Early Interventions: Can Early and Immediate Intervention in First Grade Reduce

the Achievement Gap

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By

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**Early Interventions: Can Early and Immediate Intervention in First Grade Reduce the Achievement Gap?**

## ABSTRACT

**Abstract:** The purpose of this study is to determine if re-teaching key phonemic first grade principles using Phonics for Reading 1 to Intensive first grade students can effectively be used to improve the learning for all first grade intensive students at Lemonwood School.

This study plans to prove that through increasing each struggling first grade student's phonemic skills the need for future interventions decreases significantly.

The paper will measure the success of the program Phonics for Reading with struggling first graders through data collected during benchmark assessments, and through on-going assessments that are incorporated into the Phonics for Reading program. I am also interested in seeing if the classroom teacher, parent, and student perceive the achieved success that is occurring.

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# Chapter 1

## Introduction

Lemonwood School is faced with a daunting problem school-wide. While most grade levels use Houghton Mifflin (HM) Progress Monitoring Theme Skills Testing in Reading to re-teach skills not mastered, many grades have not fully implemented a Universal Access Time to re-teach and remediate. In addition, while we have an Early Intervention remediation class to target At-Risk students, many are not receiving the services they need due to teachers lack of re-teaching and remediation through Universal Access Time. Each year our students fall further behind as a result. This study aims to develop a cohesive plan to remediate first grade students who are below benchmark and increase their skill levels so they reach benchmark sooner and catch up to their peers.

Students haven't been learning the essential skills they need for first grade. Current testing showed that students in first grade have not mastered key standards at a Proficient level so each grade level's work becomes a bigger and bigger challenge. Regular and on-going testing with remediation is not being used to guide instruction in a timely fashion. Intensive remediation groups for students at risk as well as Universal Access Time are not being implemented effectively with up-to-date classroom data. Therefore, each grade level is significantly impacted by one grade's resistance to use HM assessments to guide instruction.

The teachers in first grade have had no on-going 4-6 week accountability measurements in place to check each student's on-going mastery of essential skills for first grade and need help moving into a new teaching direction- one where every child is successful.

## Purpose of the Study

The purpose of this study is to determine if re-teaching key academic concepts using Phonics for Reading during Universal Access Time taught by specially trained Instructional Support Providers (ISP) teachers to struggling first grade students based on data from benchmark assessments can effectively be used to improve the learning for struggling at-risk students at Lemonwood School, thereby decreasing the achievement gap at Lemonwood School and the number of Intensive students by the end of third grade who are Far Below Basic on the California State Test (CST).

## Significance

Our first grade students leave Kindergarten with an overall Proficiency rate of 54%, but by the end of first grade this Proficiency falls to 18.6% and by fourth grade these same students are at a 25% Proficient or Advanced rate. On each Benchmark Assessment listed, the first number represents the number of students who were Proficient overall and the second number is the total number of students in that class. As you can clearly see in this data, the majority of the students are not proficient and not fluid in key reading concepts. Creating a regular and systematic intensive intervention for identified intensive students is essential as well as developing a plan to train the teachers to teach and evaluate more effectively.

Table 1.1 First Grade Results

| Teacher | DIBELS Beginning 9/11 | DIBELS Middle 1/12 | Essential Skills Beg 11/11 | Essential Skills - Middle 2/12 |
|---------|----------------------|--------------------|----------------------------|--------------------------------|
| A | 11/30 | 8/30 | 14/30 | 19/30 |
| B | 7/30 | 11/30 | 15/30 | 21/30 |
| *C | 7/30 | 16/30 | 8/30 | 18/30 |
| *D | 11/30 | 10/30 | 12/30 | 17/30 |
| *E | 9/30 | 10/30 | 6/30 | 0/30 |

*Bilingual classes not included in this study

## Setting

Lemonwood School in Oxnard, California is located in the heart of the Oxnard greenbelt. Lemonwood School was built in 1976 in several phases as more students moved into the neighborhood. It currently has 900 students in Kindergarten through 6th grade. Lemonwood is a neighborhood school. Almost all the children walk to school with their entire family every day. Lemonwood School has an AYP of 731. Over the last 3 years Lemonwood has stayed consistently in the 730 range with relatively no growth. Lemonwood School's similar school ranking is a 4 and their state ranking is a 2. Lemonwood students are 94.6% Hispanic or Latino with 88% of those considered English Language Learners (ELL) or English as a Second Language Learners (ESL). 2.8% are Filipino students, 1.5% white, .1% are Asian, and .1% are African American, .1% Pacific Islander, and .4% are other. 6% of the students are Students with Disabilities. 92% of the students tested are considered Socially Economically Disadvantaged (SED) and are currently living below the poverty line. A majority of Lemonwood children qualify for free and reduced lunch and breakfast. Lemonwood also has a full time Outreach Consultant to co-ordinate services, clothing, housing, and resources for families at the poverty line and two Mixteco translators twice a week to assist families with resources.

Table 1.2 Demographics

| Ethnic Group | Percentage |
|---|---|
| Hispanic/Latino | 94.6 |
| Filipino | 2.8 |
| ELL | 88 |
| White | 1.5 |
| Asian | .1 |
| African American | .1 |
| Pacific Islander | .1 |

## Research Questions

To achieve the purpose, the following research questions will guide the study:

1. In what ways is it evident that the Phonics for Reading intervention is working?

2. Will additional remediation for Intensive first grade students have increased effects upon their reading scores?

3. To what extent does the intensive intervention help close achievement gaps for students, including students who are in the non-white, SES, SPED, and EL subgroups?

4. Will observing and giving immediate feedback to teachers help them to teach more interactively and make a difference in the students' learning?

5. What is the family involvement level in literacy related activities at home among participants?

## Working Definitions

- **Baseline Assessments-** Assessments used to identify students' progress in Reading at the beginning of the year.

- **Benchmark:** A term used to indicate if a child is meeting grade level expectations and is on grade level.

- **Benchmark Assessments:** Assessments used to measure on-going Academic Progress of students three times a year- Beginning, Middle and End of Year.

- **Intensive Interventions-** Specialized methods and materials that remediate a student's deficits.

- **Remediation:** The act of re-teaching Key Concepts to students for mastery of essential skills.

- **End-of-Year Assessment:** annual assessment used to show mastery of all content taught during the entire school year.

## Chapter 2

### Literature Review

This study aims to develop and evaluate a cohesive plan to remediate struggling first grade readers so they can catch up with their peers in reading more rapidly.

This chapter will begin with a review of the history of reading instruction and interventions followed by design components of an effective intervention program and will then examine the design components of the Phonics for Reading Program and its effectiveness for At-Risk First graders.

### History of Reading Instruction and Reading Intervention

The history and Implementation of Reading Instruction, Interventions and Early Interventions in education are relatively new to America, surprisingly, only within the last 100 years. The concept of compulsory school attendance spread quickly throughout the world beginning in 1524 under the direction of Martin Luther- in Germany. Martin Luther advocated for compulsory education so all parishioners could read the Bible by themselves.

In America, Massachusetts was the first state to require compulsory education in 1852. The idea spread throughout America with the last state, Mississippi, joining the rest of the United States by creating compulsory education laws in 1917. Early compulsory laws required every town to create and operate a grammar school. The early concept of parens patriae-in place of the parents made sure that fines were imposed on parents who did not send their children to school. Under parens patriae the government has the power to take children away from their parents and give them to others if governmental officials decide that the parents are negligent.

Early Reading Instruction from 1879 to 1910 in America relied on the McGuffey reader. Flesch (1955, p.49). These books, also called readers, consisted of multiple sets of texts all firmly based on the phonics approach. All instruction and reading was oral with a lot of recitation. The student stayed in the book until they were able to pass it, then they moved on to the next in the series until all books in the series were passed. Another popular reader at the time was the Beacon Reader which was used from 1910 until 1920.

According to Smith (2002) after World War I a deeper emphasis on reading research occurred throughout the United States due to many soldiers' lack of ability to follow printed instructions during wartime. 1914 to 1919 was the most critical time in US history for reading researchers. Groundbreaking researchers who initiated the first studies of reading include Charles Judd, Francis Parker, William S. Gray, Edward Thorndike, and Ernest Horn. Each researcher had different impact on reading instruction. Gray discovered that an emphasis on silent reading over the traditional oral reading regiment was a more efficient way to teach students. Judd and Parker agreed that deriving the meaning of what was read was more important than reciting (Smith, pp. 150-151). Horn discovered that simplifying spelling instruction by reducing the forty principles used for spelling instruction to five simple rules was far more effective in teaching spelling. These five simple changes include pretest all words to be taught, teach only those words that students spell wrong, review words missed, show each student their progress continuously, and keep up the interest (Shannon, 1989). Thorndike's research on comprehension led to great strides in students understanding what they read. During this period teachers started to receive the very first teacher training to remediate and train students to study effectively as they read.

A new era in teaching reading began between 1924 and 1935. This period ushered in the beginning of using research to guide instruction for better student learning. The knowledge that came out of this period was remarkable in both the quantity and scope of student learning, and continues to influence education today (Smith, 2002). During this critical time early research was uncovering the possibility that some learners learn differently from others and may have a reading disability or be a "retarded reader" needing some kind of help for their reading improvement. This new found knowledge brought about the establishment of clinics for remedial reading instruction using newfound individualized learning methods and differentiated teaching for each student. The first Remedial Reading Center was established at UCLA in 1921. Teaching materials also changed during this time from readers to special perception cards designed to increase eye span, flashcards containing silent reading exercises, remedial reading materials, and diagnostic and achievement tests. The *Teacher's Word Book*, designed by Thorndike, was a guide meant to help the teachers to decide quickly which treatment is best for each student based on words the students got wrong. William Gray, a prominent researcher in 1924, was the first researcher to define a typical student in need of remedial reading instruction. His definition is considered, even today, to be the gold standard. His definition included the following deficit reader characteristics (Flesch, 1955):

- low IQ
- inadequate language habits
- lack of general experience
- little or no interest in reading
- careless, indifferent attitude
- inadequate attention to the content
- difficulties in the mechanics of reading
- ineffective rates of reading
- an inadequate meaning vocabulary
- failure to think independently about the content
- inability to picture unfamiliar situations
- poor home environment

- distracting social influences
- inadequate parental supervision
- Inadequate or inappropriate reading materials and poor instruction.

Attention to a student's individual needs became the model for instruction from 1924- 1936 with sight word lists, Scott Foresman Reading Program workbooks, Dick and Jane basal readers, and a clearer definition of reading disabilities. Singer (1993) noted that during this period some researchers believed that children under age 9 did not have the capacity to learn to read and that children should not be taught to read until after age 9.

Smith reported that from 1940-1950 on-going research added the following five elements important to reading instruction. Reading as it related to a well-rounded life, the importance of remedial instruction, a renewed focus on comprehension and fluency, High school and college developmental reading. During this time remediation for teaching reading and intervention programs were developed, most notably SRA. Remedial reading gained another significant definition according to Harris & Hodges (1995, 218) adding that specialized reading instruction should be adjusted to   students' who do not perform satisfactorily within a regular reading instruction program. The Whole Language teaching method gained momentum from 1940-1950.

Politics played a significant role in educational reform from 1950-1975 beginning with Sputnik then the space race in 1957. New legislation significantly affected education all across America specifically with the teaching of reading and remediation. Change became eminent. Laws affecting education dominated many changes that took place in education. Aquila (2008) noted the changes affected many groups of learners. Brown vs. the Board of Education (1954) forced and brought equality to schools into focus. While the initial law did not set a timeline for the act to take place, the enacting of the Civil Rights Act of 1964 and the Bilingual Education

Act of 1974 effectively changed the way schools operated and taught all students bilingual and minorities in particular. This period according to Smith (2002) became a crucial period in education for making it mandatory that all students learn to read better so they could hold excellent jobs in the future. With the Department of Health, Education, and Welfare (HEW) Act of 1970 the regulation and mastery of education of all students became mandatory and then in 1975 with the passing of Public Law 94-142 (Education of All Handicapped Children Act) into Congress, it became critical that all students receive a free and appropriate education including reading interventions as appropriate. The emphasis for all children leaving school to be better readers, and hold the jobs of the future-including handicapped individuals became a dominant force in education.

