete survey with data in Appendix B.

The forms of professional development most frequently attended by Reading First teachers during the 2003-04 year were school or district sponsored workshops or in-services, grade level meetings, and reading of professional literature. In regards to their views as to the effectiveness of these professional development activities, about three-fourths rated them as “very” or “moderately” effective. About two-thirds of teachers rated school /district in-service and grade level meetings as “well aligned” with the SBRR framework. Only half saw the professional literature reading as well aligned. One issue arose from the data analysis; up to sixteen percent of the Reading First teachers responded that they did not know if the professional development was aligned with the SBRR framework. This may imply that a portion of the Reading First teachers are not well acquainted with the term SBRR or do not fully understand the basic premises of the framework.

### **Professional Development and Coaching**

In describing their achievements, the coaches referred most frequently to the caliber of their relationships with their teachers. The coaches were pleased that most teachers felt comfortable asking them for advice. “They come to me more. They ask me questions.” The coaches felt they were increasingly welcomed as allies rather than resented as adversaries. Trust replaced wariness, they believed, once the teachers perceived them as credible sources of worthwhile information that would help them teach reading more effectively. There are a few holdouts—“They don’t want to see me. They feel overwhelmed”—but most feel “at ease” with the coaches.

The coaches also pointed to the teachers’ achievements. Sometimes the coaches spoke about teachers’ attitudes, especially their ability to take on new ways of thinking about reading. Often the coaches mentioned specific accomplishments. They praised teachers for their scrutiny of the DIBELS and other test results. They also boasted of earnest efforts to implement various components of Reading First. They rarely spoke of an exemplary classroom where all the components were in place, day after day, but they were proud that most teachers had tried specific strategies, some of which are, in the opinion of one coach, “basic practices that quite honestly I didn’t realize were not in place in every classroom.” Her group included many new teachers, and the rookies were particularly eager to hear her suggestions.

Coaches were also pleased that they had learned how to do professional development. Most of the coaches had been classroom teachers or Title I teachers. For them this was a new undertaking, one that was daunting at first. The comfort and trust they felt with their teachers they also experienced in regard to their appraisals of their own skills. They felt they’d grown into the role and become better at modeling lessons, offering advice, and understanding the curriculum. The “I survived!” quip of one coach understates the growth they experienced.

The state coordinators saw improvement in their own working relationships with the coaches overtime as one of their major accomplishments. They saw themselves as often the “bearers of bad news” and recognized that their relationships with the coaches were critical to the smooth functioning of the program.

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

On the survey distributed to all Reading First teachers at the end of the academic year we asked the following questions about the school climate within their schools. Each of these items reflects the goals of the Reading First program in the state.

Table 6. Reading First Teachers' Views of the Climate within their Schools

	<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.	66 <sup>8</sup> %	31%	3%	0	0
Teachers in this school are continually learning and seeking new ideas.	56%	36%	6%	1%	0
I believe the overall impact of SBRR practices on this school has been positive.	33%	46%	11%	3%	8%

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

### Changes in the Schools

The school-wide effects of Reading First have been modest. Several coaches spoke of effort. “There’s a shared expectation that you should go above and beyond, if necessary,” as one coach described the climate or culture of her school. In other schools, the coaches remarked on the norm of openness. With more visitors in and out of classrooms, “we’re no longer working in private. In September, teachers were petrified when anybody came in their room. They stopped and froze! Now you can walk in and out, and they just keep on working.” Elsewhere, coaches said that the truly significant changes in the school climate were not due to Reading First. What mattered more were shifts in the administration, turnover on the staff, or “choicing” by students to enroll or leave. The state coordinators talked of the “big changes” in some of their schools including integration across regular and special education. They also referred to how there now is no “disconnect between what they do in the regular year and what they do in summer school.”

#### USE OF SBRR CURRICULUM IN ALL READING CLASSROOMS

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

To examine how Reading First teachers’ views compared with the general population of Delaware k-3 teachers, we gathered data in two ways to answer this question. The first method involved the administration of a set of questions on the *2003 Statewide Educator Poll on the Condition of Education in Delaware*<sup>8</sup> to a random sample of Delaware educators. The second method was the administration of a teacher survey to those teachers participating in the Reading First program.

<sup>8</sup> Percentages are rounded for ease of reading. Exact percentages can be found in the complete survey with data in Appendix B.

<sup>9</sup> The full report on the 2003 Educator Poll can be found at [www.rdc.udel.edu](http://www.rdc.udel.edu)

## Feedback from Delaware k-3 teachers

The results of the statewide Educator Poll revealed the following about Delaware k-3 teachers' use of SBRR to guide their reading instruction:

- Struggling Readers
  - More than half of the K-3<sup>rd</sup> grade educators (57%) stated that they felt “very proficient” at teaching struggling readers how to read. When asked about specific components of Scientifically Based Reading Research (SBRR), most (59%) felt “very proficient” at designing strategies to teach comprehension. Fewer (39%) felt “very proficient” at teaching poor readers to read with fluency.
  
- SBRR Instructional Practice
  - When asked to estimate the frequency of use of practices associated with SBRR, a majority of K-3<sup>rd</sup> grade teachers responded that they use phonics “every day” (72%) and comprehension (meaning-based) strategies “every day” (69%).
  - About half (52%) reported the use of direct vocabulary instruction on a daily basis.
  - The utilization of assessment-guided instruction, a critical component of SBRR, was estimated at “a few times a week” or “every day” by 82% of respondents.
  
- Universal Design and Special Needs Students
  - Nearly all of the teachers surveyed reported being *very well prepared* (46%) or *somewhat prepared* (46%) to teach students of varying abilities...
  - The vast majority (90%) of educators polled believe that the general education curriculum in Delaware schools should be flexible enough to meet the needs of nearly all students, including students with mild to moderate disabilities. However, when asked if their own school could meet the needs such a diverse student body, nearly one-quarter (23%) did not believe that it could.
  - Most teachers surveyed (92%) indicated that some barriers limit their success in addressing the diverse learning needs of students in their classrooms. The three barriers most frequently cited were, large number of students in class (32%), not enough time, e.g., for preparation (16%), and not enough appropriate instructional materials (16%).
  - The majority (59%) of educators surveyed were *not at all familiar* with the concept of Universal Design for Learning.
  - About one-third (31%) of Delaware teachers reported that most teachers feel they should not be expected to work with children with disabilities.

## Feedback from Reading First k-3 teachers

The results of the Reading First teacher survey revealed the following:

- Struggling Readers
  - Almost two-thirds (64%) of Reading First teachers stated that they had received adequate professional development to help them use SBRR practices in assisting children who are experiencing difficulties in reading.
- SBRR Instructional Practice
  - Most (79%) of Reading First teachers agreed that the overall impact of SBRR practices has been positive within their schools.
  - Over three-quarters (80%) of the Reading First teachers stated that their principal encouraged the implementation of SBRR instructional practices.
  - Many (80%) Reading First teachers use phonetic approaches to instruction everyday as they draw children's attention to the sounds they hear in words and have children say the sounds that letters and letter combinations make.
  - Over two-thirds (78%) of Reading First teachers frequently (3-4 times/week or more) teach new vocabulary and concepts explicitly before reading
  - About one-half (53%) of Reading First teachers address fluency in their classrooms frequently by having students reread favorite stories aloud to an adult or peer.
- Universal Design and Special Needs Students
  - Only about one-quarter (26%) said they had received adequate professional development in using SBRR to teach reading to children with disabilities.
  - Only 9% felt the professional development in SBRR was adequate in regards to teaching children whose native language is not English.
  - On average, Reading First teachers reported having three students with an IEP in their class. The number of students with IEPs in Reading First classes ranged from 0 to 14, with 0 as the most common response (37%).

**Goal 4b Evaluation Question: Are IST teams meeting consistently to discuss students’ instructional needs?**

The Reading First principals and coaches saw one school-wide effect of Reading First as very controversial—the introduction of “IST” (instructional support teams). IST provides a way to discuss and address academic problems (in any area, not just reading) and behavioral difficulties students face. Rather than initiate testing for possible special education referrals, IST tries to find other effective solutions. Many schools in Delaware had versions of this approach prior to Reading First. For this reason, some principals and coaches resented IST model being proposed. They pointed to intervention teams already in place and wondered why IST was necessary. The time demands on the coaches who served on IST were substantial, and they did not see the work as what they had been hired to do.

Teacher Survey Data

- In response to the question, “Has your school enhanced your instructional support team to provide a case manager/coach to any teacher requesting assistance?”
  - 51% responded “yes”
  - 23% of the teachers responded “no”
  - 27% responded “don’t know.”
  
- Of those who responded “yes” to the previous question, 23% reported being an IST member.
  
- When asked how many IST meetings are held in a typical month at their schools,
  - 19% reported 0 to 1 meetings/month
  - 13% reported 2 to 3 meetings/month
  - 16% reported 4 or more meetings/month
  - 53% reported that they did not know how many meetings were held

Table 7. Reading First Teachers’ Thoughts about IST

How often, on average, have you:	Weekly	Monthly	A few times a semester	Once a semester	Once a year	Never
Requested assistance from the IST including the literacy coach?	10%	13%	51%	13%	0%	13%
Been provided assistance from a member of the IST including the literacy coach?	6%	31%	47%	6%	3%	8%

How Satisfied are you with:	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
The IST's problem solving process?	31%	42%	17%	3%	8%
How collaboratively your case manager worked with you?	50%	22%	17%	0%	11%
How quickly you began working with your case manager?	44%	27%	12%	3%	15%
The amount you learned during the process?	34%	43%	9%	3%	11%
The results you achieved?	31%	40%	14%	3%	11%

**Goal 4d Evaluation Question: Are reading and assessment materials purchased and training provided in a timely manner?**

Table 8. Reading First Teachers' Views about Timeliness of Materials

How timely were these materials provided to you?	Very Timely	Somewhat Timely	Not very Timely	Not at all Timely	Don't Know
Core curriculum materials	60%	23%	14%	4%	0
Supplemental reading materials	39%	41%	15%	4%	1%
Benchmark assessments (DIBELS & PALS)	49%	41%	6%	3%	1%
Diagnostic materials	37%	42%	11%	4%	6%
Progress monitoring materials	41%	39%	11%	6%	3%

ROLE OF THE READING FIRST PRINCIPAL

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

The answers to this question were informed by data collected from the Reading First teachers' survey and from interviews with the Reading First principals, coaches, and state coordinators.