From the middle part of the 1960's to the 1980's United States legislation changed the way reading instruction was taught and became more focused on teaching methods to make each learner successful.

According to Smith (2002) the 1990's ushered in a new focused reading instructional time including the proliferation of interventions focused to improve every child's ability to read and be successful. Shanahan and Neuman (1997) noted readiness activities disappeared from classrooms with an emphasis on more effective reading strategies for all students. Harris and Hodges (1995) noted that during this phase pre-assessment became a crucial element to drive instruction in a more focused direction. Several reading strategies came into the forefront at this time. Research driven instructional strategies became very popular. A method that became popular SQ3R helped students by using a series of steps to read and study textbooks better Singer (1983). Harris and Hodges (1995) described the method SQ3R as being a Teacher

Directed instruction and graphic organizers, or tools to enhance education, became dominant additions to teaching reading.

Pearson (2002) noted that beginning in the mid-1980's the Whole Language movement gained significant ground integrating for the first time reading with writing instruction with a de-emphasis of phonics as part of the instruction. By the early 1990's with the development of the California Reading Framework in 1988 (Pearson, 2002) and the Americans with Disabilities Act of 1990 a more focused teaching of reading instruction came into the forefront and the unilateral Whole Language approach to teaching reading shifted to a more balanced literacy model integrating phonics with whole language. Re-teaching important concepts to mastery and remediating students in the regular classroom are critical parts of Response to Intervention (RtI) that are outlined through Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

Education and the teaching of reading continues to evolve and change due to the enactment of the No Child Left Behind Act (NCLB) in 2002 and the reauthorization of IDEIA in 2004 which specifically brought Response to Intervention, RtI, into the forefront.

### Design Components of Effective Intervention Systems

Designing and implementing an early intervention system that can catch students who have not met mastery of key early reading concepts is critical. Antonacci (2011) details ten key areas needed for an effective literacy program. They include phonemic awareness, phonics instruction, reading fluency, vocabulary development, story comprehension, comprehension for informational text, questioning for understanding, discussion for understanding, writing including narrative and writing to learn. Antonacci, Lezotte, and DuFour and Goffreda et

al.(2009) all agree that on-going assessment and student monitoring are key to guiding the instruction of the learners. Goffreda used DIBELS as a measurement and predictor for future reading success. This research discovered that Oral Reading Fluency at the end of the year was the single greatest predictor for future reading success. Lezotte (2011) in his book about building effective schools states that frequent student monitoring of student progress has a huge correlation to success on high-stakes testing (CST). A program lacking frequent assessment and timely feedback creates a situation where students fall further behind and struggle for months without the proper interventions. Many different intervention systems have been used to remediate students in early grades.

Bufalino's (2010) study used a 1-1 student teacher remediation program called Reading Recovery. In this program the teacher adapts reading and writing activities based on student need and each lesson. Vellutino(2008) Denton et al.(2010) and Abbott(2012) used a test of letter identification and worked with students in kindergarten and first grade who scored at the lowest 30th percentile in their grade on the assessment. Two remediation groups were designed, one small group 30 minutes a day in the regular class, and the other a one-to-one tutoring also 30 minutes daily. Mathes(2001), Stein, et al.(2008) and McMaster(2005) used Peer-Assisted Literacy Strategies (PALS). All Children involved in the study received either project-based intervention (one-one intervention group) or school-based intervention throughout first grade. By the end of first grade those students who met mastery were discontinued and were tested to be on grade level by the end of first grade. Vellutino, Denton, and Bufalino all determined that RtI small group interventions were more effective over the long term leading to accelerated progress and further continued growth after the intervention. According to Lezotte's research, when

schools embrace the critical principles of effective schools including the prevention and responsive principle, targeted interventions are cost-effective and a more efficient way to solve academic problems is by preventing them in the first place. But what makes up a prevention and responsive program?

Lezotte believes it is a system that provides up to date and current assessments on students providing data on each student's prior knowledge as well as gains made on student learning after being taught. Lezotte is not the only person who believes this. Heacox (2002) references pre-assessments and post-assessments to be critical to good teaching and effective learning. DuFour(2004) believes that administering common assessments and using that data with a grade level or common team is an effective way to analyze the results of each child and identify improvement strategies that can help students who are struggling or recognize those who are achieving at an advanced or high rate. Schmoker(2003) wrote," instructional improvement depends on simple data driven formats-team identifying and addressing areas of difficulty and then developing, critiquing, testing, and upgrading efforts in light of on-going results." Another leader in the field of education, Robert Marzano (2003) recommends implementing an assessment system that builds remediation and good teaching on timely feedback using specific knowledge and knowledge of specific skills for each child.

Many studies have been done on the effectiveness of DIBELS as a tool to use for measuring a student's progress. The Oral Reading Fluency (ORF) was found to be the most important indicator for first grader's success. Specifically Goffreda found the strongest correlation with the DIBELS subtest of the Oral Reading Fluency ORF a fluency of over 38 was crucial to on-going learning success for first graders tested.

## Peer Coaching to Build Effective Best Practice Teaching

Marzano(2003) examined school level factors that affect student's meeting targeted growth and academic success at a faster rate. Marzano listed five factors that lead to greater school-wide success. These critical school-wide factors include a guaranteed and viable curriculum, challenging goals with effective feedback, parent and community involvement, safe and orderly environment, and last collegiality and professionalism. Collegiality is defined by Marzano as the one factor that deals with the way the staff and teachers interact with one another. Going beyond friendships, Marzano describes teachers working together, experienced with non-experienced, sharing knowledge to boost the learning of all the students. Marzano's research found gains of up to 90% for students who were in classes where their teachers worked together coaching each other as a professional community.

In Huffman's book, Recruiting Schools as Professional Learning Communities (2003) Huffman noted that a shared vision guides teaching and learning-better boosting student achievement. Collegiality and professional learning communities work symbiotically together making each student and teacher a winner. Schmoker (2006) describes a results oriented team approach. Under this approach, the team efforts shift making the instructional and supervisory practice transformational with teachers working together coaching each other. Schmoker believes this practice will transform schools as we know them.

Rahal (2010) researched factors that create greater academic success for students. In the research Rahal came up with a host of benefits to peer coaching including teachers getting greater support, teachers having better opportunities for open discussion, teachers being able to tap into each other's experience, student's showing a greater retention of skills, student's having

a greater purpose in each assignment they did, teachers developing a better understanding of newer and more effective strategies, teachers sharing the workload, teachers having more time for best practice reflection after teaching a lesson, and last teachers having a reduced feeling of isolation. Rahal discovered that teachers observing each other created a greater academic success for their students, and through this increased focus greater overall student achievement took place. Rahal also found that all teachers benefited from a more focused classroom support and showed classroom practices that support student learning more effectively. Teachers who received support from a peer who also understands the daily demands of the class had greater job satisfaction overall than teachers that did not. These teachers also showed a reduction in job stress and confirmed having greater comfort knowing that someone was available to assist them with any problems they encountered while teaching. Rahal found that effective coaching helps teachers use their strengths to compensate for their weaknesses.

In Trautwein's research on reciprocal peer coaching, weekly discussion groups were used and through these created on-going open dialogues on best practices for the teachers involved which also led towards greater student achievement. Learning goals were frequently discussed with a thorough examination of successful strategies targeted and their effectiveness for the students' learning.

Joyce and Showers (2002) researched effective best practices for teachers' post-professional development to ensure greater teacher change. These factors include the following: theoretical knowledge, modeling, practice, and feedback (which also includes in-class coaching, independent application and personal analysis). Joyce and Showers also examined what factors lead to change after teachers attend professional development activities, thus, inspiring teachers

to acquire new skills. They discovered the following: teachers develop new teaching practices through persistence, while Joyce and Showers acknowledge that transferring information is a difficult process, understanding that teaching new student behaviors takes time is important to remember for teachers as well as understanding the importance of the change for optimal student success. Through the use of peer coaches to help guide the process, teachers need greater flexibility to discover the process and experiment on their own. Additionally, they discovered that for greater teaching success goals and objectives of the post-professional development experience must be spread over time to accomplish the best classroom outcomes. "One-shot" in-service sessions are not effective overall, but rather led to less transference of skills learned overall at the in-service.

### Critical Steps for Better Teaching

Madeline Hunter (1994) researched factors that effective teaching includes to maximize student learning. Hunter developed a series of steps teachers can follow in their everyday lessons to increase student learning. These steps include:

- Objective/goal stated including standards to be taught during the lesson
- Anticipatory set in order to focus students on the lesson
- Teacher modeling and input
- Guided practice where checking for understanding is critical
- Independent practice to practice the new skills learned.

Based on these readings I developed a checklist of teaching behaviors that I used in classroom observations to better assist teachers towards increasing their ability and make their lessons more clear to maximize their student's learning. I kept this checklist every time I was in

a classroom to help each teacher build their teaching practice into a more thoughtful and stronger practice for all their students'.

## Types of Remedial First Grade Intervention Programs

One highly tested and popular intensive short-term remediation program is Reading Recovery (RRI). RRI was developed by Dr. Marie Clay in the mid-1970's. The program was designed to be a short-term intensive program not to exceed 20 weeks. RRI Lessons include phonemic awareness, phonics, vocabulary, fluency comprehension, writing, motivation and independence. Teacher training is highly intensive (up to 1 year) including on-going workshops yearly. RRI on average had positive growth rates in all studies in phonics, fluency, comprehension and general reading improvement as reported by Pinnell et. al.(1988 & 1994) and Baenen et. al (1997). According to the Reading Recovery website, to date 171 studies have been done on the effectiveness of RRI with positive results overall in all categories. Several researchers including Bufalino (2010), Dunn (2010) and Denton et al. (2010) tested Reading Recovery Instruction (RRI) in an RtI setting with excellent success. RRI uses strategic phonemic instruction in small group settings or one-to-one instruction. Both types of instruction were very effective.

In a study Beverly et.al (2009) and Wolff (2011) investigated the exclusive teaching of phonics using phonics readers (little books) combined with authentic literature. Beverly used DIBELS to measure the learner outcomes three times in the year as a means of progress monitoring. Beverly determined that by the end of the year the explicit phonics instruction and reading practice led to successful comprehension in beginning readers; however, more challenging text and literature were needed once those students advanced beyond the beginning level.

While most studies I focused on involved at risk first-grade students, Wolff's study was interesting due to the focused teaching his study used. Wolff's study was also done entirely in Sweden with 9 year old students. The researcher used an intervention program called Reading and FluencyTraining (RAFT). Screening tests which included phonological choice, orthographic choice, word reading and reading comprehension were used to measure students' progress at the beginning, middle, and end of the intervention. Students involved in this study improved in reading speed, spelling, phonemic awareness, and reading comprehension.

Another program that several researchers tested for first grade struggling readers was Peer-Assisted Literacy Strategies or (PALS). Mathes(2001),Stein, et al.(2008) and McMaster (2005) each used PALS as a project-based intervention (one-one intervention group) or school-based intervention throughout first grade for students who scored in the At-Risk group. All students involved in the PALS RtI groups showed excellent progress demonstrating significantly positive effects and improvement overall on their reading.

### Design Principles that Phonics for Reading Incorporates

Effective remediation programs as described by Antonacci (2011) should incorporate phonemic awareness, phonics instruction, reading fluency, vocabulary development, story comprehension, comprehension for informational text, questioning for understanding, discussion for understanding, writing including narrative and writing to learn. Dahl (2000) also outlined basic components that make up effective phonics instruction in first grade. These components included on-going assessment to inform instruction, differentiated instruction based on each student's skill need, re-teaching skills in a small group, and tailor made instruction. Phonics for Reading uses these effective components in teacher directed lessons.

The Phonics for Reading Program is an Early Intervention program that is designed to remediate students early to quickly catch them up to their peers. This program was designed by Anita Archer, a leader in the education field, working with a team of experts in the field. The principal intention of the program is to support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. Phonics for Reading includes a Systematic and explicit instruction component designed to build confidence and motivation in students, younger and older alike. On-going assessment is crucial to Phonics for Reading and students are tested every 10 lessons for phonemic mastery of concepts. The on-going assessment piece that comes with Phonics for Reading places students exactly where they need to be instructionally so instruction is tailor-made for their specific needs. Phonics for Reading is sequential in nature and designed to build on previously learned concepts.

## Conclusions

The results of this literature review show that early phonemic intervention in First grade is critical to meeting every child's success early on-so they are better prepared for their future. Many researchers believe that quick remediation through early intervention with use of mastery learning methods and assessment to drive instruction can increase student success and catch students up before they fail. Small group teaching with direct explicit intensive phonics instruction was employed in this study. Chapter Three of this thesis will describe strategies to test and measure the effectiveness of early and intensive remediation for struggling first grader students at Lemonwood School using the Phonics for Reading program.

# Chapter 3

## Methodology

### *Design and Participants*

This study employed an evaluation design to determine and test the effectiveness of Phonics for Reading with At- Risk first graders in small instructional groups during Universal Access Time under the instructional guidance of certificated teachers in an instructionally supported setting. All First graders who scored at the At-Risk level on DIBELS Fall Assessments and the Essential Skills Assessments were included in this study. Small samplings of the most intensive first graders at Lemonwood were included in this study.

This study included the following:

- Samplings of the most intensive first graders at Lemonwood were included in this study.

- Instructional Support Providers (ISP) teachers who carried out the delivery of Phonics for Reading lessons for the student's involved in the study

- Phonics for Reading teachers edition and student workbooks

- Phonics for Reading on-going assessments

- DIBELS mid-year assessment

- Essential Skills Benchmark mid-year assessment

- Checklist of Teacher Behaviors

- Teacher Perception Survey

- Parent Perception Survey

## *Instructional Approach*

Phonics for Reading was used as a targeted intervention system with first grade students who score Far-Below Basic or At-Risk for Retention as measured by DIBELS, and Essential Skills Assessments. A team of Intervention teachers used teacher directed instruction during the first grade Universal Access Time. Every 10 lessons the students were assessed to target and monitor each student's instructional needs.

The Essential Skills Test measures a student's mastery of letters, sounds, rhymes, sight words, and syllables. These skills are tested with the end goal of mastery on all skills at the end of first grade. The second required Benchmark test, Dynamic Indicators of Basic Early Literacy Next (DIBELS), assesses reading nonsense words (CVC patterns), letter recognition, syllables, and sound to sound correspondence and Oral Reading Fluency (ORF). These benchmarks are tested in the beginning and end of the year with the middle of the year test given only to struggling readers.

## Data Collection

### *Qualitative Data Sources.*

*Qualitative Data Sources* used in this study include:

- Essential Skills Test (ESS)

- Dynamic Indicators of Basic Early Literacy Next (DIBELS)

- Phonics for Reading on-going assessments

**Field Notes/Observations of Students groups.**

Field notes and observations were used to determine if the program is being used

appropriately for observations of the student learning as it is evolving.

**Teacher Perception Survey**

A Teacher Perception survey was used to determine common trends and themes that arose with

the teachers prior to beginning the program. I was interested to see if the classroom teacher

targeted students for the intervention based solely on classroom performance or if the data

corroborated what the teacher observed. Data was analyzed using common trends and themes

that emerged from the study.

Two grade levels of teachers were observed in this study. The first grade teachers were

selected because their students are involved in this study and are currently the lowest performing

students in the school. The fourth grade teachers were selected because their students are

consistently the highest performing students in the school. I observed each teacher in first and

fourth grade one time to gather baseline data as to what strategies are currently in place in their

classroom to maximize student learning, using the checklist of effective teaching strategies

included here.

In addition to observing the first and fourth grade teachers I was interested in observing

the Instructional Support Provider (ISP) teachers to see what strategies they use when teaching

Phonics for Reading or assisting students in regular classes that not using Phonics for Reading. I

was interested to see what teaching strategies Phonics for Reading actually uses and what

strategies are commonly used among all the teaching groups.

# CHECKLIST OF TEACHING BEHAVIORS

| Learning Goal: | Learning Application including: | Grouping Options: |
|---|---|---|
| _____ At Grade Level | _____ Hands-on Activities | _____ Whole Class |
| _____ Instructional Objective Posted. | _____ Meaningful | _____ Small Groups |
| _____ Standard Posted | _____ Linked to Objectives | _____ Partners |
| _____ Students Aware of Goal | _____ Engaging Related Activities | _____ Independent |
| _____ Shows High expectations | | |
| **Scaffolded Learning with Use of:** | **Variety of Learning Strategies Used:** | **Type of Assessment:** |
| _____ Anticipatory Set/Prior Knowledge evident | _____ Integrating the Processes | _____ Individual |
| _____ Modeling | _____ Reading | _____ Group |
| _____ Guided Practice | _____ Writing/Notetaking | _____ Written |
| _____ Independent Practice | _____ Speaking | _____ Oral |
| _____ Checking for Understanding | _____ Listening | _____ Physical Response |
| _____ Academic Vocabulary | _____ Total Physical Response | _____ Activity |
| _____ Homework Related to Learning | _____ Graphic Organizers | _____ Computer Assisted/Clickers |
| _____ Scaffolding & Frames | _____ Actively Engaged | _____ Plan Evident for Data gathered |
| **Behavior Management:** | **Questioning:** | **Environment:** |
| _____ Rules Posted | _____ Higher Level | _____ Goals Posted |
| _____ System is easy for T St. | _____ Variety | _____ Teacher is easily seen |
| _____ Positive | _____ Immediate Feedback | _____ Board and content easy to see |
| _____ Teacher is Calm & Courteous | _____ Useful Feedback | _____ High Expectations evident |
| _____ Useful behavioral feedback | _____ Wait Time Evident | _____ Warm accepting environment |

### *Parent Perception Survey*

A Parent Perception survey was used with the parents of struggling learners to determine

if each parent's perception about their child's reading ability was consistent with the actual data.

I was additionally interested to see what reading activities parents participated in with their

children at home.

### *Quantitative Data Sources.*

Quantitative Data Sources that will be utilized in this study include:

### **OARS Data Bases comparing Beginning and Middle of the year data.**

OARS is an on-line educational data bank the Oxnard School District uses. This data

bank includes all assessments students have ever been given while they were in the Oxnard

School District. I collected student assessment data for Essential Skills tests. The Essential

Skills data measured each student's mastery of sounds and letters, ability to read CVC words,

and pre-reading skills like rhyming and hearing sounds in words.

### *DIBELS data Beginning and Middle of the year data.*

DIBELs assessments were given at the beginning of the year for all students and all

struggling students received a middle of the year assessment as a means to check the progress of

the students at risk. Tracking the beginning and middle of the year data for struggling students

was essential to seeing and checking if targeted growth occurred and if intensive students moved

closer to proficiency.

### **Phonics for Reading**

Phonics for Reading is a specially developed intensive intervention program that has a

placement test and includes on-going assessments every 10 lessons to check each student's

continued progress towards mastery of essential reading skills. Using the Phonics for Reading Program to fidelity was a key component to my study to determine if it was an effective tool to remediate students who had not mastered key concepts the first time, and if retention of these key concepts occurred.

## Analysis

Quantitative data was entered into an Excel spreadsheet in preparation for importing into the statistics software, SPSS. Descriptive statistics were generated followed by a correlation analysis of all assessment data, including the Phonics for Reading assessments. Analyses were whole group as well as disaggregated for various subgroups. The quantitative findings were triangulated with the findings from the analysis of the qualitative data sources (e.g., parent, teacher and students perceptions of student reading improvement).
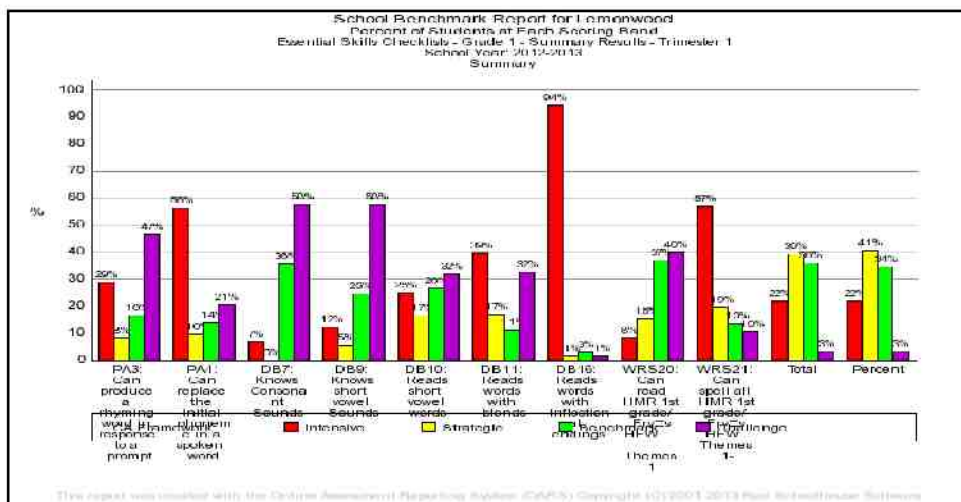
## Chapter 4

## FINDINGS AND DISCUSSION

### *Essential Skills Benchmark Assessment*

Every child in grades kindergarten through eighth grade in the Oxnard School District has benchmark assessments three times a year. Testing occurs three times: tested throughout the year first at the beginning of the year, then a mid-year assessment and last at the end of the year. These assessments measure essential skills needed for mastery of grade level material and are key skills needed for each grade. The Kindergarten and first graders at Lemonwood School and in the Oxnard School District are given the Essential Skills test which measures key skills needed for mastery in order to stay within the targeted range. This chapter describes test results for all first grade students followed by a closer analysis of test results for students who were placed in Phonics for Reading based on first benchmark assessment scores.

### *Essential Skills Baseline: First Benchmark School-wide Results*

Several key pre-reading and reading skills are tested and these skills include consonants, short vowel sounds, blends, other vowel sounds, long vowels, inflectional endings, High Frequency words, and the ability to read multisyllabic words. The first assessed Essential Skills benchmark only tests consonants, vowels, short vowel words, blends, inflectional endings, and twenty-four high frequency words both reading and spelling. Other important assessed items on the first benchmark include print awareness, rhyming words, and replacing the initial phoneme in a word.

## *Discussion:*

School-wide baseline scores on the Essential Skills Summative Assessment (ESS) show students beginning first grade in the first benchmark are struggling with all the pre-requisite reading skills. 63% of first graders assessed could rhyme and 56% could not replace the initial phoneme in a word. Of the students assessed, 97 % of the students know the initial consonants at the first benchmark, 83% know the short vowel sounds, and from that only 61% of all the first graders could read short vowel words. The rate reduces significantly to 43% for reading words with blends and only 6% of the students could read words with inflectional endings such as –ing and –ed. Students could read twenty-four out of twenty-four high frequency words with 77% accuracy but, could only spell those words with 43 % accuracy.

## *Surprises:*

I was surprised that the students retention of all pre-requisite reading skills was not higher, putting the students at a disadvantage. I was also surprised that more students were not able to rhyme or replace the initial phoneme in a word to create a new word.

I would be interested to see if a pre-requisite reading retention rate for these skills is higher at different schools with a higher socio-economic base.

## *Essential Skills Benchmark: Second Benchmark School-wide Results*

The second benchmark for the Essential Skills test reassesses consonant sounds, short vowel sounds, blends, other vowel sounds, long vowels, inflectional endings, fifty-one high frequency words, and the ability to spell fifty-one high frequency words.

## *Discussion:*

School-wide second benchmark results showed an increase in every pre-requisite reading skill. 100% of all first graders knew initial consonants, 94% knew short vowel sounds, 85% could read short vowel words, 79% could read words with blends, and 69% of students still could not read inflectional endings. Students school-wide fared significantly better on rhyming words with 86% proficient and 59% could replace the initial phoneme of a word. 86% of the first graders assessed on the second Essential Skills benchmark could read fifty-one out of fifty-one of the common high frequency sight words with 86% accuracy, but could spell the same high frequency sight words at a much lower proficiency rate with 41% accuracy.

## *Surprises:*

I was very surprised that so much growth took place from the first benchmark to the second school-wide specifically in the areas of consonants, short vowels, reading short vowel words, blends, rhyming words, and 86% of the students school-wide reading flfty-one high frequency words with accuracy.

I was surprised that more than 59% students were able to replace the initial phoneme in a word and that a majority of the students had not mastered long vowel sounds, other vowel sounds and inflectional endings.