Teacher Survey Data

At the end of Institute I in the summer 2003, Reading First teacher participants were asked about their school, in particular, their views about their principal and the Reading First program. At that time about half of the teachers stated that they *strongly agreed* that their principal was supportive of

the implementation of Reading First in their school. Based on the critical role that principals play in the success or failure of any school programs, we chose to ask additional questions of Reading First teachers at the end of year one’s implementation. At the end of the year, significantly more Reading First teachers (80%) declared that their principal supported their staff’s involvement with Reading First.

Table 9. Reading First Teachers’ Views of their Principal’s Role

<b>Your principal...</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don’t know</b>
Encourages you to select reading content and instructional strategies that address individual students' learning.	48%	34%	16%	3%
Accepts the noise that comes with an active lesson.	65%	28%	1%	6%
Encourages the implementation of SBRR instructional practices.	80%	11%	4%	5%
Encourages you to observe exemplary reading teachers.	32%	34%	30%	4%
Provides time for teachers to meet and share ideas with one another.	36%	46%	15%	3%
Acts as a buffer between teachers and external pressures (for example, parents, school board).	44%	42%	11%	3%
Attends Reading First trainings.	31%	44%	11%	14%
Ensures few to no interruptions during literacy blocks.	34%	54%	9%	4%
Explicitly states his/her expectations about formal classroom observations during reading instruction.	58%	33%	6%	4%
Supports the staff’s involvement with Reading First.	80%	14%	5%	1%
Supports the IST problem-solving process.	56%	24%	4%	16%

### Coaches’, Principals’, and Coordinators’ Viewpoints

The relationships between the coaches and their administrators also went well for the most part. Coaches especially appreciated principals who were actively involved. Many attended training sessions and meetings, and were visible in other ways—observing classrooms, encouraging teachers, helping analyze data, and staying in constant contact with the coaches. That visibility was one way that the principals let the entire staff know that Reading First was a priority within the school. For

instance, one principal made sure that she cosigned any memoranda from the coach. “I want **all** the teachers to know that I’m behind this.”

The state coordinators had a somewhat different perspective about this. They saw the principal buy-in as a critical component but believed that it varied from school to school. They felt that this was due to a variety of issues, such as the degree to which the principal was already committed to another, not-SBRR related curriculum, how well he/she actually understood the Reading First program, how often they attended trainings, and their understanding and support of the coaches’ role.

## NEEDS FOR YEAR II<sup>10</sup>

### Reading First Principals’ Views

Keep the coaches in each school: that’s the suggestion offered most frequently by the principals when they were asked to advise the state on the expansion of Reading First. They could not imagine how a school could join this initiative without the services of a coach, nor could they see how their own school could succeed if their current coach left. [State coordinators also mirrored this concern, especially in regards to the time when the state plans to roll-out the program statewide.] Professional development does not occur on its own, the principals know, and they see no slack in their workdays of the reading specialists or administrators to do the array of tasks carried out by the coaches.

The principals also mentioned a variety of lessons learned from the first year that shaped their thoughts about the future. Many of those lessons were unforeseen problems that they hope to avoid next year. Staff training should not be in late August; require fewer off-campus meetings for the coaches; begin Reading First in several grades rather than the entire school (that was the case in some sites); don’t mandate IST for schools with other intervention strategies in place. Those were the major lessons learned that principals recalled as they thought ahead.

Another sort of lesson was not unique to what occurred in 2003/04 with Reading First but could apply to most any new school improvement project. The principals stressed the importance of faculty support. If teachers see Reading First as an imposition foisted on them against their will, the odds of success drop significantly. “You need teacher buy-in. Tell them how this will improve their classrooms and help their students.” Another principal pointed out that a strength of Reading First—its highly structured and very specific approach to reading—can be a weakness if faculty mistakenly think there’s no flexibility whatsoever, no chance for the program to be adapted, not just adopted.

### Reading First Coaches’ Views

When the coaches looked to the future, they were full of ideas about how their second year could be better, both for themselves and for the teachers they work with. Many of their ideas involved **time** in one way or another. Above all, they resolved to spend more time in classrooms in their buildings. “That’s really what my job is all about,” one coach said. She wanted to model more lessons for teachers as well as do additional “walk throughs” when she could observe. Coaches recognized the value of the activities that kept them out of classrooms—their own professional development in

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<sup>10</sup> These needs derive specifically from the interviews with the Reading First principals, coaches, and state coordinators.

county and state meetings, along with administering and scoring tests, took many hours—but they felt that nothing was as important as time with teachers. Meeting with teachers outside the classroom was also praised, especially when an entire grade level gathered, but in-class time seemed even more crucial.

Two forms of time management will require assistance from others. Several coaches mentioned the importance of time before the school year begins. They want to see classrooms organized well before the students arrived. Last year, Reading First training took away the days when many teachers would have finished setting up their rooms, and thus some classrooms were not arranged as effectively as they could have been. Furthermore, many coaches emphasized the importance of the school's daily schedule. The uninterrupted block of time for reading is a priority, but there are other concerns. At what time of day is reading taught? Who is pulled out and for what reasons? Are the reading specialists available (all of them? some of them?) to work with the coach? How can “progress monitoring” (testing) be done without cutting into instructional time? Working with administrators to craft a schedule that underscores the priority of reading instruction would bolster Reading First. “You know, it’s not fair to tell teachers they need to do all these things and then not have a schedule that supports that.”

Some additional goals for next year do not hinge on the variable of time; instead they are specific interventions that the coaches believe will make nontrivial differences. Parental involvement could be greater, several coaches said, if there were one or more evenings devoted to giving them useful pointers on how to work with their children. A few schools last year had successful “family literacy nights” but the coaches feel more could and should be done. Another specific strategy spotlights “literacy centers” within the classrooms—areas with materials and supplies for small group instruction. Coaches recognized the value of those centers this year, and they want to do more of that next year. A third important strategy is working closely with teachers in schools that will be adopting a new reading series. Understanding the new materials in depth is a priority for several coaches. And there are other hopes and aspirations for year two, many of which are continuations of the achievements from the first year. No coaches feel that they should overhaul or completely revamp what they did during the first year; they want to augment and refine what they did rather than start over.

The foregoing comments suggest various forms of support the coaches want to see, but there were several other items mentioned when they were asked about the assistance they needed to reach their goals next year. The workshops and feedback from University of Delaware Professor Sharon Walpole were praised repeatedly and enthusiastically. She became the coaches’ coach, the person from whom “I learned the meat of my job,” drawing from her experiences with Reading First in another state. The coaches hope that she continues to work with them. They have to learn and grow in order to help their teachers learn and grow. They also want the chance to work more with each other. They would welcome more meetings where they can hear each other’s experiences and share ideas with one another.

Within their buildings, the coaches stressed the importance of strong support from the principal. The coaches could not order or force teachers to change; coaches were facilitators, not administrators. They had to persuade rather than mandate, although a few teachers perceived them as judgmental and directive. Without the principals’ strong support, teachers might not think they had to revise any instructional practices, that change was optional. Nearly all coaches felt they had that support this year, but there were several suggestions for the future—evaluate all teachers with the Reading First principles in mind, share appraisals of teachers even if it is contractually impossible to show the evaluation form itself, and keep thinking about changes in the daily schedule.

### Reading First State Coordinators' Views

The coordinators see their role changing as they move into year 2. They plan to work together more so that they all better understand what is happening across the state. Also, now that they have built trusting relationships with the coaches, they believe that they will be able give “better even advice and support.” One issue that thought needed to be addressed was the complex (and sometimes conflicting) communication that occurs within DOE that at times results in confusion and bad calendaring of trainings across projects and departments. They believed that as Reading First moves forward, this communication needs to improve.

Coordinators also spoke about how valuable the use of outside expertise was and how they hoped that it would continue to occur. In the year ahead, they hope to gain a better understanding of how other Reading First coordinators function in other states.

## APPENDICES: TABLE OF CONTENTS

APPENDIX	TITLE	PAGE
A	Methods and Data Collection Instruments	50
B	Reading First k-3 Teacher Survey with Results	51
C	Reading First Interview Protocols Reading First Principals Reading First Coaches Reading First State Coordinators	55
D	Profile of Scientifically-Based Reading Instruction with Observation Data Kindergarten Grades 1-3 Reliability	58
E	Teacher Perceptions and Assessment of Early Reading and Spelling Results of Pre- and Post-Tests	83
F	Appendix F: Reading First Statewide Summary Report 2003-2004 (DIBELS & PALS)	87

## APPENDIX A: METHODS AND DATA COLLECTION INSTRUMENTS

### Data Collection Methods

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

1. Student achievement data
  - Delaware Student Testing Program for grades 2-3<sup>11</sup> in all Reading First schools and a selected group of comparison schools
  - DIBELS benchmark data statewide analyses
2. Questionnaires
  - Reading First Teacher Survey to all Reading First teachers in May 2004
3. Interviews
  - All Reading First Coaches in April and May 2004
  - Thirteen (13) principals of Reading First schools in April and May of 2004
  - Two (2) Reading First State Coordinators
4. Classroom observation of a random sample of Reading First teachers who volunteered to participate. Observations were conducted using the Profile of Scientifically-Based Reading Instruction and were conducted by trained evaluators and coaches.
5. Content Knowledge Assessment
  - *Teacher Perceptions and Assessment of Early Reading and Spelling* was administered to all Reading First teachers on the first day of Institute I conducted in the summer of 2003 (pre-test) and during May 2004 (post-test) at each of the Reading First schools by a member of the evaluation team
6. Educator Poll of the Condition of Education in Delaware- fall 2003
7. Document analyses of course syllabi from reading teacher education programs at four Delaware institutions of higher education
8. School Profile data derived from the Delaware Department of Education Website

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<sup>11</sup> Since the collection of k-1 work sampling was interrupted during the 2003-04 academic year due to a change in state legislation, data were not available to conduct this analysis.

**APPENDIX B: READING FIRST K-3 TEACHER SURVEY**

**READING FIRST K-3 TEACHER LITERACY  
SELF-EVALUATION (n=93)**

<u>Part I: Professional Development</u>			Effectiveness of the professional development					Alignment of the professional development with 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
As part of your professional development this year, have you											
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	23.8 <sup>12</sup>	76.3	61.1	27.8	11.1	0	0	62.5	25	0	12.5
Read professional literature related to the teaching of reading (for example, reading study groups).	80.2	19.8	29.8	42.1	26.3	1.8	0	53.3	35.6	0	11.1
Attended grade level meetings related to reading instructional issues.	97.5	2.5	42.3	38	18.3	1.4	0	65.5	16.4	3.6	14.5
Observed demonstrations of teaching reading (either in my school or in another school).	67.5	32.5	50	38	12	0	0	61.5	23.1	2.6	12.8
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	33.3	66.7	56.5	26.1	17.4	0	0	52.6	26.3	5.3	15.8
Attended school or district-sponsored Reading First workshops or in-services.	100	0	39.2	39.2	18.9	2.7	0	67.2	15.5	1.7	15.5

<sup>12</sup> All data entries represent % of respondents

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices to	Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
Teach reading?	41.3	43.8	11.3	0	3.8
Assist children who are experiencing difficulties in reading?	28.4	35.8	29.6	2.5	3.7
Teach reading to children with disabilities?	14.8	11.1	35.8	32.1	6.2
Teach reading to children whose native language is not English?	5	3.8	20	63.8	7.5

### **Part II: Instructional Practices**

How often do <i>you</i> participate in the following activities in your classroom?	Every day	3-4 times a week	1-2 times a week	Less than once a week	Don't Know
Identify the elements of a story (for example, characters, settings)	36.3	47.5	16.3	0	0
Draw children's attention to the sounds they <i>hear</i> in words	81.3	13.8	3.8	1.3	0
Read to the children in class	83.8	11.3	3.8	1.3	0
Say the sounds that letters and letter combinations make	80	15	3.8	1.3	0
Before reading, explicitly teach new vocabulary and concepts	40	37.5	21.3	1.3	0
How <i>many</i> of your students regularly participate in the following activities in your classroom?	All	Most	Some	Few	None
Relate their own experiences to those in books	21.3	50	23.8	5	0
Reread favorite stories aloud to an adult or peer	16.3	36.3	32.5	12.5	2.5
Say the sounds that letters and letter combinations make	52.5	36.3	7.5	3.8	0
Independently read or look at books written in their native language	61.3	23.8	7.5	7.5	0

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

How timely were these materials provided to you?	Very Timely	Somewhat Timely	Not very Timely	Not at all Timely	Don't Know
Core curriculum materials	60	22.5	13.8	3.8	0
Supplemental reading materials	38.5	41	15.4	3.8	1.3
Benchmark assessments (DIBELS & PALS)	48.8	41.3	6.3	2.5	1.3
Diagnostic materials	36.7	41.8	11.4	3.8	6.3
Progress monitoring materials	40.5	39.2	11.4	6.3	2.5

**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>
I feel accepted and respected as a colleague by most staff members.	66.3	31.3	2.5	0	0
Teachers in this school are continually learning and seeking new ideas.	56.3	36.3	6.3	1.3	0
I believe the overall impact of SBRR practices on this school has been positive.	32.5	46.3	11.3	2.5	7.5

<b>Please indicate how often your principal</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't Know</b>
Encourages you to select reading content and instructional strategies that address individual students' learning.	47.5	33.8	16.3	2.5
Accepts the noise that comes with an active lesson.	65	27.5	1.3	6.3
Encourages the implementation of SBRR instructional practices	80	11.3	3.8	5
Encourages you to observe exemplary reading teachers.	31.6	34.2	30.4	3.8
Provides time for teachers to meet and share ideas with one another.	36.3	46.3	15	2.5
Acts as a buffer between teachers and external pressures (for example, parents, school board).	44.3	41.8	11.4	2.5
Attends Reading First trainings.	31.3	43.8	11.3	13.8
Ensures few to no interruptions during literacy blocks.	33.8	53.8	8.8	3.8
Explicitly states his/her expectations about formal classroom observations during reading instruction.	57.5	32.5	6.3	3.8
Supports the staff's involvement with Reading First.	79.7	13.9	5.1	1.3
Supports the IST problem-solving process.	56.3	23.8	3.8	16.3

**Part V: Instructional Support Teams**

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

50.6% Yes

22.8% No

26.6% don't know

2. Are you an IST member? Of those that answered 'yes' to question 1

22.5% Yes

77.5% No

3. How many IST meetings are held in a typical month at your school?

0 to 1 meetings/month (18.5%)

4 or more meetings/month (15.8.4%)

2 to 3 meetings/month (13.2%)

Don't know (52.6%)

How often, on average, have you:	Weekly	Monthly	A few times a semester	Once a semester	Once a year	Never
Requested assistance from the IST including the literacy coach? (if never, skip to Part VI)	10.3	12.8	51.3	12.8	0	12.8
Been provided assistance from a member of the IST including the literacy coach?	5.6	30.6	47.2	5.6	2.8	8.3

How satisfied are you with:	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't Know
The IST's problem solving process?	30.6	41.7	16.7	2.8	8.3
How collaboratively your case manager worked with you?	50	22.2	16.7	0	11.1
How quickly you began working with your case manager?	44.1	26.5	11.8	2.9	14.7
The amount you learned during the process?	34.3	42.9	8.6	2.9	11.4
The results you achieved?	31.4	40	14.3	2.9	11.4

**Part VI: Background Information**

What grade are you teaching this year? Full-day Kindergarten (13.6%) 1st (39.5%) 3rd (21%)  
Half-day Kindergarten (17.3%) 2nd (25.9%)

How many children are in your class(es)? Range from 4 to 39 --- avg. = 20

How many English Language Learners (ELL) do you have in your class(es)? Range from 0 to 30 – avg. = 5

How many children in your class(es) have an IEP? Range from 0 to 14 --- avg. = 3

What is your current primary teaching assignment? Special Education (12.7%) Title I (8.9%)  
Regular Education (73.4%) Other (5.1%)

How many years have you worked as an elementary school teacher? Range 1 to 35 --- avg. =5

## APPENDIX C: READING FIRST STATE COORDINATOR FOCUS GROUP PROTOCOL

Introduction: Thank you for your willingness to meet with me today to discuss the Reading First program in the state. The purpose of this interview is to help us better understand the impact that Reading First is having, how the Reading First state coordinators view their roles and what you see as needs as your move into year 2. I want to assure you that your responses and your identity will be kept confidential. This is an evaluation of the Reading First program, not you, your school, or your teachers. The reporting will be in the aggregate so we will not be identifying any individuals or schools. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today. During the next hour, I plan to ask you 6 questions that will focus our interview today.

**SYSTEM EFFECTS** Let's begin by looking at one of the major goals of the Reading First program in Delaware.  
"Institutionalize a seamless early reading curriculum (coordinated literacy services) for all children in Delaware schools."

**Progress** First, I'd like each of you to take a few moments and write down up to 3 areas where you have seen progress toward this statewide goal this year. Now let's talk about these areas, who would like to start?  
Probes: Can you give me an example of when that happened?

**Barriers** Now that we've talked about progress you've seen in year 1, let's talk about what you see as barriers that may keep the state from reaching that goal?

**PERCEIVED ROLE** Now I'd like to shift gears. I'd like to get a better understanding of how you've experienced the role of state coordinator this year.

**Accomplishments** Let's start by sharing what you believe are your most important accomplishments thus far.

**Planned Changes** As you look forward into year 2, what, if anything do you plan to do differently?

**NEEDS** And finally, what type of support will you need as you continue to grow in your role as a RF state coordinator?

**Closing** To wrap up, is there anything else you'd like to share with me.

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

## READING FIRST PRINCIPALS' INDIVIDUAL INTERVIEW PROTOCOL

Introduction: Thank you for your willingness to meet with me today to discuss the Reading First program in your school. The purpose of this interview is to help us better understand the impact that Reading First is having, how the Reading First principals view their roles and what you see as needs as your move into year 2. I want to assure you that your responses and your identity will be kept confidential. This is an evaluation of the Reading First program, not you, your school, or your teachers. The reporting will be in the aggregate so we will not be identifying any individuals or schools. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today. During the next hour, I plan to ask you 9 questions that will focus our interview today.

**SCHOOL EFFECTS** What major differences do you see, if any, in your school's k-3 reading program today as compared to last year at this time?

Change  
Instruction Let's start first with your thoughts about changes that you've seen in regards to your teachers' actual instruction.  
Probe: Do you see any difference in your faculty's ability to deal with students who are struggling readers?

Change  
Students Now let's talk about changes among students. Have you seen any changes over the past year, specifically in regards to reading?  
Probe: For example, do you see any changes in regards to students' interest in reading?

Change  
Curriculum What about curriculum changes?

Change  
Special Education Any changes in regard to the numbers of being considered for special education?  
If so, what is happening instead?

DOE Support How would you describe the support that DOE has provided your school through the Reading First program?  
Probe: What effect, if any, has it had on your school this year?

Advice Based on what you've experienced in year 1, what advice would you give the state as it moves toward statewide implementation of Reading First?

### PERCEIVED ROLE

Involvement Can you describe for me your involvement in the Reading First program over this first year? What actually has been your role in regards to the program here?

**NEEDS** What type of support do you think that your school will need to continue to improve your Reading First program?

Closing Is there anything else about the Reading First program here at [school's name] that you'd like to share.

## READING FIRST COACHES' INDIVIDUAL INTERVIEW PROTOCOL

Introduction: Thank you for your willingness to meet with me today to discuss the Reading First program in your school. The purpose of this interview is to help us better understand the impact that Reading First is having, how the Reading First coaches view their roles and what you see as needs as your move into year 2. I want to assure you that your responses and your identity will be kept confidential. This is an evaluation of the Reading First program, not you, your school, or your teachers. The reporting will be in the aggregate so we will not be identifying any individuals or schools. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today. During the next hour, I plan to ask you 11 questions that will focus our interview today.

**CLASSROOM EFFECTS**      What specific differences do you see in your teachers' classrooms today as compared to the beginning of the school year?

Change                      Let's start first with your thoughts about changes that you've seen in  
Teaching                      regards to your teachers' teaching of phonics. [examples]  
Phonics

Change                      Have you seen changes in their teaching of reading fluency? [examples]  
Teaching  
Fluency

Change                      What about their teaching of reading comprehension? [examples]  
Teaching  
Comprehension

Change                      Have you seen any changes in their use of assessments to inform their  
teaching? [examples]  
Assessment

Change                      Have you seen any changes over the year in regards to how the teachers  
in your school manage their classrooms? [examples]  
Classroom  
Management

Change                      Since the beginning of the year, have you seen changes in how your  
Teaching Struggling                      teachers work with struggling readers? [example]  
Readers                                      Probe: What, if any, role has the IST played in that?

Change                      Overall, have you noticed any changes in the school culture? [examples]  
School Culture

**PERCEIVED ROLE**      Now I'd like to shift gears. I'd like to get a better understanding of how  
you've experienced the role as a Reading First coach this year

Accomplishments      Let's start by sharing what you believe are your most important  
accomplishments thus far

Planned Changes      As you look forward into year 2, what, if anything do you plan to do  
differently?

**NEEDS**                      And finally, what type of support will you need as you continue to grow  
in your role as a Reading First coach?