### *Essential Skills Benchmark Assessment*

I was interested in linking how the students from the various first grade classes tested on the specific skills learned from the beginning of the year using the Essential Skills test. I was interested in comparing their learned skills over the first and second testing periods by teacher using these specific subtests as comparison measures:   key pre-reading and reading skills including consonants, short vowel sounds, blends, other vowel sounds, long vowels, inflectional endings that were.

### _Knows Consonant Sounds:_

The first critical test for pre-reading and reading I compared was the students ability to identify consonant sounds.

Table 4.3 Consonants Teacher Results
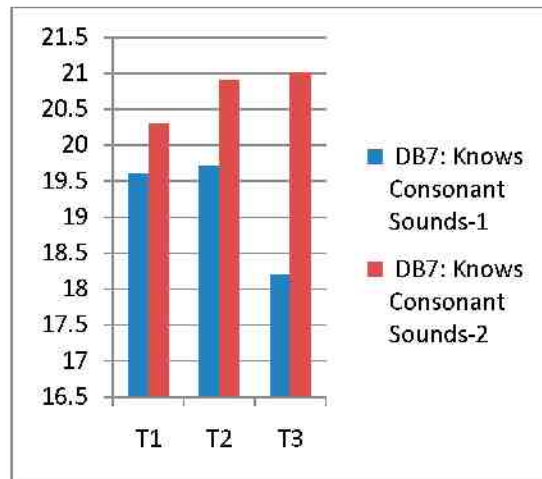


### _Discussion:_

Each of the three first grade teachers classes made excellent growth. From students knowing less than nineteen consonants sounds first benchmark to an increase of consonant knowledge of over twenty sounds at a minimum and twenty-one in one class.

### _Surprises:_

I was extremely surprised at the growth each class made from the first benchmark to the sencond benchmark. I was amzed at the growth the third class made from eigtheen sounds to the highest growth rate of all twenty-one consonant sounds.

### _Knows Vowel Sounds:_

The ability to read is based on a foundation of knowing the sounds of consonants and vowels then putting the two together. The chart below shows the growth students made in each of the three classes as far as knowing their short vowels.

**Table 4.4** Vowel Sounds Teacher Results
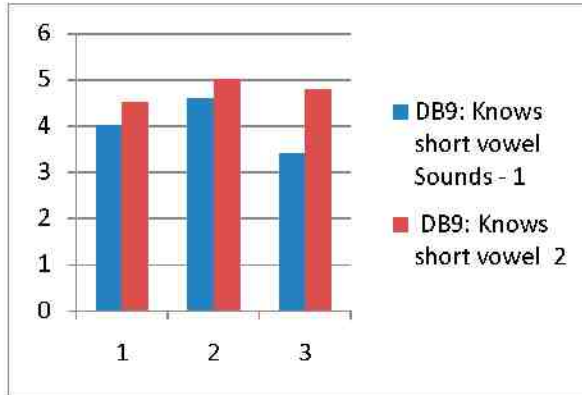


## Discussion:

Each group of students made growth on their short vowel sounds from the first to the second benchmark. The first group went from a class average of four vowels to four and a half. The second class went from four and a half to knowing all five short vowels while the last group started off knowing three vowels at first the benchmark to knowing four and three quarters the second benchmark.

## Surprises:

I was amazed at the growth of the students in each group from first benchmark to the second benchmark. The last group made the most remarkable growth from three to almost five the second benchmark.

## Reads Short Vowel Words:

Putting the consonants and vowels together to sound out words is a very complicated skill to master. This portion of the benchmark requires the students to read ten consonant-vowel-consonant (cvc) words.

**Table 4.5** Read Short Vowel Words Teacher Results
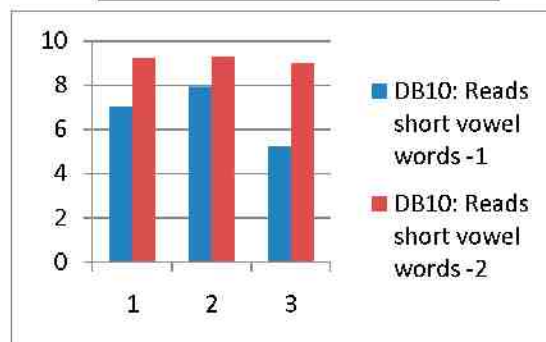
## *Discussion:*

Each of the three class groups made outstanding growth in their ability to read cvc pattern words.  The first group read an average of seven out of ten words correctly on the first benchmark and increased reading cvc words to nine out of ten on the second benchmark.  The second group read eight out of ten cvc words correctly the first benchmark and increased to nine out of ten words read the second benchmark.  The third class read five out of ten cvc words

correctly on the first benchmark and increased to read nine out of ten cvc words correctly on the second benchmark.

## *Surprises:*

I was surprised at the incredible growth the groups made but, most especially group three.  Group three's reading skill progress is incredible.  I would be interested to see what is happening in this class to promote such success and growth.

## *Reads Words with Blends:*

The ability to read words with blends is very complicated.  This portion of the benchmark assesses not only if a student can sound blend, but,  also if the student can sound blend four separate sounds and come out with the correct word.  The student is asked to read five blend patterned words.  Reading blends is even more difficult than a cvc pattern word because it often encompasses four separate sounds in a ccvc or cvcc pattern.

Table 4 6 Read Words with Blends Teacher Results
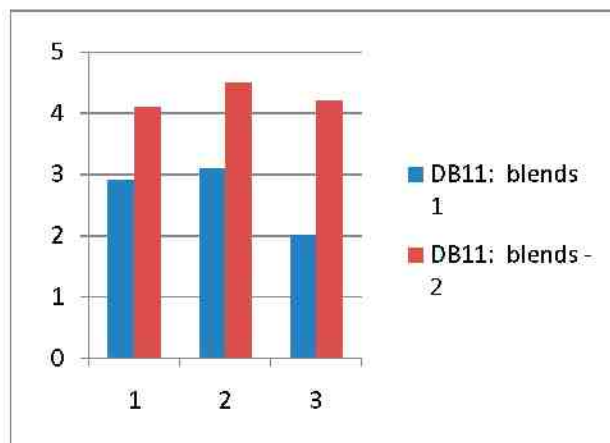
## Discussion:

Each group of students made growth from the first benchmark to the second benchmark. The first group went from a score of three out of five words with blends read to a four out of five words with blends read on the second benchmark. The second group of students read three

sound blend words correctly on the first benchmark and an average of four and a half correctly on the second benchmark. The last group of students read an average of two consonant blend words correctly out of five on the first benchmark and a four out of five on the second benchmark.

## Surprises:

The growth made by all three groups on reading consonant blend patterned words was incredible, but, most notably the growth made by the third group was the most astonishing. The third group started with the biggest deficits overall and the gap between the classes has narrowed considerably. I would be interested to see if the growth continues on the last benchmark and the instructional patterns that are taking place to make such progress happen.

## Reads Words with Inflectional Endings:

The ability to read words with inflectional endings is very complicated. This portion of the benchmark assesses if the student can sound blend a cvc word and add an ending to come out reading the correct word. Knowing the different inflectional endings is very complicated. The portion of the test assesses common endings –ed with the d and t sound, -es with the s sound and -ing which does not change.

Table 4 7 Inflectional Endings Teacher Results
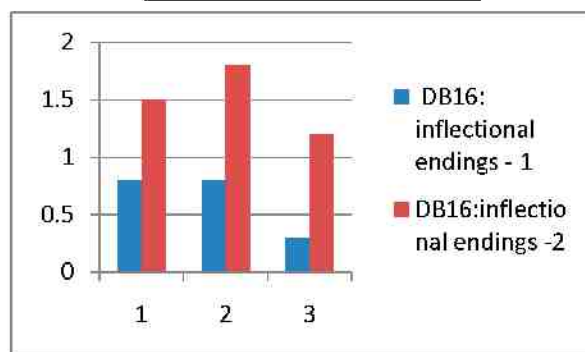
## *Discussion:*

Each of the three classes showed growth from first to second benchmark. Out of five words the first group scored  8 words correct on the first benchmark and 1.5 correct on the

second benchmark. The second group scored  8 words out of five words correct on the first benchmark and 1.8 words correct on the second benchmark. The last group scored  2 words correct on the first benchmark and increased significantly on the second benchmark to a 1.2 correct words.

## *Surprises:*

I was pleased to see growth among all the groups allbeit slow growth in each of the three class groups. I would have liked to see more growth in each class over two benchmarks.

## *Reads High Frequency Words*

Reading high frequency words in addition to knowing how to sound out words is important to reading. Not all words can be sounded out; so knowing them is very important.



Table 4.8 High Frequency Words Teacher Results
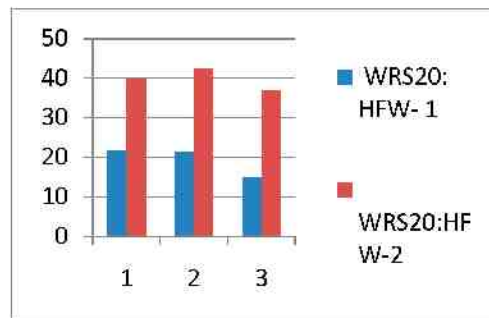
## *Discussion:*

For the first benchmark testing, students were tested on only twenty-four high frequency words. For the second benchmark, students were assessed on reading fifty-one high frequency words. The first group read twenty-one words on average in the first benchmark testing and

averaged thirty-nine high frequency words read on the second benchmark.  The second group read twenty-one words on average on the first benchmark assessment and improved to forty-two high frequency words read on the second benchmark.  The third group correctly read fourteen high frequency words on average in the first benchmark testing and when they were reassessed were able to correctly read thirty-six high frequency words.

## Surprises:

I was surprised at the growth being made in the entire first grade on high frequency word recognition.  I was particularly surprised that the achievement gaps that were most notable at the first benchmark are closing significantly by the time of the second benchmark.  I look forward to seeing what happens at the third benchmark.

## Student Growth Comparisons:

Each of the lowest students in first grade were targeted for Phonics for Reading based on these results.  These students' growth on the first benchmark and second benchmark are compared side by side to see the progress they each made on each subtest.  Subtest comparisions in this section include consonant sounds known, short vowel sounds, reading short vowel cvc patterned words, blends, inflections and high frequency words.

## Consonant Sounds

The first critical test for pre-reading and reading that I compared was the students ability to identify and demonstrate the twenty-one consonant sounds.
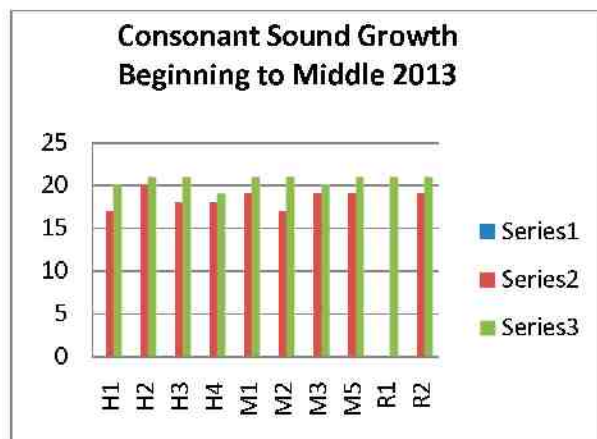
## *Discussion:*

As you can see from the above data, I separated the benchmark scores of the lowest first graders in first grade to see how much, if any, growth was being made. Each of the students on this list were placed in Phonics for Reading after the first benchmark assessment based on this data.

Twenty-one consonants were tested both testing periods. On the second benchmark seven out of ten students correctly identified all twenty-one consonant sounds on the second benchmark test. Two scored twenty out of twenty-one and one scored eighteen. One student R1 made a gain of one hundred percent since the first benchmark scoring a zero out of twenty-one the first benchmark and a twenty-one out of twenty-one on the second benchmark.

## *Surprises:*

I was surprised at the growth all students made from the first to the second benchmark assessment period. I was additionally surprised that three students still did not correctly sound out all twenty-one consonants.

## *Knows Vowel Sounds:*

The ability to read is based on a foundation of knowing the sounds of consonants and vowels then putting the two together through sound blending. The chart below shows the growth the lowest first grade students made on each of the two benchmarks for correctly identifying short vowels.