## Key Reading Instructional Activities for REA

### Kindergarten

### Profile of Scientifically-Based Reading Instruction

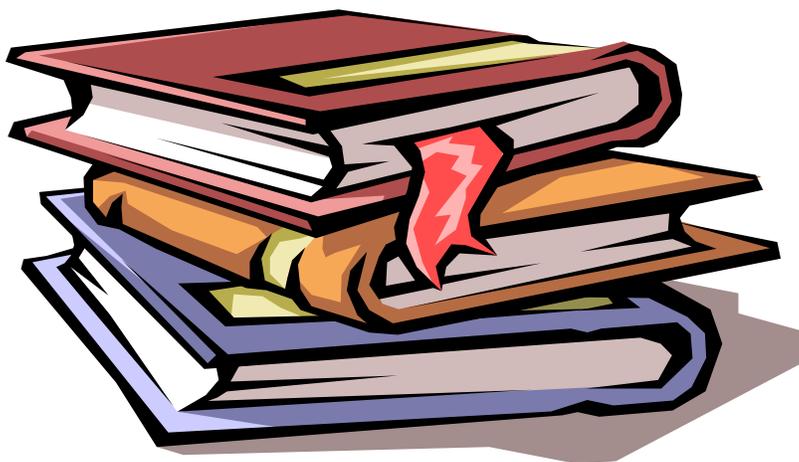
**Observer:**

**Educator Observed:**

**Observation Date:**

**School:**

**District:**



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

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

<sup>13</sup> Instrumentation used with the permission of the author  
UNIVERSITY OF DELAWARE EDUCATION RESEARCH & DEVELOPMENT CENTER

## INSTRUCTIONS

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

### *Teacher Behavior Items*

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

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

### *Student Responses*

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

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

### *Taking Notes*

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

## Section I: Daily Activities

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

Activity Observed or Clear Evidence of the Activity Seen			n=3	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence		Excellent	Good	Needs Improvement
			<b>AREA I: ORAL LANGUAGE ACTIVITIES</b> that foster growth in receptive and expressive language and verbal reasoning.			
3	0	0	1. Teacher provides an environment wherein <b>students</b> can <b>talk about what they are doing</b> .	Excellent (3.0)		
3	0	0	2. Teacher <b>encourages</b> students to talk about their experiences and <b>discuss their home culture</b> .	Good (2.0)		
			<i>Student Response (2) – When encouraged by the teacher, <b>students eagerly talk</b> about their experiences.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost <i>All</i>			
3	0	0	3. <b>Teacher listens attentively</b> to students’ discussions and responses.	Excellent (3.0)		
*	*	2	4. Teacher encourages <b>English language learners</b> to <b>talk</b> with each other (or an adult) <b>in their home language and English</b> .			
0	1	2	5. Teacher <b>introduces</b> and discusses <b>new words</b> through <b>two or more forms of media</b> (e.g., pictures, objects, audio-visual media, oral expression, kinesthetic expression).	Good (2.0)		
2	0	1	6. Teacher <b>structures opportunities</b> for <b>students to engage</b> in <b>conversations</b> with other students (e.g., “Share with your neighbor how you figured that out,” buddy buzzing, dramatic play centers).	Needs Improvement/ Good(1.50)		
			<i>Student Response (6) – During conversations, <b>students listen attentively</b> (e.g., make eye contact, nod, respond verbally) to each other.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost <i>All</i>			
2	0	1	7. Teacher models and/or encourages students to <b>ask questions during class discussions</b> .	Needs Improvement/ Good (1.50)		
3	0	0	8. Teacher <b>models</b> and/or encourages students to <b>use complete sentences and elaborate</b> as they talk (e.g., “Tell us more”).	Good/ Excellent (2.67)		
*1	0	1	9. In classrooms with English language learners, teacher uses <b>multiple nonverbal cues</b> (e.g., hand gestures, body movements, pictures, signs, labels) in class discussions.	Good (2.0)		

\* Missing data

Activity Observed or Clear Evidence of the Activity Seen			Instructional Quality
Observed	Clear Evidence	Not Observed & No Evidence	
<b>AREA II: READING ALOUD</b> with children a variety of materials (including picture books, stories, poems, fairy tales, nursery rhymes, experience charts, informational text, songs and plays) to foster their appreciation and comprehension of text and literary language.			Excellent Good Needs Improvement
2	0	1	1. Teacher <b>reads with expression</b> (e.g., varies tone and pitch of voice; reads softly, loudly; shows emotion). Excellent (3.0)
3	0	0	2. Teacher <b>shows print and pictures</b> from the book while reading aloud to students. Good/ Excellent (2.67)
3	0	0	3. Teacher <b>leads</b> students in <b>shared or choral reading</b> . Good (2.33)
<i>Student Response (1-3) – Students <b>can see</b> the print <b>and attend</b> to it.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost <i>All</i>			
<i>Student Response (1-3) – Students <b>enthusiastically join in the reading</b>.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost <i>All</i>			
1	1	1	4. Teacher <b>talks about new words</b> that students may not know. Needs Improvement (1.0)
1	1	1	5. <b>Before Reading:</b> Teacher <b>activates students' background knowledge</b> while holding the book and showing its pictures. Examples of how a teacher might activate background knowledge include: <ul style="list-style-type: none"> <li>• Asks students questions about what they already know about the topic or content of a text.</li> <li>• Walks students through the text by turning the pages and having students attend to and discuss pictures.</li> <li>• Asks students to predict what will happen in the text.</li> </ul> Needs Improvement/ Good (1.50)
<i>Student Response (5) – When the teacher is activating their background knowledge, <b>students respond</b> with a <b>variety of ideas</b>.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All			

Activity Observed or Clear Evidence of the Activity Seen			Instructional Quality			
Observed	Clear Evidence	Not Observed & No Evidence	<b>AREA II: READING ALOUD with children a variety of materials to foster their appreciation and comprehension of text and literary language.</b>	Excellent	Good	Needs Improvement
0	1	2		Needs Improvement (1.0)		
			<p>6. <b>During Reading:</b> Teacher <b>stops</b> periodically to <b>engage students</b>. Examples of how a teacher might engage students include:</p> <ul style="list-style-type: none"> <li>• Models and asks students interpretive questions about the stories.</li> <li>• Responds to student questions.</li> <li>• Talks about the author’s craft (repetitive patterns in text, unique words and phrases).</li> <li>• Asks students about their predictions.</li> <li>• Discusses the setting, main characters, and plot.</li> <li>• Asks students to compare newly introduced text with previously read material.</li> </ul>			
			<p><i>Student Response (6) – During read alouds students <b>attentively follow along</b> with the teacher’s reading and <b>focus on the text</b>.</i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>			
			<p>7. <b>After Reading:</b> Teacher <b>follows up</b> text. Examples of how a teacher might engage students include:</p> <ul style="list-style-type: none"> <li>• Asks students to retell or dramatize the written text.</li> <li>• Encourages students to illustrate stories that have been read in class.</li> <li>• Allows students to react to the written text.</li> <li>• Compares student predictions to author’s ending.</li> <li>• Leads students in relating parts of written text to experiences from their own lives.</li> <li>• Encourages students to provide alternative endings to written texts.</li> <li>• Asks students to compare newly introduced text with previously read material.</li> <li>• Compares and contrasts different authors and stories.</li> <li>• Discusses differences between real and imaginary stories.</li> </ul>			
			<p><i>Student Response (7) – In follow-up discussions, students respond with ideas that <b>show an understanding of the text</b>.</i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>			

Activity Observed or Clear Evidence of the Activity Seen			Instructional Quality			
Observed	Clear Evidence	Not Observed & No Evidence	AREA III: Reading and <b>BOOK EXPLORATION</b> with children for developing print concepts and basic reading knowledge and process.	Excellent	Good	Needs Improvement
2	0	1		1. Teacher <b>explains concepts of print</b> , such as: <ul style="list-style-type: none"> <li>• front of book, back of book, top to bottom, left to right.</li> <li>• title, author, illustrator.</li> </ul>	Good/ Excellent (2.50)	
			<i>Student Response (1) – Students <b>hold books the right way</b> and read from front to back, top to bottom, left to right.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All			
1	1	1	2. Teacher <b>uses a variety of types of texts</b> (e.g., stories, poems, nursery rhymes, fantasies, newspapers).	Good (2.0)		
1	2	0	3. Teacher encourages independent reading by <b>providing and actively promoting a variety of books</b> .	Needs Improvement (1.33)		
3	0	0	4. Teacher <b>provides time</b> for and <b>directs</b> students in <b>selecting their own reading material</b> .	Needs Improvement (1.33)		
			<i>Student Response (4) – When selecting their own reading material, students independently <b>choose books</b> and <b>focus their attention</b> on the books.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All			
1	0	2	5. Teacher <b>models reading or remains actively engaged</b> with students while they are reading books that they have selected on their own.	Needs Improvement (1.0)		

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

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

Activity Observed or Clear Evidence of the Activity Seen			Instructional Quality				
Observed	Clear Evidence	Not Observed & No Evidence	<b>AREA VI: PRINT-RELATED ACTIVITIES</b> for establishing students' ability to recognize and print the letters of the alphabet.	Excellent	Good	Needs Improvement	
3	0	0		1. Teacher <b>provides opportunities</b> for students to <b>practice identifying</b> , recognizing, and naming individual letters.	Excellent (3.0)		
1	1	1		2. Teacher <b>demonstrates</b> how to form letters.	Good/ Excellent (2.50)		
3	0	0		3. Teacher provides opportunities for students to <b>practice forming letters using various media</b> (e.g., charts, paper, sand, sandpaper, crayons, markers, play dough).	Good (2.0)		
			<i>Student Response (3) – Students practice <b>forming letters</b>.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost <i>All</i>				

<b>AREA VII: PHONEMIC ANALYSIS ACTIVITIES</b> for developing students' understanding that language is made up of sounds and that individual words are made up of smaller units of sound.						
2	0	1	1. Teacher <b>focuses</b> students' attention <b>on rhyming words</b> through songs, poems, plays, nursery rhymes, etc.	Good (2.0)		
3	0	0	2. Teacher conducts <b>phonemic awareness</b> activities by teaching <b>one or more</b> of the following orally or with letters: <ul style="list-style-type: none"> <li>• Onsets and rimes (e.g., hat is /h/ /at/, bat is /b/ /at/)</li> <li>• Syllables (e.g., clapping twice on "balloon", "happy")</li> <li>• Segmentation (e.g., man = /m/ /a/ /n/)</li> <li>• Blending (e.g., /m/ /a/ /n/ = man)</li> </ul>	Good/ Excellent (2.67)		
2	0	1	3. Teacher <b>demonstrates</b> for students <b>one or more</b> of the following: <ul style="list-style-type: none"> <li>• Stories are made up of sentences.</li> <li>• Sentences are made up of words.</li> <li>• Words are made up of syllables.</li> <li>• Syllables (or words) are made up of individual sounds.</li> </ul>	Excellent (3.0)		

Activity Observed or Clear Evidence of the Activity Seen				Instructional Quality			
Observed	Clear Evidence	Not Observed & No Evidence	<b>AREA VIII: WORD-DIRECTED ACTIVITIES</b> for helping students to acquire a basic <b>SIGHT VOCABULARY</b> and to understand and appreciate the <b>ALPHABETIC PRINCIPLE</b> .	Excellent	Good	Needs Improvement	
1	1	1		1. Teacher introduces <b>letters and sounds in groups</b> (e.g., “s,” “a,” “t,” “m,”) <b>and</b> immediately <b>makes words</b> from those letters (e.g., sam, man, tam).	Good/ Excellent (2.50)		
2	0	1		2. Teacher provides opportunities for <b>students to manipulate letters and words</b> through at least one of the following: <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Alphabet letters (e.g., tiles, magnetic letters)</li> <li>• Elkonin boxes</li> </ul>	Good/ Excellent (2.50)		
3	0	0		3. Teacher explicitly teaches the <b>alphabetic principle</b> (e.g., pointing to the letter “M” on the board or in print and saying, “mmm,” then having students repeat the sound).	Good/ Excellent (2.67)		

## Section II: Weekly/Periodic Activities

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

Evidence of the Activity		Instructional Quality			
Yes	No				
<b>AREA II: READING ALOUD with children a variety of materials (including picture books, stories, poems, fairy tales, nursery rhymes, experience charts, informational text, songs and plays) to foster their appreciation and comprehension of text and literary language.</b>		<table border="1" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;">Excellent</td> <td style="width: 33%; text-align: center;">Good</td> <td style="width: 33%; text-align: center;">Needs Improvement</td> </tr> </table>	Excellent	Good	Needs Improvement
Excellent	Good	Needs Improvement			
<b>3</b>	<b>0</b>	Needs Improvement/ Good (1.50)			
1. Teacher explicitly teaches a <b>comprehension strategy</b> (e.g., using story structure, asking questions, visualizing) through the following kinds of activities: <ul style="list-style-type: none"> <li>• Teacher models the strategy.</li> <li>• Teacher tells students what the strategy is and how it can be helpful to them.</li> <li>• Teacher asks students to practice the strategy with assistance.</li> <li>• Teacher has the students independently practice the strategy.</li> <li>• Teacher tells students when and where to use the strategy.</li> </ul>					
<b>2</b>	<b>1</b>	Good (2.0)			
2. Teacher reads aloud from <b>books that reflect the various cultures</b> of all students in the classroom and the community.					

Evidence of the Activity		Instructional Quality
<b>AREA III: Reading and BOOK EXPLORATION with children for developing print concepts and basic reading knowledge and process.</b>		
<b>3</b>	<b>0</b>	Good (2.0)
1. Teacher and/or students talk about <b>authors</b> and book <b>illustrators</b> .		
<b>2</b>	<b>1</b>	Good (2.0)
2. Teacher <b>creates books</b> with the class or has students create their own books.		

Yes	No	AREA IV: WRITING ACTIVITIES for developing children's personal appreciation of communicative dimensions of print and for exercising print and spelling abilities.	Excellent	Good	Needs Improvement
3	0	1. Teacher helps <b>students generate ideas</b> for writing (own writing or class writing) by engaging them in the following kinds of activities: <ul style="list-style-type: none"> <li>• Talking about personal experiences</li> <li>• Discussing other books or authors</li> <li>• Discussing current or class events</li> <li>• Conducting dramatic play</li> <li>• Constructing graphic organizers</li> </ul>	Needs Improvement/ Good (1.67)		
2	1	2. Teacher <b>takes dictation</b> of students' oral language <b>and</b> has students <b>draw pictures</b> to go with their talk.	Good (2.0)		
3	0	3. Teacher has <b>students read what they have written</b> while students are seated around or with the teacher.	Good (2.0)		
		<i>Student Response (3) — Students <b>listen attentively and ask questions</b> as other students read their own writing.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All			

AREA V: THEMATIC ACTIVITIES and socio-dramatic play for giving children an opportunity to integrate and extend their understanding of stories and new knowledge.					
1	2	1. Teacher provides opportunities for students to practice plays and act out <b>scenes from stories that have been read aloud.</b>	Good (2.0)		
3	0	2. Teacher provides <b>multiple exposures to and repetition of words</b> useful for <b>building world knowledge</b> (e.g., for science, category words like mammals and amphibians; for health, words like vegetables and fruits).	Needs Improvement/ Good (1.67)		
3	0	3. Teacher focuses students' learning on vocabulary <b>words from specific subject areas</b> (e.g., science, social studies, health, math).	Needs Improvement/ Good (1.67)		
Evidence of the Activity		Instructional Quality			

Yes	No	AREA VI: <b>PRINT-RELATED ACTIVITIES</b> for establishing students' ability to recognize and print the letters of the alphabet.	Excellent	Good	Needs Improvement
1	2	1. Teacher <b>dictates letters</b> for students to write.	Excellent (3.0)		
2	1	2. Teacher models <b>locating specific letters</b> in written materials (e.g., poems, messages, newspapers, stories).	Good/ Excellent (2.50)		
2	1	3. Teacher discusses the <b>difference between</b> letters, drawings, and scribbles.	Good (2.0)		

AREA VII: <b>PHONEMIC ANALYSIS ACTIVITIES</b> for developing students' phonological and phonemic awareness.					
2	1	1. Teacher <b>uses students' names</b> to identify and teach sounds.	Good/ Excellent (2.50)		
3	0	2. Teacher uses <b>small group instruction</b> to teach phoneme manipulation (at students' own levels).	Good (2.33)		

Evidence of the Activity			Instructional Quality		
Yes	No	<b>AREA VIII: WORD-DIRECTED ACTIVITIES</b> for helping students to acquire a basic <b>SIGHT VOCABULARY</b> and to understand and appreciate the <b>ALPHABETIC PRINCIPLE</b> .	Excellent	Good	Needs Improvement
1	0		1. Teacher uses a <b>systematic</b> phonics approach or program (commercial or non-commercial) that is explicit, sequential, and well defined.	Good/ Excellent (2.67)	
3	0	2. Teacher <b>teaches basic sight words</b> (e.g., I, a, the, is, you, said, why) through oral and visual methods.	Good/ Excellent (2.67)		
3	0	3. Teacher <b>points out sight words</b> and/or <b>decodable words</b> in picture books, poems, labels, newspapers, etc.	Good/ Excellent (2.67)		
3	0	4. Teacher provides instruction on <b>conventionally spelled words</b> (e.g., cat, big, dog, run).	Good (2.33)		
2	1	5. Teacher uses <b>small group instruction</b> for word-directed activities.	Good/ Excellent (2.50)		

**Key Reading Instructional Activities for REA**

**Grades 1-3**

**Profile of Scientifically-Based Reading Instruction**

**Observer:**

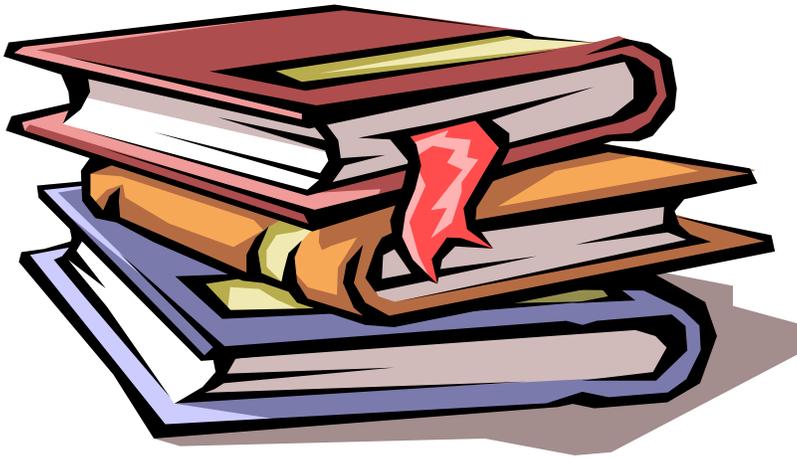
**Educator Observed:**

**Observation Date:**

**School:**

**Grade Level:**

**District:**



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

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

## INSTRUCTIONS

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

### *Teacher Behavior Items*

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

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

### *Student Responses*

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

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

### *Taking Notes*

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

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

n= 11

Activity Observed or Clear Evidence of the Activity Seen			AREA I: PHONEMIC ANALYSIS ACTIVITIES	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Explicit instruction and practice that lead to the understanding that spoken words are made up of smaller units of sounds.	Excellent	Good	Needs Improvement
5	2	4		1. Teacher <b>models how to identify sounds</b> through <b>one or more</b> of the following: <ul style="list-style-type: none"> <li>• Rhyming and word families (e.g., hat, cat, sat)</li> <li>• Onsets and rimes (e.g., /h/ /at/, /c/ /at/)</li> </ul>	Good (2.29)	
8	0	3	2. Teacher <b>models how to identify sounds</b> through <b>one or more</b> of the following: <ul style="list-style-type: none"> <li>• Syllables (e.g., ba-loon, ha-ppy)</li> <li>• Segmentation (e.g., man = /m/ /a/ /n/)</li> <li>• Blending (e.g., /m/ /a/ /n/ = man)</li> <li>• Adding and deleting sounds (e.g., /fat/, delete /a/ and add /i/ = /fit/)</li> </ul>	Good (2.0)		
6	0	5	3. Teacher <b>models</b> or structures activities in which the teacher or the <b>students say the words and</b> then say the <b>separate sounds</b> (phonemes) in those words. <p><i>Student Response (3) – During designed activities, students can take an individual word and correctly <b>break the word into separate sounds.</b></i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>	Good/ Excellent (2.50)		
5	1	5	4. Teacher <b>demonstrates</b> for students <b>one or more</b> of the following: <ul style="list-style-type: none"> <li>• Words are made up of syllables.</li> <li>• Syllables (or words) are made up of individual sounds.</li> </ul>	Needs Improvement/ Good (1.87)		
4	0	7	5. Teacher communicates to students the <b>connection between word work and real reading</b> in text.	Good (2.0)		