Table 4.10 Knows Vowel Sounds
Individual Student Results
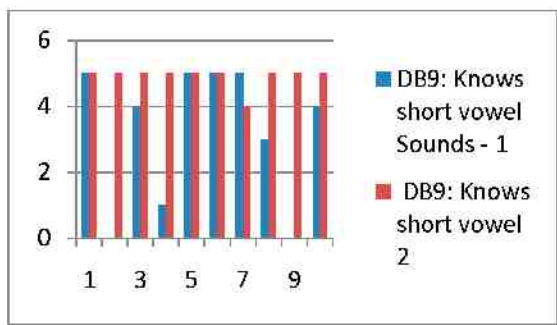
### Discussion:

Of the ten students targeted as a sample group for Phonics for Reading intervention based on the first benchmark data nine out of ten knew all five short vowel sounds. The one who did not, knew four out of five and had previously tested five out of five on the first benchmark. This could be the result of an attention issue during the second assessment period, illness, or another explainable event causing a student to make a decline in growth.

It should also be noted that students with no score in the first testing period scored zero at that time showing a hundred percent growth from the first benchmark to the second benchmark.

### Short Vowel Words

Students ability to blend consonants and vowels to sound out words is a very complicated skill to master. This portion of the benchmark requires the students to read ten consonant-vowel-consonant (cvc) words.



Table 4.11 Short Vowel Words Individual Student Results
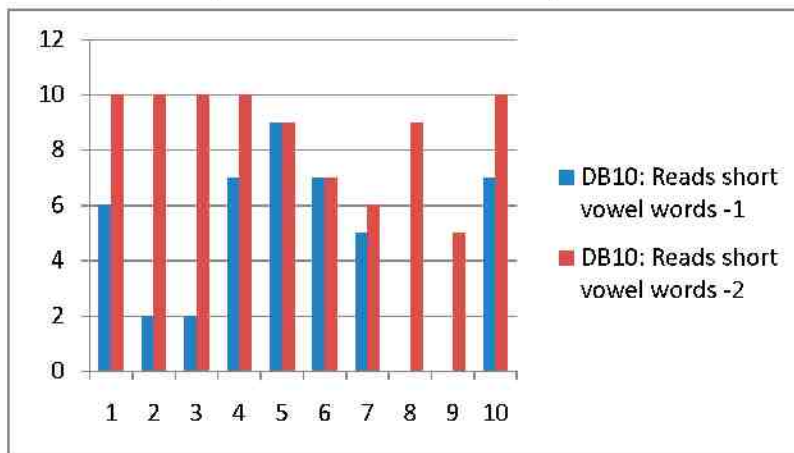
### Discussion:

All ten students made growth from the first benchmark to the second benchmark. Five of the ten correctly read ten out of ten cvc words. Two correctly read nine of ten words; one read seven of ten; one read six of ten words correctly and one read five of ten correctly. Two students

scored zero the first benchmark and made incredible growth: one scored nine of ten and the other five of ten.

## Surprises:

I was not surprised that eight of the ten students made growth from the first benchmark to the second benchmark. Two students stayed the same on the benchmark one with a score of seven of ten on both benchmarks and one scoring a nine of ten both benchmark assessments.

## Reads Words with Blends:

The ability to read words with blends is very complicated. This portion of the benchmark assesses not only if a student can sound blend, but, also if the student can sound blend four separate sounds and come out with the correct word. The student is asked to read five blend patterned words. Reading blends is even more difficult than a cvc pattern word because it often encompasses four separate sounds in a ccvc or cvcc pattern.

Table 4.12 Reads Blends
Individual Student Results
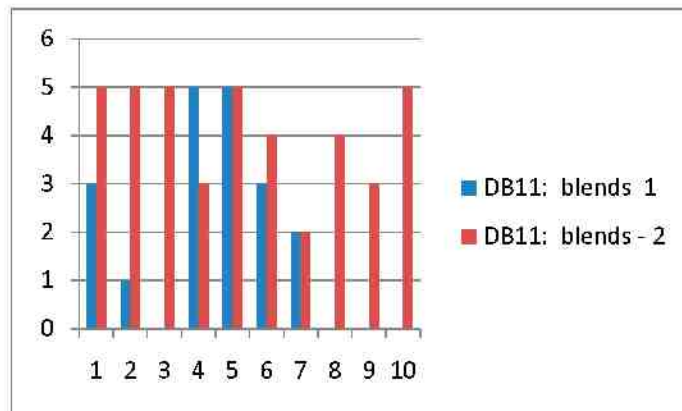


## Discussion:

On the reading words with blends section of the benchmark five of ten students correctly read five of five blends. Two correctly read four of five words on the second benchmark; two scored three of five on the second benchmark and one read two of five words on both benchmarks. Four of the ten students had scored a zero on the first benchmark.

Two scored five out of five on the first benchmark one continued to score five of five while the other made a decline in growth from the first benchmark to the second to a three of five correct. This decline could be due to several factors an attention issue during the second assessment period, illness, or some other explainable event causing a student to drop in growth.

## *Surprises:*

I was happily surprised that eight of the ten students made excellent gains on the blends portion of the benchmark four scoring zero the first benchmark.

I was surprised that one student made a decline in growth and one made no growth from the first benchmark to the second benchmark scoring two of five both assessments.

## *Reads Words with Inflectional Endings:*

The ability to read words with inflectional endings is very complicated. This portion of the benchmark assesses if a student can sound blend a cvc word and add an ending to correctly read the read. Reading inflections is the first step to reading multisyallbic words. Knowing the different inflectional endings is very complicated. The portion of the test tests –ed with the d and t sound, -es with the s sound and -ing which does not change.

**Table 4.13** Reads Inflectional Endings
Individual Student Results
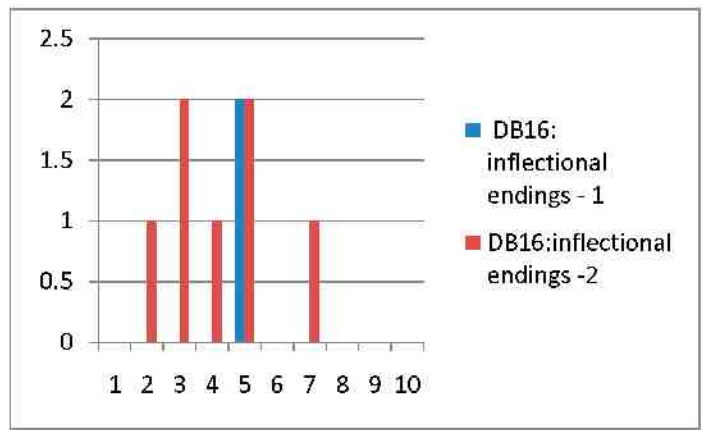
## *Discussion:*

The Phonics for Reading Program was designed as an intensive intervention program for struggling readers.   The sample group of students tested clearly still have not mastered inflectional endings.  Five out of ten read no inflectional words either first or second benchmark.  Three read one of five inflections in the second benchmark and two read two of five inflections the second benchmark.  One student read two of five words both benchmark assessment periods.

## *Surprises:*

I was very surprised that five of the ten students read none of the five inflections either first or second benchmark assessment period.  It is clear from the data that more work needs to be done teaching students endings and inflections.

## *Reads High Frequency Words*

Reading high frequency words in addition to knowing how to sound out words is important to reading.  Not all words can be sounded out; so knowing the common high frequency words is very important.

**Table 4.14** High Frequency Words
**Individual Student Results**
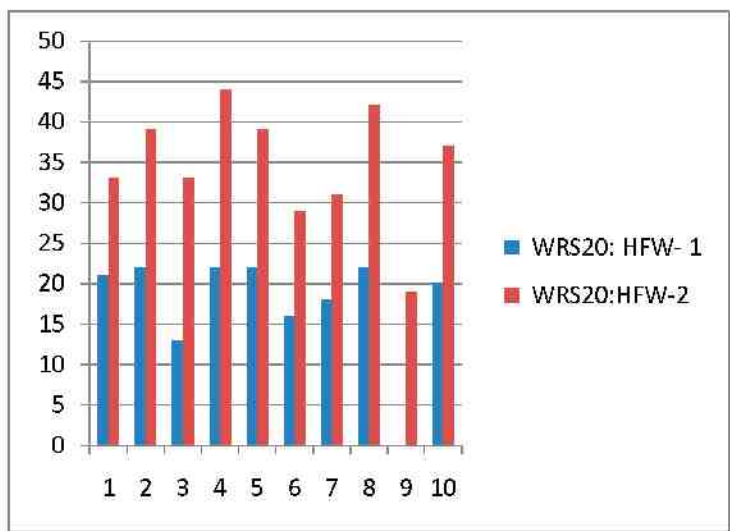
## *Discussion:*

The targeted group of Phonics for Reading intervention students all made growth from the first benchmark to the second benchmark assessment based on the Essential Skills test. High frequency word proficiency for the second benchmark was fifty-one. No students in this group made the proficiency target rate, while several came very close. The highest score on the second benchmark was forty-four. Eight of the ten students scored above thirty high frequency words and two scored under thirty with one scoring twenty-nine and the other scoring eighteen. Five of the students doubled their scores from the first benchmark.

## Dynamic Indicators of Basic Early Literacy Next (DIBELS) Benchmark Assessment

Dynamic Indicators of Basic Early Literacy Next (DIBELS) assessments are designed to be a set of tests that can be used for screening and progress monitoring for grades kindergarten through eighth grade. Each assessment for each grade measures different things based on the academic ability and knowledge base of the students.

The DIBELS assessment for kindergarten and first grade measures if a student knows their letters-Letter Name Fluency (LNF), sounds-First Sound Fluency (FSF), can segment words they hear-Phoneme Segmentation Fluency (PSF), and reading cvc patterned words-Nonsense Word Fluency (NWF). Oral reading fluency is not assessed until the middle of first grade using the DIBELS Oral Reading Fluency (DORF).

The effectiveness of DIBELS as a student progress monitoring tool and its alignment to the state testing has been extensively tested and researched. It is effective as a remediation tool to identify struggling learners for intensive interventions, which is how it is used in the Oxnard School District.

The Oxnard School District and Lemonwood School use the DIBELS assessments as benchmarks administered three times a year. They are given at the beginning of the year as a benchmark and key identifier for ISP intervention services, middle of the year for students in the at- risk category to determine growth and at the end of the year to measure growth from the beginning of the year to the end of the year.

### Nonsense Word Fluency (NWF)

The Nonsense Word Fluency (NWF) test measures a student's ability to read cvc words with correct sound blending skills.