Activity Observed or Clear Evidence of the Activity Seen			AREA II: WORD RECOGNITION AND FLUENCY	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence		Excellent	Good	Needs Improvement
			<p>Instruction that stresses sight recognition of high frequency words</p> <p>Building familiarity with spelling-sound correspondences and their use in identifying printed words.</p> <p>Instruction that encourages students to sound out and confirm the identities of visually unfamiliar words they encounter in the course of reading meaningful text.</p> <p>Instruction that uses context and pictures as tools to monitor word recognition, but not as a substitute for information provided by the letters in a word.</p> <p>Regular informal assessment of word recognition accuracy and reading fluency.</p>			
3	1	7	1. For beginning readers, the teacher introduces <b>letters and sounds in groups</b> (e.g., “s,” “a,” “t,” “m,”) <b>and</b> immediately <b>makes words</b> from those letters (e.g., sam, mat, tam).	Needs Improvement/ Good (1.50)		
4	1	6	2. Teacher explicitly teaches the <b>alphabetic principle</b> to students who have not mastered letter-sound correspondence (e.g., pointing to the letter “M” on the board or in print and saying, “mmmm,” then having students repeat the sound).	Good (2.0)		
7	0	4	3. Teacher helps students attend to <b>familiar spelling patterns to identify unfamiliar words</b> using teacher prompts such as: <ul style="list-style-type: none"> <li>• How does the word begin? What is the first sound?</li> <li>• Stretch it out.</li> <li>• Say the part that you know.</li> <li>• What does the blend “fr” say? What does “ea” say?</li> </ul>	Needs Improvement/ Good (1.86)		
6	1	4	4. When students begin to read independently, teacher <b>models or assists students in sounding out unknown words</b> encountered in text. (Students should not use context and pictures as a substitute for sounding out words.)	Needs Improvement/ Good (1.71)		
2	7	2	5. Teacher uses some kind of <b>informal reading inventory</b> (commercial or teacher-made) to assess student’s word recognition accuracy and reading fluency.	Needs Improvement/ Good (1.78)		
5	2	4	6. Teacher structures <b>activities</b> for students <b>to practice identifying and using high frequency words</b> , e.g., <ul style="list-style-type: none"> <li>• Work with word walls of <b>high frequency words</b></li> <li>• Repeated reading of easy reading materials where teacher explicitly calls students’ attention to sight words</li> </ul>	Needs Improvement/ Good (1.86)		

Activity Observed or Clear Evidence of the Activity Seen			AREA III: SPELLING	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Teaching common spelling conventions and their use in identifying printed words. Focused instruction and practice to teach conventionally correct spelling.	Excellent	Good	Needs Improvement
9	1	1	1. Teacher provides <b>explicit instruction on common spelling conventions</b> such as vowels, consonants, digraphs, blends, prefixes, and suffixes.	Good/ Excellent (2.50)		
8	1	2	2. Teacher provides <b>opportunities</b> for students <b>to learn spelling patterns</b> through word sorts, word games, and spelling words aloud (without over relying on worksheets).	Needs Improvement/ Good (1.78)		
4	2	5	3. Teacher provides <b>opportunities</b> for students <b>to practice spelling words correctly</b> (appropriate practices include writing spelling words in sentences or stories, editing targeted words in text, word sorts and word games using correctly spelled words, NOT writing words over and over).	Good (2.17)		
4	5	2	4. Teacher uses spelling lists that consist of <b>phonetically regular words and high frequency words that relate to reading instruction.</b>	Needs Improvement/ Good (1.70)		
1	4	6	5. Teacher regularly <b>pretests and posttests</b> on the lists of spelling words.	Needs Improvement/ Good (1.83)		
3	7	1	6. Teacher acknowledges <b>phonetic spelling as a developmental step.</b>	Good (2.10)		
			<i>Student Response (6) – Students use invented spellings (phonetic representations) when they compose written texts.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All			

Activity Observed or Clear Evidence of the Activity Seen			AREA IV: INDEPENDENT READING	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	<p>Opportunities for independent reading, including reading aloud.</p> <p>Promotion of fluency through practice with a wide variety of well-written and engaging text at the students' own comfortable reading level.</p> <p>Daily independent reading of text selected to be of particular interest for the individual student at a level beneath the students' frustration level.</p>	Excellent	Good	Needs Improvement
*4	3	3	<p>1. Teacher provides appropriate amount of <b>time for students to practice reading books</b> on their own or in pairs, including students reading aloud.</p>	Needs Improvement/ Good (1.90)		
			<p><i>Student Response (1) – Students are <b>on-task and engaged in reading</b> during this time.</i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>			
5	5	1	<p>2. Teacher <b>provides appropriate reading materials</b> for students to read at their independent reading level.</p>	Needs Improvement/ Good (1.90)		
1	2	8	<p>3. Teacher <b>models and provides opportunities</b> for students <b>to talk about what they are reading.</b></p>	Needs Improvement (1.20)		
6	4	1	<p>4. Teacher provides students with <b>easy access to a wide variety</b> of well-written and engaging <b>reading materials</b>, including texts in students' home languages and texts about students' home cultures.</p>	Needs Improvement/ Good (1.89)		
2	5	4	<p>5. Teacher <b>allows students to choose reading materials</b> that match their interests.</p>	Needs Improvement/ Good (1.75)		
			<p><i>Student Response (5) – When selecting reading material, students <b>know how to select a text</b> from a predetermined selection judged by teacher to be appropriate <b>for their reading level.</b></i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>			

\* missing data

Activity Observed or Clear Evidence of the Activity Seen			AREA V: COMPREHENSION STRATEGIES FOR TEACHERS	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Instruction that promotes comprehension by actively building linguistic and conceptual knowledge in a rich variety of domains. (Can be used with small groups or large groups, reading aloud, shared reading, guided reading, or in combination with strategy instruction.) Instruction must be connected to a specific text.	Excellent	Good	Needs Improvement
9	1	1	<p>1. <b>Before Reading:</b> Teacher <b>activates students' background knowledge.</b> Examples of how a teacher activates background knowledge might include:</p> <ul style="list-style-type: none"> <li>• Asks students questions about what they already know about the topic or content of a text.</li> <li>• Asks students what they know about the author, illustrator, genre, etc.</li> <li>• Defines new words that will be introduced in the text and that may not be known by students.</li> <li>• Asks students to predict what will happen in the text.</li> </ul> <p><i>Student Response (1) – When the teacher is activating their background knowledge, <b>students respond with a variety of ideas.</b></i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>	Needs Improvement/ Good (1.90)		
6	0	5	<p>2. When needed, teacher <b>builds background knowledge by providing pictures and illustrations</b> of the topic to prompt and guide students into the topic of discussion.</p>	Needs Improvement/ Good (1.83)		
10	0	1	<p>3. <b>During Reading:</b> Teacher <b>stops periodically to engage students.</b> Examples of how a teacher engages students might include:</p> <ul style="list-style-type: none"> <li>• Models and asks students interpretive questions about the stories.</li> <li>• Responds to student questions.</li> <li>• Talks about the author's craft (repetitive patterns in text, unique words and phrases).</li> <li>• Explains what new words or concepts mean in context.</li> <li>• Relates words to students' background knowledge.</li> <li>• Asks students about their predictions.</li> <li>• Discusses the setting, main characters, and plot.</li> <li>• Asks students to compare newly introduced text with previously read material.</li> </ul> <p><i>Student Response (3) – During read alouds, <b>students are actively engaged in the reading task</b></i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>	Needs Improvement/ Good (1.90)		
6	1	4	<p>4. Teacher <b>reads aloud text that is above students' instructional reading level.</b></p>	Needs Improvement/ Good (1.86)		

Activity Observed or Clear Evidence of the Activity Seen			AREA V: COMPREHENSION STRATEGIES FOR TEACHERS (continued)	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Instruction that promotes comprehension by actively building linguistic and conceptual knowledge in a rich variety of domains. Instruction must be connected to a specific text.	Excellent	Good	Needs Improvement
8	1	2	<p>5. <b>After Reading:</b> Teacher <b>follows up</b> text to ensure understanding. Examples of how a teacher follows up might include:</p> <ul style="list-style-type: none"> <li>• Asks students to retell or dramatize the written text.</li> <li>• Asks students to make connections among parts of the text.</li> <li>• Compares student predictions to author’s ending.</li> <li>• Leads students in relating parts of written text to experiences from their own lives.</li> <li>• Encourages students to remember past experiences and connect them to the text.</li> <li>• Asks students to compare newly introduced text with previously read material.</li> <li>• Compares and contrasts different authors and texts.</li> <li>• Discusses vocabulary in text and discusses related words.</li> <li>• Asks students for their reactions to the text</li> </ul> <p><i>Student Response (5) – In follow-up discussions, students respond with ideas that <b>show an understanding of the text.</b></i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>	Needs Improvement/ Good (1.67)		
*7	0	3	6. If the story was <b>previously read</b> , teacher or students <b>reread</b> it (or parts of it) sometime during the “before,” “during,” or “after” reading activities.	Needs Improvement/ Good (1.86)		
4	2	5	7. Teacher <b>reinforces</b> students’ <b>use of conventional language</b> , including grammatically correct sentences and vocabulary.	Good (2.17)		
6	0	5	8. Teacher <b>encourages students to expand on their ideas</b> as they talk.	Needs Improvement (1.50)		
*1	1	8	9. Teacher provides extended <b>opportunities for English language learners to practice English oral language.</b>	Good (2.0)		
6	2	3	10. Teacher provides <b>explicit instruction of key vocabulary concepts related to the material</b> they are reading, including showing illustrations of words and labeling pictures.	Needs Improvement/ Good (1.67)		

\* missing data

Activity Observed or Clear Evidence of the Activity Seen			AREA VI: COMPREHENSION STRATEGIES FOR STUDENTS	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Direct instruction about comprehension strategies such as summarizing the main idea, predicting events and outcomes of upcoming text, drawing inferences, and monitoring for coherence and misunderstanding.	Excellent	Good	Needs Improvement
8	1	2		1. Teacher <b>models</b> or shows students <b>how to use <u>one or more</u> comprehension strategies</b> (during a guided or shared reading lesson, a mini-lesson, or reading aloud) such as: <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Predicting events and outcomes of upcoming text.</li> <li>• Drawing inferences</li> <li>• Monitoring comprehension for coherence and misunderstanding.</li> <li>• Connecting new information to prior knowledge.</li> <li>• Asking questions</li> <li>• Using vocabulary</li> </ul>	Needs Improvement/ Good (1.89)	
5	2	4	2. Teacher provides students <b>with guided practice</b> of the comprehension strategy just taught (i.e., having students practice using the strategies with the whole class, with a small group, or with a partner).	Needs Improvement/ Good (1.71)		
3	3	5	3. Teacher structures opportunities for students to <b>independently practice</b> the comprehension strategy taught.	Needs Improvement/ Good (1.67)		
3	2	6	4. Teacher talks about <b>when and where to use the comprehension strategy</b> .	Needs Improvement/ Good (1.60)		
			<i>Student Response (4) – Students can tell when and where they use the strategy as they read.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All			

Activity Observed or Clear Evidence of the Activity Seen			AREA VII: WRITING	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Instruction that encourages students to write letters and begin writing words and parts of words and then use words to begin writing sentences. Regular and frequent writing opportunities to encourage children to become more comfortable and familiar with writing.	Excellent	Good	Needs Improvement
5	5	1	<p>1. Teacher <b>models or structures activities</b> for students <b>to write letters and begin writing words and sentences</b> by doing some of the following:</p> <ul style="list-style-type: none"> <li>• Writing about a topic on the chalkboard.</li> <li>• Labeling items and illustrations in class.</li> <li>• Writing in journals/folders.</li> <li>• Writing students' names on board/chart.</li> </ul> <p><i>Student Response (1) – Students <b>can translate sounds in words to letters and write the letters</b> down. When asked, they can tell that they are using their knowledge of sounds to help them write the letters.</i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>	Needs Improvement/ Good (1.80)		
1	4	6	<p>2. Teacher allows <b>students to select topics for writing.</b></p> <p><i>Student Response (2) – During writing activities, students <b>are on-task and engaged in their writing.</b></i></p> <p><input type="checkbox"/> None      <input type="checkbox"/> Some      <input type="checkbox"/> Most      <input type="checkbox"/> Almost All</p>	Needs Improvement/ Good (1.60)		
2	6	3	<p>3. Teacher provides <b>regular and frequent extended writing opportunities</b> (several times a week).</p>	Needs Improvement/ Good (1.88)		
1	2	8	<p>4. Teacher provides <b>opportunities</b> for students <b>to share their writing.</b></p>	Needs Improvement/ Good (1.67)		

Activity Observed or Clear Evidence of the Activity Seen			AREA VIII: DAILY ASSISTED READING	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	DAILY assisted or supported reading and rereading of text written at the instructional reading level.	Excellent	Good	Needs Improvement
8	2	1	1. Teacher works with a <b>small group of students reading</b> a text or leveled book <b>at their instructional reading level.</b>	Needs Improvement/ Good (1.90)		
9	2	0	2. Teacher <b>provides help and support as students read</b> these texts. Examples of how a teacher provides help and support might include: <ul style="list-style-type: none"> <li>• Activates background knowledge.</li> <li>• Stops periodically to engage student.</li> <li>• Follows up text to ensure understanding.</li> <li>• Helps with identifying unknown words.</li> </ul>	Needs Improvement/ Good (1.64)		
8	2	1	3. Teacher provides <b>opportunities for students to reread texts</b> or leveled books <b>at their instructional level.</b> Teacher assists in this rereading.	Needs Improvement/ Good (1.90)		
7	3	1	4. Teacher <b>encourages students to use decoding and comprehension strategies</b> they have learned to help them understand what they read.	Needs Improvement/ Good (1.60)		

Activity Observed or Clear Evidence of the Activity Seen			AREA IX: READING OUTSIDE OF SCHOOL	Instructional Quality		
Observed	Clear Evidence	Not Observed & No Evidence	Promotion of reading outside of school through at-home reading assignments and parent and community involvement.	Excellent	Good	Needs Improvement
1	9	1	1. Teacher makes <b>connections with parents and the community</b> by using <b>one or more home/community activities</b> , such as: <ul style="list-style-type: none"> <li>• Sends books home with students.</li> <li>• Keeps records of students' reading at home.</li> <li>• Provides volunteer tutors to read with students.</li> <li>• Makes opportunities for students to visit community libraries.</li> <li>• Makes regular contact with parents through newsletters, at-home assignments, and conferences.</li> <li>• Teaches parents how to work with their children at home.</li> </ul>	Needs Improvement/ Good (1.90)		
			<i>Student Response (1) – Students <b>take books home</b> to read after school.</i> <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> Almost All			

## RELIABILITY OF CLASSROOM OBSERVATION

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

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

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

**APPENDIX E: TEACHER PERCEPTIONS AND ASSESSMENT OF EARLY READING AND SPELLING— RESULTS OF PRE- AND POST-TESTS**

The following tables portray the pre- and post test results of the Reading First teachers’ responses to the content knowledge section of the assessment. Data are provided as “% correct”, that is the overall percentage of Reading First teachers who answered the question correctly. Questions are organized according to the framework provided by those who developed the instrument. Only scores of those teachers for whom we had both pre- and post test data are included in this analysis.

<b>BELIEFS ABOUT EXPLICIT, CODE-BASED INSTRUCTION</b>		<b>Strongly Agree</b>	<b>Moderately Agree</b>	<b>Slightly Agree</b>	<b>Slightly Disagree</b>	<b>Moderately Disagree</b>	<b>Strongly Disagree</b>
K-2 teachers should know how to assess and teach phonological awareness (i.e., knowing that spoken language can be broken down into smaller units, words, syllables, phonemes)	<b>Fall</b>	92%	6.6%	0.7%	0	0	0.7%
	<b>Spring</b>	86.2%	7.2%	3.6%	0	0	2.9%
Controlling text through consistent spelling patterns (The fat cat sat on a hat.) is an example of an effective method for children who struggle to learn to identify words.	<b>Fall</b>	36.5%	35.8%	22.6%	1.5%	2.2%	1.5%
	<b>Spring</b>	47.1%	31.9%	13.8%	2.9%	1.4%	2.9%
Poor phonemic awareness (awareness of the individual sounds in words) contributes to early reading failure.	<b>Fall</b>	54.4%	33.1%	8.8%	2.2%	0.7%	0.7%
	<b>Spring</b>	66.4%	20.4%	6.6%	1.5%	0.7%	4.4%
K-2 teachers should know how to teach phonics(letter/sound correspondences).	<b>Fall</b>	91.2%	7.3%	0.7%	0	0	0.7%
	<b>Spring</b>	90.6%	5.8%	1.4%	0	0	2.2%
It is important for teachers to demonstrate to struggling readers how to segment words into phonemes when reading and spelling	<b>Fall</b>	65.7%	25.5%	5.8%	0	0.7%	1.5%
	<b>Spring</b>	71%	19.6%	7.2%	0	0	2.2%
Phonic instruction is beneficial for children who are struggling to learn to read.	<b>Fall</b>	70.8%	22.5%	5.8% <sup>0</sup>	0	0	0.7%
	<b>Spring</b>	77.5%	18.1%	2.2%	0	0	2.2%

BELIEFS ABOUT IMPLICIT, MEANING –BASED INSTRUCTION		Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Materials for struggling readers should be written in natural language with little regard for the difficulty of vocabulary.	<b>Fall</b>	3.7%	16.9%	18.4%	16.2%	17.6%	27.2%
	<b>Spring</b>	5.8%	12.3%	17.4%	13.8%	17.4%	33.3%
Learning to use context clues (syntax and semantics) is more important than learning to use grapho-phonetic cues (letters and sounds) when learning to read.	<b>Fall</b>	4.4%	8%	23.4%	31.4%	18.2%	12.4%
	<b>Spring</b>	4.3%	7.2%	15.9%	23.2%	26.8%	22.5%
If a beginning reader reads “house” for the written word “home,” the response should not be corrected.	<b>Fall</b>	8%	13.1%	16.8%	22.6%	19.7%	19%
	<b>Spring</b>	8%	10.1%	17.4%	18.1%	19.6%	25.4%
All children can learn to read using literature-based, authentic texts.	<b>Fall</b>	16.1%	16.8%	25.5%	17.5%	12.4%	11.7%
	<b>Spring</b>	11.6%	19.6%	26.1%	9.4%	9.4%	23.9%

CONCEPTS OF ENGLISH LANGUAGE STRUCTURE		
Structured Language Terminology (meanings)		
	Summer 2003 % Correct	Spring 2004 % Correct
Digraph		
Item #1	18.8%	29.7%
Item #2	37.7%	44.2%
Morpheme	18.1%	16.7%
Phoneme	82.6%	97.1%
Syllable	56.5%	59.4%

Consonant Blend	51.4%	51.4%
Voiced/unvoiced Consonant Pair	15.2%	16.7%
Relationship of letters, phonemes, and graphemes	15.9%	30.4%
Onset	46.4%	64.5%
Diphthong	13%	29%
Phoneme segmentation	26.1%	48.6%
<b>Phonics Terminology</b>		
Definition of Phonological Awareness	26.8%	39.9%
Definition of Phonics	60.1%	69.6%
<b>Cognitive-linguistic Processes</b>		
	Summer 2003 % Correct	Spring 2004 % Correct
Merging of speech sounds	8%	22.5%
Problems predicted by difficulties with rapid automatic naming	37%	37%
<b>CONCEPT APPLICATIONS</b>		
<b>Phonetic Applications to Reading/Spelling</b>		
Silent <i>e</i> rule	92%	93.5%
Soft consonants	87%	89.9%
Syllable division	37.7%	50%
Open syllable	30.4%	42.0%
Phonological confusion underlying spelling errors	3.6%	21.7%
Silent letters	49.3%	50%
Application of digraphs	60.1%	65.9%
Short vowels	65.9%	72.5%

Phonemic Awareness Tasks		
Order of sounds	15.9%	29.7%
Variant spellings		
Item #1	28.3%	39.1%
Item #2	91.3%	95.7%
Sound reversals		
Item #1	72.5%	72.5%
Item #2	71.7%	78.3%
Phoneme Counting Tasks		
Counting speech sounds		
Item #1	34.8%	52.2%
Item #2	6.5%	19.6%
Item #3	35.5%	60.1%
Item #4	79%	83.3%

TEACHERS' SENSE OF PREPAREDNESS		NOT Prepared	SOMEWHAT Prepared	ADEQUATELY Prepared	WELL Prepared
How well do you think you are prepared to teach children how to read?	Summer 2003	1.5%	33.6%	42.5%	21.6%
	Spring 2004	0	18%	46.6%	34.6%
How well do you think you are prepared to teach <b>struggling readers</b> how to read?	Summer 2003	6.7%	50%	30.6%	12.7%
	Spring 2004	3%	32.3%	42.1%	22.6%
How well do you think you are prepared to use <b>phonological awareness and phonics</b> in teaching early reading?	Summer 2003	11.3%	45.9%	29.3%	13.5%
	Spring 2004	2.3%	24.1%	44.4%	29.3%
How well do you think you are prepared to use <b>guided reading/reading recovery</b> in teaching early reading?	Summer 2003	20.9%	35.8%	35.1%	8.2%
	Spring 2004	11.3%	31.6%	40.6%	16.5%
How well do you think you are prepared to use <b>whole language</b> in teaching early reading?	Summer 2003	12.8%	48.1%	27.8%	11.3%
	Spring 2004	8.4%	29.8%	42%	19.8%