Table 4.15 Nonsense Word Fluency NWF Lemonwood School-wide Results
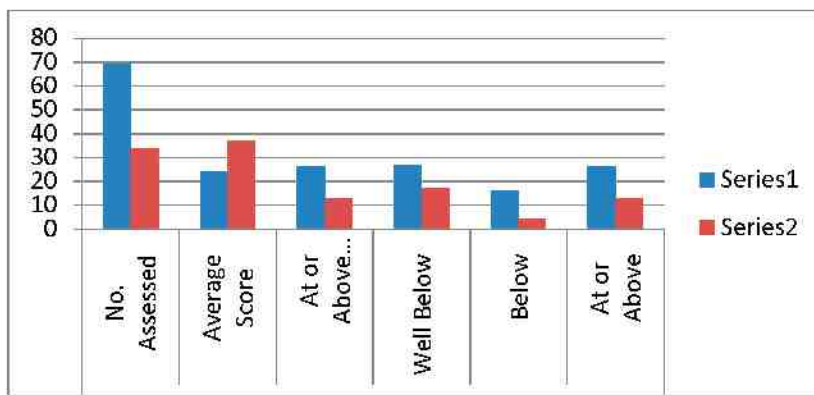
### Discussion:

Both first and second benchmarks for Lemonwood are listed in charts 4.15 above. The first assessment period all students in first grade were assessed which were sixty-eight students school-wide. The second benchmark only thirty-two students who tested in the well below and below grade level range were assessed. Students showed demonstrated growth overall in their ability to identify and say sounds in words and also read cvc nonsense words. The average score among the first graders went from reading twenty-two nonsense words in one minute to reading thirty-five nonsense words in one minute. Whereas, the number of students who scored well below and far below on the second assessment dropped significantly from the first benchmark, with more students falling into the average range. Individual teacher groups below show the same patterns as the school-wide results demonstrated.
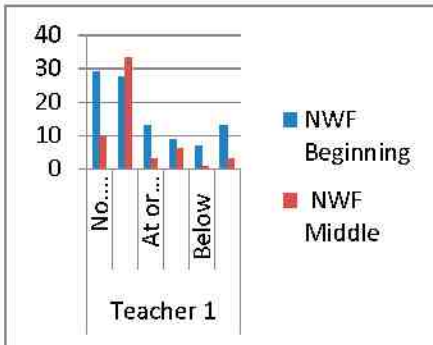
Table 4.16 NWF Teacher 1 Results

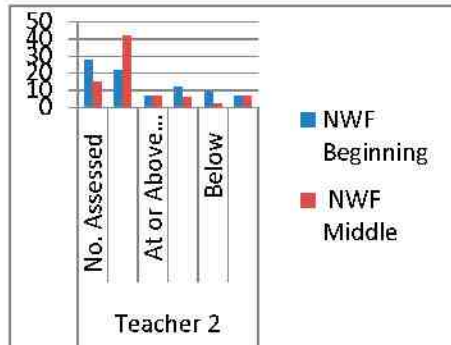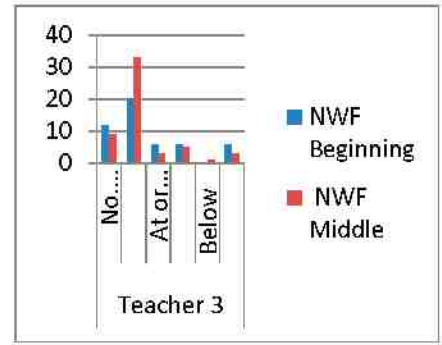

Table 4.17 NWF Teacher 2 Results



Table 4.18 NWF Teacher 3 Results

**Surprises:**

I was surprised that the majority of students who tested in the well below and below grade level range on the first benchmark actually scored in the average range on the second benchmark.

The biggest surprise was the growth all students had overall in reading cvc nonsense words moving into the average range for this skill whereas before they were in the well below or below range.

*Whole Words Read (WWR)*

Whole Words Read (WWR) is a subtest of the NSF test which actually measures the student's ability to read cvc words.



Table 4.19 Whole Words Read Teacher Class Results
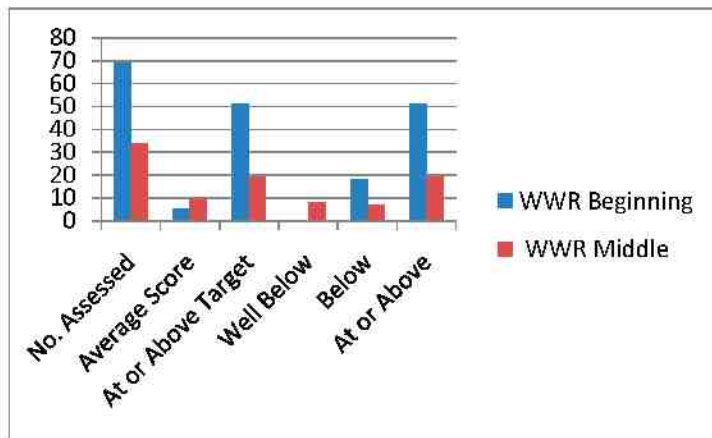
### Discussion:

The first assessment period sixty-eight students school-wide in first grade were assessed. The second benchmark only thirty-two students who tested in the well below and far below grade level range were assessed. Students showed demonstrated growth overall in their ability to identify and say sounds in words and also read cvc nonsense words. The average score went from twenty-two words read to thirty-five words read. In addition, the scores of students who scored well below and below were reduced significantly from the first benchmark, with more students falling into the average range. Individual teacher groups below show the same patterns as the school-wide results demonstrated.

Table 4,20 Whole Words Read
**Individual Teacher Results**
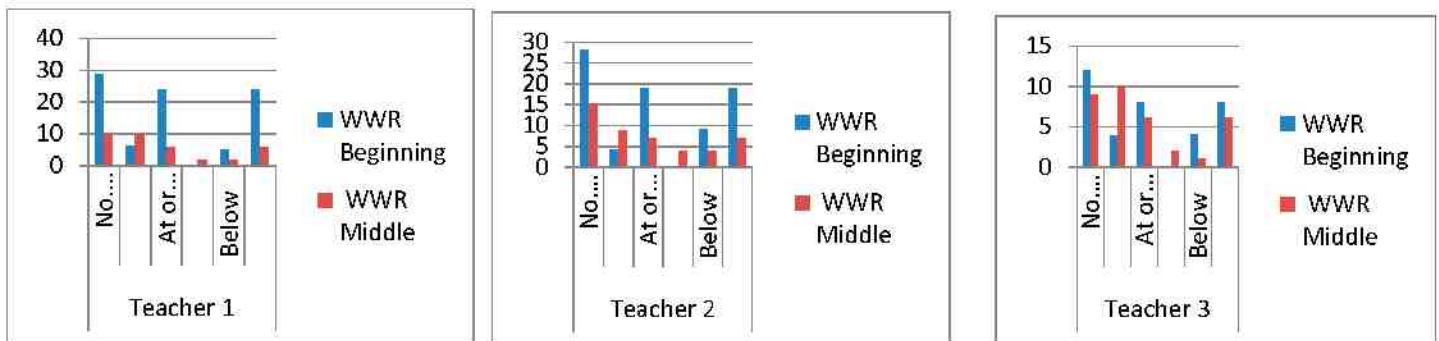


I was surprised that the majority of students who tested in the well below and below grade level range on the first benchmark actually scored in the average range on the second benchmark.

The biggest surprise was the growth all students had overall in reading cvc nonsense words moving into the average range for this skill whereas before they were in the well below or below range.

**Phonics for Reading Pre-Test and on-going Assessment Findings**

Each student selected to participate in the Phonics for Reading intervention group by
their regular classroom teacher was pre-assessed to place them at the correct Phonics for Reading
remediation level.

The Phonics for Reading intervention series has three levels to remediate students.  Book
1 is first grade equivalent and has two beginning points. Students who begin with lesson 1 have
no phonemic knowledge and few if any sound blending skills.  Students who begin at lesson 14
have some sound blending skills and begin to learn more complicated first grade patterns
including consonant blends and inflectional endings.

At the end of every ten Phonics for Reading lessons assessments are given to determine
growth and retention of skills taught.

Table 4.21 Phonics for Reading Assessment Data
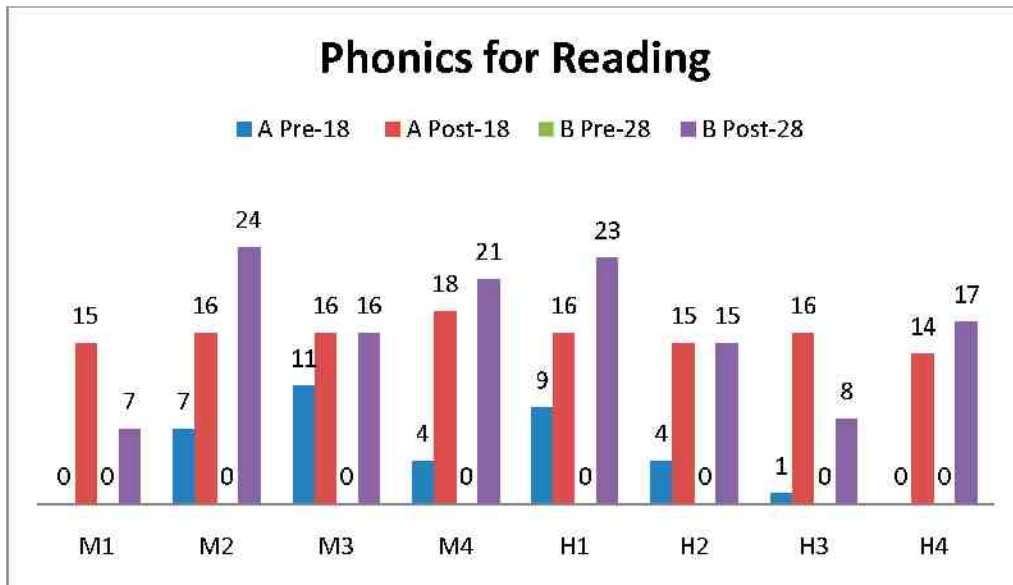
## *Discussion:*

Based on the data all students involved in Phonics for Reading made growth on their preliminary phonemic awareness skills. The majority of students scored zero of eighteen on the Phonics for Reading pre-test placing them at the beginning level of Phonics for Reading meaning

they had little if any phonemic knowledge and few if any sound blending skills. After specifically targeted instruction every student assessed had made exceptional growth and demonstrated mastery of basic sounds, short vowels, sound blending and were able to read two syllable words. Every student assessed tested at the second level of Book 1 meaning they had some sound blending skills and were ready to quickly move into more complicated first grade patterns including consonant blends and inflectional endings. Of the eight students assessed two demonstrated mastery of consonant blends, sound blending and inflectional endings and were ready to move into second grade skills which include long vowels words, and other vowel sounds such as ar, ight, ir, or, ur, er and or.

## *Surprises:*

I was not surprised that the students were making the kind of growth they did from the pre and post assessments. The program is built on student success with many activities involving sound blending and building up from there.

I was surprised that two students were making such outstanding progress that they were ready to move into the next level which includes second grade skills including long vowels words, and other vowel sounds such as ar, ight, ir, or, ur, er and or.

## Peer Feedback Findings

I developed and used a 9- point Checklist that incorporates research based effective teaching strands many researchers recommend for good teaching and meaningful student learning. I was interested to see which of the teaching skills were currently in use in a regular class as opposed to strands that were used primarily in Phonics for Reading by the Instructional Support People (ISP) teachers who teach Phonics for Reading as a targeted intervention program during Universal Access Time. In addition, I also was interested to see what effective teacher

behaviors are currently being used by the small group of ISP's who teach small group support in regular classes.

I discovered many significant similarities and differences between groups with teaching behaviors.

Table 4.22 1<sup>st</sup> Grade Teachers Checklist of Observed Teaching Behaviors

| Teacher | Learning Goal | Learning Application | Grouping Options | Scaffolded Learning | Variety of Learning Strategies | Variety of Assessments Used | Behavior Management | Questioning Strategies | Learning Environment |
|---------|--------------|---------------------|------------------|--------------------|-------------------------------|----------------------------|--------------------|-----------------------|----------------------|
| #1 | 5/5 | 4/4 | 3/4 | 5/8 | 6/8 | 6/8 | 4/5 | 5/5 | 3/5 |
| #2 | 5/5 | 4/4 | 3/4 | 7/8 | 8/8 | 8/8 | 5/5 | 5/5 | 5/5 |
| #3 | 5/5 | 3/4 | 3/4 | 7/8 | 7/8 | 5/8 | 5/5 | 5/5 | 5/5 |
| #4* | 5/5 | 4/4 | 3 / 4 | 7/8 | 7/8 | 7/8 | 5/5 | 5/5 | 5/5 |
| #5 * | 5/5 | 4/4 | 4/4 | 8/8 | 8/8 | 8/8 | 5/5 | 5/5 | 5/5 |

## *Discussion:*

I have determined through informal and formal observation that a large percentage of teachers in 1<sup>st</sup> grade utilize a learning goal and learning application during their lessons. Teaching with 3 out of 4 grouping options used was common among all the first grade classes and the grouping option not used most frequently was divided evenly between partners and small groups. One first grade teacher actually had all the grouping options take place while I was there. Scaffolded learning, use of a variety of learning strategies, and types of assessments used varied from five of eight to eight of eight depending on the teacher. Behavior management, questioning strategies, and learning environment tend to be very consistent in first grade with almost all the teachers using five out of five strategies.

Among the teaching behaviors necessary for student mastery of essential skills and pre-requisite skills to occur, use of a variety of learning strategies with the additional use of learning application is considered among the most important.  Because of the developmental stage of a first grader, integrating the processes is paramount for meaningful learning to take place.

### *Surprises:*

I observed each teacher one time using the teacher checklist.  I was surprised that the strategy of integrating the processes, a strategy of using more than one modality during teaching, was not being used in every first grade class I observed, especially given the importance of this skill for first grade and increased retention of material. In contrast, it was used as the dominant strategy in all the fourth grade classes; our fourth grades are currently one of the top performing grades school-wide based on the CST and other data. Based on what I observed in the classrooms, I know exactly why they are outperforming the other grades. The use of a variety of learning strategies was evident in every fourth grade class I observed. Additionally, use of a variety of assessments to drive instruction with physical responses throughout the lessons was on-going.

I was happily surprised to see that many of Madeline Hunter's scaffolded learning principles were being used in the first grade classes with all the first grade teachers using modeling, guided practice, independent practice, checking for understanding and homework related to learning.  I was also happy to observe that all of the first grade teachers teach and use Marzano's academic vocabulary with their students.

I was very surprised at the enthusiasm of the feedback I received from the teachers. One first grade teacher told me she wanted to frame it because she rarely got good feedback from administration or anyone for that matter.  Two of the six first grade teachers were extremely nervous to have anyone observe their teaching for fear they were not teaching "right" and one first grade teacher refused to participate at all.

# CHECKLIST OF TEACHING BEHAVIORS

| Learning Goal: | Learning Application including: | Grouping Options: |
|---|---|---|
| _____ At Grade Level | _____ Hands-on Activities | _____ Whole Class |
| _____ Instructional Objective Posted. | _____ Meaningful | _____ Small Groups |
| _____ Standard Posted | _____ Linked to Objectives | _____ Partners |
| _____ Students Aware of Goal | _____ Engaging Related Activities | _____ Independent |
| _____ Shows High expectations | | |
| **Scaffolded Learning with Use of:** | **Variety of Learning Strategies Used:** | **Type of Assessment:** |
| _____ Anticipatory Set/Prior Knowledge evident | _____ Integrating the Processes | _____ Individual |
| _____ Modeling | _____ Reading | _____ Group |
| _____ Guided Practice | _____ Writing/Notetaking | _____ Written |
| _____ Independent Practice | _____ Speaking | _____ Oral |
| _____ Checking for Understanding | _____ Listening | _____ Physical Response |
| _____ Academic Vocabulary | _____ Total Physical Response | _____ Activity |
| _____ Homework Related to Learning | _____ Graphic Organizers | _____ Computer Assisted/Clickers |
| _____ Scaffolding & Frames | _____ Actively Engaged | _____ Plan Evident for Data gathered |
| **Behavior Management:** | **Questioning:** | **Environment:** |
| _____ Rules Posted | _____ Higher Level | _____ Goals Posted |
| _____ System is easy for T/St. | _____ Variety | _____ Teacher is easily seen |
| _____ Positive | _____ Immediate Feedback | _____ Board and content  easy to see |
| _____ Teacher is Calm & Courteous | _____ Useful Feedback | _____ High Expectations evident |
| _____ Useful behavioral feedback | _____ Wait Time Evident | _____ Warm accepting environment |

Table 4.23 4th Grade Teachers Checklist of Teaching Behaviors Checklist Results

| Teacher | Learning Goal | Learning Application | Grouping Options | Scaffolded Learning | Variety of Learning Strategies | Variety of Assessments Used | Behavior Management | Questioning Strategies | Learning Environment |
|---------|---------------|----------------------|------------------|---------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------|
| #1 | 3/5 | 4/4 | 4/4 | 8/8 | 8/8 | 7/8 | 5/5 | 5/5 | 4/5 |
| #2 | **5/5** | 3/4 | 3/4 | 8/8 | 7/8 | 7/8 | 5/5 | 5/5 | 5/5 |
| #3 | 5/5 | 4/4 | 4/4 | 8/8 | 7/8 | 6/8 | 5/5 | 4/5 | 5/5 |
| #4 | 5/5 | 4/4 | 2 / 4 | 8/8 | 7/8 | 6/8 | 5/5 | 4/5 | 5/5 |

## *Discussion:*

I have determined through observing the first and fourth grade teachers using the teacher checklist, that a large percent of teachers in 4th grade utilize a variety of excellent teaching behaviors consistently. Of the five sections involved in the learning goal area three out of four of the fourth grade team consistently used all five out of five learning goal behaviors including stating and or posting a learning goal, instructional objective, standard posted, reviewing goal with students so all students were aware of the goal and knew the high expectations that each teacher had for their learning.

The same pattern emerged for learning application: three out of four of the teachers used a multitude of learning application strategies including use of hands–on activities, meaningful activities that are linked to the objective and are engaging to the students learning. In the use of

grouping options two out of four used all the grouping options with one doing additional grouping options not listed such as four to share and large group interactive. One teacher used only two out of four grouping strategies whole class and independent while one teacher did all types of grouping options except partner activities.

Use of scaffolded learning principles among the fourth grade teachers was startling. Every fourth grade teacher used all eight of Madeline Hunters principles for effective teaching design. Two used all eight varieties of learning strategies including total physical response (TPR) and integrating the processes. One teacher added an interactive learning component along with the other strategies, which brought another meaningful layer to the student learning. The two teachers used seven out of eight strategies with the one strategy they did not use being Total Physical Response (TPR).

The fourth grade teachers used a multitude of assessments to drive their instruction. Of the eight types of assessments two teachers used six out of eight and two used seven out of eight. One teacher actually spent time going over current assessment data showing targets to the students and students' goals for those targets making the data meaningful to the students.

All four of the fourth grade teachers had five out of five of the behavior management principles posted, the system was easy, positive, calm and courteous, and useful behavior feedback was provided. Use of questioning was evident in all the fourth grade classes with two out of four teachers using all five types of questioning practices and two out of four using four out of five questioning practices. In the last category on the checklist, learning environment, three fourth grade classes used five out of five good learning environment principles while one

had four principles of good behavior management. I was very surprised that the fourth grade teachers were so happy to participate and thrilled to have the results. Two teachers, a fourth grade and first grade, told me they wanted to frame the form because the feedback was so useful to them, validating the good work they were trying to do in their classes.

## *Surprises:*

I was incredibly surprised at how many of the principles for excellent teaching the fourth grade team incorporated daily into their lessons. I was particularly surprised that Madeline Hunter's eight scaffolded learning principles for effective teaching were all being used consistently in every one of the fourth grade classes. The fourth grade teachers were consistently integrating the learning processes in every lesson with every concept they taught. Additionally, they are using a variety of assessments to check student understanding and re-teach if necessary. Consistent use of a variety of grouping options and types of learning applications, as well as creating a warm learning environment utilizing behavior management systems and a variety of types of questions were clearly evident in every class.

Table 4.24 Phonics for Reading Instructional Support Teacher (ISP) Checklist of Observed Teaching Behaviors while Teaching Phonics for Reading

| Teacher | Learning Goal | Learning Application | Grouping Options | Scaffolded Learning | Variety of Learning Strategies | Variety of Assessments Used | Behavior Management | Questioning Strategies | Learning Environment |
|---------|---------------|----------------------|------------------|---------------------|-------------------------------|-----------------------------|---------------------|------------------------|----------------------|
| #1 | 2/5 | 3/4 | 3/4 | 6/8 | 6/8 | 7/8 | 5/5 | 3/5 | 4/5 |
| #2 | 2/5 | 3/4 | 3/4 | 7/8 | 6/8 | 7/8 | 5/5 | 3/5 | 4/5 |

## Discussion:

Two instructional support providers (ISP) teach Phonics for Reading to the struggling

first graders.  The teaching behaviors involved in the instruction of Phonics for Reading with the

ISP teachers show that scaffolded learning principles used with the Phonics for Reading ISP

teachers six of eight and seven of eight while a variety of learning strategies used for both

teachers was consistent.  The one principle in scaffolded learning not used by both teachers was

the use of homework related to learning.  As a general rule ISP students are not given additional

homework by the ISP teachers on top of regular classroom homework.

Both teachers used a variety of assessments, seven out of eight types, to guide the

learning and instruction of the students.  Behavior management for the pull-out ISP groups is

consistent five out of five.   The learning environment score is four out of five for both teachers.

Table 4.25 Reading Instructional Support Teacher Checklist of Teaching Behaviors Observed supporting in a regular class

| Teacher | Learning Goal | Learning Application | Grouping Options | Scaffolded Learning | Variety of Learning Strategies | Variety of Assessments Used | Behavior. Management | Questioning Strategies | Learning Environment |
|---------|------|------|-----|-----|-----|-----|-----|-----|-----|
| #1 | 2/5 | 2/4 | 4/4 | 7/8 | 7/8 | 5/8 | 5/5 | 5/5 | 4/5 |
| #2 | 2/5 | 4/4 | 2/4 | 5/8 | 4/8 | 2/8 | 2/5 | 2/5 | 5/5 |

## Discussion:

Two of the Instruction Support teachers are assigned to regular classes as support

personnel.  I observed them in the regular class setting to determine what strategies were used in

a regular classroom to support the classroom teacher. Many of the checklist items were not fully used by the ISP teachers in a regular classroom small group support most likely due to the nature of their job supporting teachers in the regular class through small group support. As far as observed scaffolded learning principles in the Phonics for Reading group I saw six out of eight and seven out of eight scaffolded learning principles were used most frequently in addition to a variety of learning strategies seven out of eight for one teacher and four of eight for the other. The learning goal was consistent with two out of five in both classes and the learning environment was similar with four out of five in one group and all five in the other group.

## *Surprises:*

I was not very surprised to find that an ISP support teacher in a regular classroom used fewer strategies than regular teachers. Most ISP teachers do not use learning goal, grouping strategies, and a variety of assessments due to the structured nature of the curriculum and short time frames the students are in ISP. I was additionally surprised that both teachers did not integrate the learning processes to maximize the student learning while they are in ISP.

Table 4.26 Teacher Pre- Phonics for Reading Survey Results

| Teacher | Student knows letters and sounds | Student sounds out words | Student Knows common sight words | Student can answer basic comprehension questions | Student struggles with Attention |
|---------|--------|--------|--------|--------|--------|
| #1 | Agree | Disagree | Disagree | Disagree | Disagree |
| #2 | Disagree | Disagree | Disagree | Disagree | Agree |
| #3 | Agree | Disagree | Disagree | Disagree | Disagree |

*Teacher Survey Findings*

Each First grade teacher was given a student reading skills survey prior to beginning Phonics for Reading to determine if teachers perceived the same deficits in the struggling readers that the assessment data showed.

Since Phonics for Reading teaches sound blending, basic sight word recognition, comprehension, fluency and multi-syllabic strategies I geared the questions for the teachers to those items. I additionally gave the same questionnaire to the parents of the students involved to determine if they observed the same things in their children as readers at home as well as what reading behaviors they exhibited at home.

## *Pre-Program Findings:*

Based on the pre-program perception assessment I determined that the regular first grade teachers are sending students to the reading intervention Phonics for Reading group who they believe do not have the prerequisite reading skills to read. These students in two out of three classes know their letters and sounds but in all three classes cannot sound out words, do not know their common sight words, and cannot answer basic comprehension questions. Only one of three teachers felt it was due to attention. Two did not.