**APPENDIX F: READING FIRST STATEWIDE SUMMARY REPORT 2003-2004 (DIBELS & PALS)**

**READING FIRST EVALUATION**  
**STATEWIDE SUMMARY REPORT (2003-2004 SCHOOL YEAR)**  
 DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)  
 PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

		DIBELS					PALS			
		Word Use Fluency*	Initial Sound Fluency	Letter Naming Fluency	Phonemic Segmentaion	Nonsense Word Fluency	Oral Reading Fluency	Retell Fluency*	Word Recognition in Isolation	Oral Reading in Context
GradeLevel:										
<b>Kindergarten</b>			At Risk: 29%	At Risk: 33%					Preprimer: 99%	
Term:			Some Risk: 27%	Some Risk: 24%					Primer: 0%	
<b>Fall 2003</b>			Low Risk: 44%	Low Risk: 43%					1st Grade: 0%	
									2nd Grade: 0%	
									3rd Grade: 0%	
									4th Grade: 0%	
GradeLevel:										
<b>Kindergarten</b>	At Risk: 31%	Deficit: 27%	At Risk: 29%	At Risk: 45%	At Risk: 45%					
Term:	Some Risk: 16%	Emerging: 46%	Some Risk: 21%	Some Risk: 30%	Some Risk: 21%					
<b>Winter 2004</b>	Low Risk: 53%	Established 27%	Low Risk: 50%	Low Risk: 25%	Low Risk: 34%					
GradeLevel:										
<b>Kindergarten</b>	At Risk: 18%		At Risk: 31%	Deficit: 24%	At Risk: 33%				Preprimer: 93%	Readiness: 68%
Term:	Some Risk: 18%		Some Risk: 24%	Emerging: 33%	Some Risk: 23%				Primer: 3%	Preprimer-A: 11%
<b>Spring 2004</b>	Low Risk: 63%		Low Risk: 46%	Established 43%	Low Risk: 44%				1st Grade: 2%	Preprimer-B: 6%
									2nd Grade: 1%	Preprimer-C: 10%
									Primer: 2%	1st Grade: 2%
									3rd Grade: 0%	2nd Grade: 1%
									4th Grade: 0%	3rd Grade: 1%
										4th Grade: 0%

Note: (1) Percentages are rounded to the nearest whole percent. Therefore, totals may not add up to 100%. ( ) = subtest is not administered at this time.

\* DIBELS's authors do not have established benchmarks for these tests. The interpretation for the Word Use Fluency scores are based on local norms. The Retell Fluency score interpretations give an indicator (good, moderate, or poor) of how well the RF score correlates to the ORF score for a particular child. A Retell Fluency of poor indicates a comprehension concern that is not represented by the ORF score.

**READING FIRST EVALUATION  
STATEWIDE SUMMARY REPORT (2003-2004 SCHOOL YEAR)**  
DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)  
PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

		DIBELS						PALS		
		Word Use Fluency*	Initial Sound Fluency	Letter Naming Fluency	Phonemic Segmentaion	Nonsense Word Fluency	Oral Reading Fluency	Retell Fluency*	Word Recognition in Isolation	Oral Reading in Context
GradeLevel:										
<b>1st Grade</b>				At Risk: 31%	Deficit: 36%	At Risk: 46%			Preprimer: 93%	
Term:				Some Risk: 28%	Emerging: 42%	Some Risk: 26%			Primer: 3%	
<b>Fall 2003</b>				Low Risk: 41%	Established 22%	Low Risk: 28%			1st Grade: 2%	
									2nd Grade: 1%	
									3rd Grade: 1%	
									4th Grade: 0%	
GradeLevel:										
<b>1st Grade</b>		At Risk: 18%			Deficit: 6%	Deficit: 28%	At Risk: 26%	There may be a comprehension concern that is not represented by the ORF score for 278 out of 1155 students that tested at this grade level.		
Term:		Some Risk: 16%			Emerging: 23%	Emerging: 44%	Some Risk: 34%			
<b>Winter 2004</b>		Low Risk: 66%			Established 71%	Established 28%	Low Risk: 40%			
GradeLevel:										
<b>1st Grade</b>		At Risk: 15%			Deficit: 2%	Deficit: 11%	At Risk: 25%	There may be a comprehension concern that is not represented by the ORF score for 113 out of 1111 students that tested at this grade level.	Preprimer: 24%	Readiness: 7%
Term:		Some Risk: 23%			Emerging: 12%	Emerging: 35%	Some Risk: 31%		Primer: 19%	Preprimer-A: 4%
<b>Spring 2004</b>		Low Risk: 62%			Established 87%	Established 53%	Low Risk: 45%		1st Grade: 22%	Preprimer-B: 4%
									2nd Grade: 17%	Preprimer-C: 16%
									3rd Grade: 17%	Primer: 10%
								4th Grade: 2%	1st Grade: 22%	
									2nd Grade: 17%	
									3rd Grade: 13%	
									4th Grade: 8%	

Note: (1) Percentages are rounded to the nearest whole percent. Therefore, totals may not add up to 100%. ( ) = subtest is not administered at this time.

\* DIBELS's authors do not have established benchmarks for these tests. The interpretation for the Word Use Fluency scores are based on local norms. The Retell Fluency score interpretations give an indicator (good, moderate, or poor) of how well the RF score correlates to the ORF score for a particular child. A Retell Fluency of poor indicates a comprehension concern that is not represented by the ORF score.

**READING FIRST EVALUATION  
STATEWIDE SUMMARY REPORT (2003-2004 SCHOOL YEAR)**  
DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)  
PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

	DIBELS						PALS		
	Word Use Fluency*	Initial Sound Fluency	Letter Naming Fluency	Phonemic Segmentaion	Nonsense Word Fluency	Oral Reading Fluency	Retell Fluency*	Word Recognition in Isolation	Oral Reading in Context
GradeLevel: <b>2nd Grade</b> Term: <b>Fall 2003</b>						At Risk: 27% Some Risk: 31% Low Risk: 42%		Preprimer: 15% Primer: 21% 1st Grade: 18% 2nd Grade: 20% 3rd Grade: 24% 4th Grade: 2%	Readiness: 2% Preprimer-A: 2% Preprimer-B: 7% Preprimer-C: 16% Primer: 14% 1st Grade: 15% 2nd Grade: 19% 3rd Grade: 20% 4th Grade: 6%
GradeLevel: <b>2nd Grade</b> Term: <b>Winter 2004</b>	At Risk: 17% Some Risk: 24% Low Risk: 59%					At Risk: 32% Some Risk: 18% Low Risk: 50%	There may be a comprehension concern that is not represented by the ORF score for 67 out of 641 students that tested at this grade level.		
GradeLevel: <b>2nd Grade</b> Term: <b>Spring 2004</b>	At Risk: 19% Some Risk: 20% Low Risk: 62%					At Risk: 38% Some Risk: 22% Low Risk: 40%	There may be a comprehension concern that is not represented by the ORF score for 35 out of 639 students that tested at this grade level.	Preprimer: 3% Primer: 5% 1st Grade: 6% 2nd Grade: 18% 3rd Grade: 39% 4th Grade: 30%	Readiness: 0% Preprimer-A: 0% Preprimer-B: 0% Preprimer-C: 4% Primer: 2% 1st Grade: 8% 2nd Grade: 15% 3rd Grade: 28% 4th Grade: 42%

Note: (1) Percentages are rounded to the nearest whole percent. Therefore, totals may not add up to 100%. ( ) = subtest is not administered at this time.

\* DIBELS's authors do not have established benchmarks for these tests. The interpretation for the Word Use Fluency scores are based on local norms. The Retell Fluency score interpretations give an indicator (good, moderate, or poor) of how well the RF score correlates to the ORF score for a particular child. A Retell Fluency of poor indicates a comprehension concern that is not represented by the ORF score.

**READING FIRST EVALUATION**  
**STATEWIDE SUMMARY REPORT (2003-2004 SCHOOL YEAR)**  
 DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)  
 PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

	DIBELS						PALS		
	Word Use Fluency*	Initial Sound Fluency	Letter Naming Fluency	Phonemic Segmentaion	Nonsense Word Fluency	Oral Reading Fluency	Retell Fluency*	Word Recognition in Isolation	Oral Reading in Context
GradeLevel: <b>3rd Grade</b> Term: <b>Fall 2003</b>						At Risk: 26% Some Risk: 31% Low Risk: 43%		Preprimer: 3% Primer: 4% 1st Grade: 4% 2nd Grade: 17% 3rd Grade: 56% 4th Grade: 17%	Readiness: 1% Preprimer-A: 0% Preprimer-B: 1% Preprimer-C: 2% Primer: 3% 1st Grade: 6% 2nd Grade: 15% 3rd Grade: 42% 4th Grade: 31%
GradeLevel: <b>3rd Grade</b> Term: <b>Winter 2004</b>	At Risk: 19% Some Risk: 20% Low Risk: 61%					At Risk: 33% Some Risk: 34% Low Risk: 33%	There may be a comprehension concern that is not represented by the ORF score for 51 out of 671 students that tested at this grade level.		
GradeLevel: <b>3rd Grade</b> Term: <b>Spring 2004</b>	At Risk: 17% Some Risk: 22% Low Risk: 61%					At Risk: 28% Some Risk: 40% Low Risk: 32%	There may be a comprehension concern that is not represented by the ORF score for 92 out of 661 students that tested at this grade level.	Preprimer: 1% Primer: 2% 1st Grade: 1% 2nd Grade: 5% 3rd Grade: 31% 4th Grade: 61%	Readiness: 0% Preprimer-A: 0% Preprimer-B: 0% Preprimer-C: 0% Primer: 1% 1st Grade: 2% 2nd Grade: 6% 3rd Grade: 17% 4th Grade: 72%

Note: (1) Percentages are rounded to the nearest whole percent. Therefore, totals may not add up to 100%. ( ) = subtest is not administered at this time.

\* DIBELS's authors do not have established benchmarks for these tests. The interpretation for the Word Use Fluency scores are based on local norms. The Retell Fluency score interpretations give an indicator (good, moderate, or poor) of how well the RF score correlates to the ORF score for a particular child. A Retell Fluency of poor indicates a comprehension concern that is not represented by the ORF score.