## *Discussion:*

I was not surprised at the pre-program survey findings. I expected the teachers to indicate that their students did not have the skills necessary for adequate pre-reading including the ability to sound out words, recognize common sight words, and answer basic comprehension questions.
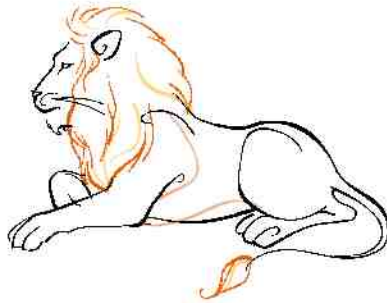
# Teacher Survey

Circle one

1. My student knows all of their letters and the sounds the letters make.
   a. Agree     b. Disagree     c. Not Sure

2. My student can sound out words.
   a. Agree     b. Disagree     c. Not Sure

3. My student knows common sight words.
   a. Agree     b. Disagree     c. Not Sure

4. My student is able to answer basic comprehension questions.
   a. Agree     b. Disagree     c. Not Sure

5. My student struggles with attention.
   a. Agree     b. Disagree     c. Not Sure

## *Parent Survey Findings*

Table 4.27 Phonics for Reading Parent Survey Results

| Parent | Student knows letters and sounds | Student sounds out words | Student Knows common sight words | Parents Read to Child at home | Student can answer basic comprehension questions | Student Shows an Interest in Books |
|---|---|---|---|---|---|---|
| #1 | Agree | Agree | Agree | Agree | Disagree | Disagree |
| #2 | Not Sure | Agree | Not Sure | Agree | Agree | Agree |
| #3 | - | - | - | - | - | - |
| #4 | Disagree | Agree | Agree | Agree | Agree | Agree |
| #5 | Agree | Not Sure | Disagree | Agree | Agree | Agree |
| #6 | - | - | - | - | - | - |
| #7 | Agree | Agree | Not Sure | Disagree | Disagree | Agree |

## *Pre-Program Findings:*

Based on the pre-program results of the parent survey three of seven parents who

responded to the survey agreed that their children knew the letters and sounds, four of seven felt

their students could sound out words, two out of seven agreed that their students knew common

sight words, four read to their children at home, three of their children could answer basic

comprehension questions, and four of the parents observed that their children showed an interest

in books.

## *Discussion:*

While many of the questions were the same for the teachers and parents the results were

very different from each other. Parents in general felt their children knew more academically

than the teachers revealed through the teacher survey going into the program. This can be due to several things including lack of curricular knowledge, over optimism of what their child can do, or general disbelief in their child's faults. Several parents did not respond at all to the questions and that could be due to a lack of knowledge of English.
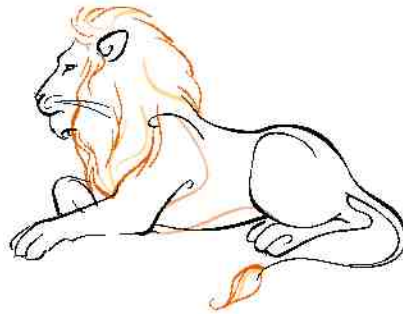
# **Parent Survey**

Circle one

1. My child knows all of their letters and the sounds the letters make.
    a. Agree     b. Disagree     c. Not Sure

2. My child can sound out words.
    a. Agree     b. Disagree     c. Not Sure

3. My child knows common sight words?
    a. Agree     b. Disagree     c. Not Sure

4. We often read to our child at home.
    a. Agree     b. Disagree     c. Not Sure

5. After reading a story my child is able to answer basic comprehension questions.
    a. Agree     b. Disagree     c. Not Sure

6. My child shows an interest in books.
    a. Agree     b. Disagree     c. Not Sure

## Chapter 5 Implications

*Implications of the Findings*

Assessment data from benchmark testing, particularly with the Essential Skills and DIBELS benchmark, showed that the students involved in Phonics for Reading were making growth in the areas of sound/symbol awareness, high frequency words, and consonant vowel consonant sound blending. The assessments built into the Phonics for Reading program were especially useful to see exact skills the students had mastered and enabled the instruction to be more targeted to the students' learning needs.

The additional daily remediation of intensive and targeted Phonics for Reading for the most intensive first graders reduced the achievement gap for the lowest first graders from the first benchmark to the second benchmark. On the second DIBELS benchmark only the at-risk students who tested in the well below and below grade level range were assessed. Thirty-two students out of sixty-nine were assessed in the second benchmark period.

The DIBELS data showed that students demonstrated growth overall in their ability to identify, and sound out letters in words and read consonant vowel consonant nonsense words. The average score went from twenty-two whole words read to thirty-five words read. In addition, the scores of students who scored well below and below were reduced significantly from the first benchmark, with more students falling into the average and above average range. Individual teacher groups show the same patterns as the school-wide results and individual student results. I was surprised that the majority of students who tested in the well below and below grade level range on the first benchmark actually scored in the average range on the second benchmark.

The biggest surprise was the growth all students had overall in reading cvc nonsense words moving into the average range for this skill whereas before they were in the well below or below range.

I was surprised at the growth made in the entire first grade on every subtest of the Essential Skills Test especially consonants, vowels, reading cvc words, reading words with blends, and high frequency word recognition. I was additionally surprised that the achievement gaps that were most notable at the first benchmark were closing significantly by the second benchmark. I look forward to seeing what happens at the third benchmark.

Phonics for Reading is built on student success with many activities involving sound blending and building up from there. The Phonics for Reading student assessment tested students' ability to decode consonant vowel consonant patterned words as well as long vowel and other vowel sound words. Students overall showed a marked growth in preliminary phonemic awareness skills. Through involvement in the program the majority of students who had scored zero of eighteen on the Phonics for Reading pre-test showed exceptional growth and demonstrated mastery of basic sounds, short vowels, sound blending and were able to read two syllable words within ten lessons of Phonics for Reading and were ready to learn more complicated first grade patterns including consonant blends and inflectional endings, which according to Essential Skills benchmark data was their weakest area.

Based on the preliminary data, all students involved in the Phonics for Reading intervention group showed growth on all assessments, benchmarks, and otherwise, for mastering key first grade skills, which will follow them through the grades towards proficiency.

Among the teaching behaviors necessary for student mastery of essential skills and pre-requisite skills, use of a variety of learning strategies with the additional use of learning application is considered among the most important. Because of the developmental stage of a first grader, integrating the processes is paramount for meaningful learning to take place.

Observing and giving feedback to the teachers on more effective interactive research based practices was important. Teachers showed an increase in good teaching practices, most notably integrating their lessons and using a learning goal with a learning application during their lessons. I have been surprised through working with the first grade teachers that more grouping options are taking place on a more regular basis, and teachers who had not been consistently positive with students have changed and are creating a more positive learning environment. Assessments are being used more consistently to drive instruction which is helping students get more targeted learning. I was surprised at the positive responses to the checklist among the teachers involved. Several teachers wanted to frame it and posted it in a prominent place on their board. It surprised me that teachers did not feel they get enough recognition for the good things they do.

I found in the Parent survey that parents are actively involved in their children's education and take an interest in their children's learning. I was surprised that while many of the questions were the same for the teachers and parents the results were very different from each other. Parents in general felt their children on a whole knew more than the teachers reflected going into the program. This can be due to several things including lack of curricular knowledge, over optimism about what their child can do, or general disbelief in their child's skill development. Based on the parent survey results showing that the parents are actively involved

in their students learning and the high rate of students in the neighborhood who graduate from high school and go on to college, I believe that this over optimism or inherent belief in their child and their child's future success will help their children become successful in school in the long run.

## *Further Research*

Several aspects of this study lead into further research. One would be to study the long-term implications for students involved in Phonics for Reading to see if the academic gains they make over the years continue as a result of being involved in the Phonics for Reading program.

Another area of interest for further research is the high rate of students in poor, poverty riddled neighborhoods who go on to college and graduate. What makes the Lemonwood neighborhood able to create a climate in which every child graduates from high school and goes on to college? When I tell students they will graduate from high school and go on to college after Lemonwood the students often look at me, with a smile in their eye," You're right everyone I know around here does." What causes a student's internal drive to go on to college in such a poverty ridden area of Oxnard?

### *Implications for School Leadership*

Several aspects of this work will impact me as a principal, as it has as a coach. The Teacher Observation Checklist has been an incredible and valuable tool for me. I was surprised at the positive responses to the checklist among the teachers involved. Several teachers wanted to frame it and posted it in a prominent place on their board. It surprised me that teachers did not feel they got enough recognition for the good things they do and the excellent teaching models they follow in their everyday teaching. As a school leader, I will guide teachers with positive and clear expectations moving teachers in a better teaching direction.

Another important implication I learned in this research was the value of early interventions with specially designed curriculum that includes regular assessments to fine tune teaching to reach all students early and quickly so they can have a more successful future. As a leader it will be important for me to earmark budgetary line items for interventions and early intervention curriculum so as a school we can build students' skills from the ground up.

In addition to providing for early interventions as a future leader, I will also make sure these interventions are lined up with assessments to drive instruction, and structure Universal Access Time so no new teaching is going on during this time. Remediating student learning during Universal Access Time school-wide is an aspect to leadership that I will need to ensure so student growth can and will happen.

Another implication this research has for school leadership is simply to trust parents. Many teachers forget that they have a partnership with parents in working with the children. This partnership is critical for the future successes of all our children. Parents are doing their

best and we need to give them credit for what they are doing. In my study the parents, when surveyed, were reading to their children, were helping them on their homework and the parents were asking them comprehension questions after reading to them. Many teachers complain these things are not happening with the students in their room when it clearly is. Building trust between parents and teachers will be an important implication from this study for me as an educational leader.

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**Appendices**

Parent Survey

Teacher Survey

Checklist of Teacher Behaviors
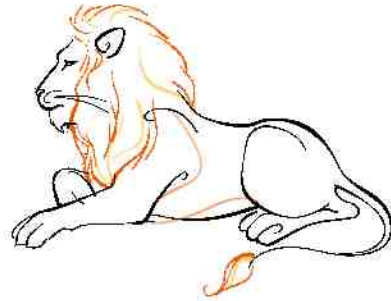
# Parent Survey

Circle one

1. My child knows all of their letters and the sounds the letters make.
   a. Agree     b. Disagree     c. Not Sure


2. My child can sound out words.
   a. Agree     b. Disagree     c. Not Sure


3. My child knows common sight words?
   a. Agree     b. Disagree     c. Not Sure


4. We often read to our child at home.
   a. Agree     b. Disagree     c. Not Sure


5. After reading a story my child is able to answer basic comprehension questions.
   a. Agree     b. Disagree     c. Not Sure


6. My child shows an interest in books?
   a. Agree     b. Disagree     c. Not Sure
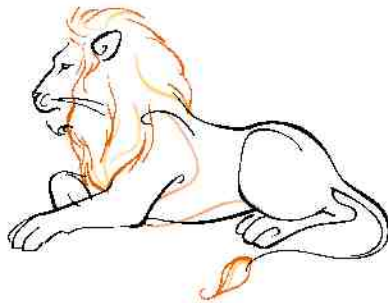
# **Teacher Survey**

i.  Circle one

1.  My student knows all of their letters and the sounds the letters make.
    a.  Agree     b. Disagree     c. Not Sure


2.  My student can sound out words.
    a.  Agree     b. Disagree     c. Not Sure


3.  My student knows common sight words.
    a.  Agree     b. Disagree     c. Not Sure


4.  My student is able to answer basic comprehension questions.
    a.  Agree     b. Disagree     c. Not Sure


5.  My student struggles with attention.
    a.  Agree     b. Disagree     c. Not Sure

# CHECKLIST OF TEACHING BEHAVIORS

| Learning Goal: | Learning Application including: | Grouping Options: |
|---|---|---|
| _____ At Grade Level | ____Hands-on Activities | ____Whole Class |
| _____Instructional Objective Posted. | ____Meaningful | _____Small Groups |
| _____ Standard Posted | ____ Linked to Objectives | _____Partners |
| _____ Students Aware of Goal | _____ Engaging Related Activities | _____Independent |
| _____ Shows High expectations | | |
| **Scaffolded Learning with Use of:** | **Variety of Learning Strategies Used:** | **Type of Assessment:** |
| ____ Anticipatory Set/Prior Knowledge evident | _____Integrating the Processes | _____Individual |
| _____Modeling | _____Reading | _____Group |
| _____Guided Practice | _____Writing/Notetaking | _____Written |
| _____Independent Practice | _____Speaking | _____Oral |
| _____Checking for Understanding | _____Listening | _____Physical Response |
| _____Academic Vocabulary | _____Total Physical Response | _____Activity |
| _____Homework Related to Learning | _____Graphic Organizers | _____ Computer Assisted/Clickers |
| _____ Scaffolding & Frames | _____Actively Engaged | _____ Plan Evident for Data gathered |
| **Behavior Management:** | **Questioning:** | **Environment:** |
| _____Rules Posted | _____Higher Level | _____Goals Posted |
| _____System is easy for T/St. | _____ Variety | _____Teacher is easily seen |
| _____Positive | _____Immediate Feedback | _____Board and content  easy to see |
| _____ Teacher is Calm & Courteous | _____ Useful Feedback | _____High Expectations evident |
| _____ Useful behavioral feedback | _____ Wait Time Evident | _____ Warm accepting environment |