

Four Corners Regional Education Cooperative #1

Proposal for the

Six Components Reading Approach (SCRA)

A model for high-dosage tutoring and teacher professional learning

(Option VIII: Offeror Recommended Program)

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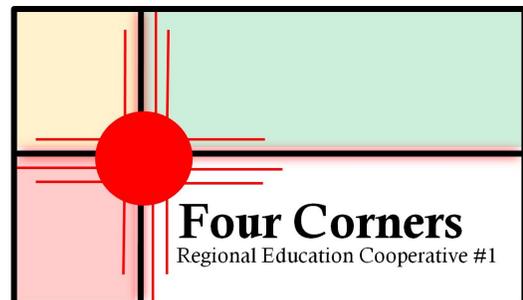


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I. OFFER INTRODUCTION: OVERVIEW OF THE PROPOSED SCRA PROGRAM.

Four Corners Regional Education Cooperative #1 (REC-1) submits this proposal to provide a highly effective, well-researched reading intervention program: *Six Components Reading Approach* (SCRA). REC-1 submits this “Offeror Recommended Model”, program type VIII, for consideration as a high-dose reading tutoring model to support accelerated reading growth among K–12 students and as a professional learning model to improve teachers’ ability to provide reading instruction at the classroom level.

SCRA is directly based on a prior federally funded reading intervention program that served nearly 13,000 New Mexico students in 45 districts over 4.5 years. More than 1,600 New Mexico educators participated in the intervention program as trained reading tutors. Results are detailed later in the proposal, with supporting resources, documentation, and evidence in the appendices.

In the prior program, as in SCRA, students received small-group reading tutoring weekly over the course of a semester. Based on pre and post assessments, students K–8 made greater than a full-year’s growth in reading in less than one semester, and students in grades 9–12 achieved greater than 3 year’s growth during the same period.

Similarly, teachers received regular training, coaching, and feedback to assist in providing reading instruction. Based on an analysis of PARCC reading assessment results, non-tutored students in tutors’ classrooms outperformed their peers in non-tutors’ classrooms, demonstrating the professional learning benefit gained by the participating teachers.

SCRA will implement an enhanced version of the prior program. SCRA will employ a school cohort model to allow for greater teacher support, a strengthened team approach, and expanded professional learning opportunities. The designer and director of the prior program, now the REC-1 executive director, will be the SCRA director, primary trainer, and quality control lead. Furthermore, trained and experienced regional personnel from the prior project are ready to provide coordinating and coaching services through SCRA.

With the same team in place, the same New Mexico student and teacher population, and the same proven approach to reading intervention, SCRA will offer students the opportunity to make strong, accelerated gains in reading while offering teachers professional learning experiences to improve their instructional capacity at the classroom level.

a. Years of experience on similar projects

This program was implemented for 4.5 years throughout New Mexico and surrounding regions from spring 2015 through fall 2019 through the federally funded *Innovative Approaches to Literacy* projects BCSCR and CL-Plus. The intervention program was developed to specifically and systematically implement the findings of the National Reading Panel, in which effective strategies and delivery were identified to address six reading components: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language development.

In those projects, teachers, education assistants, and others received training and professional learning each semester on the six reading components, effective strategies, instructional planning, and program logistics. They also received as-needed individual and school cohort training, plus monthly reviews, feedback, and guidance on their instructional delivery. The trained and supported teachers delivered small-group reading instruction to groups of 3 to 4 students twice weekly, for about 2 hours per week. Results were analyzed on an on-going basis to provide meaningful feedback to tutors, and parents received regular updates on their children’s

activities and progress. As noted, students made progress exceeding a full year's growth in less than a semester's time, and even non-tutored students demonstrated increased growth due to teachers' expanded knowledge of reading instruction. SCRA will implement the same approach, plus enhanced teacher coaching and mentoring services by project staff.

b. Specific prior implementation sites

The SCRA model has been implemented in the following **45 NM school districts**: Animas, Bloomfield, Capitan, Carrizozo, Central, Cloudcroft, Clovis, Cobre, Cuba, Deming, Dulce, Espanola, Estancia, Farmington, Floyd, Ft. Sumner, Gallup-McKinley, Grady, Hatch Valley, Hondo Valley, Jemez Mtn., Las Cruces, Logan, Lordsburg, Magdalena, Mountainair, Pecos, Portales, Quemado, Questa, Raton, Reserve, Roswell, Ruidoso, San Jon, Santa Rosa, Silver City, Socorro, Springer, Taos, Texico, Truth or Consequences, Tularosa, Vaughn, and Wagon Mound.

The program was also implemented in regions bordering New Mexico, including 30 school districts in eastern Arizona, 15 districts in southern Colorado, and Texas school districts in the El Paso region.

c. Applicable offeror expertise

The SCRA director will be REC-1 Executive Director David Bowman, MA, EMBA. Bowman designed and directed the federal reading intervention program, provided teacher and staff training models, developed the instructional and professional learning resources, and analyzed student results and tutor instruction. He holds a level III-a and III-b license, as well as a reading endorsement (score: 292/300 on the NMTA-reading assessment).

Core staff assigned to the project will be former regional literacy coordinators from the federal projects. They are experienced in providing training and coaching, as well as assisting schools to coordinate the project. They are fully trained through their 4.5 years of regional coordination, and already have strong relationships with regional school leaders and former teacher tutors.

Supporting REC-1 staff are school business and financial officials well versed in necessary processes and procedures for implementing and managing state funds.

II. LETTERS OF SUPPORT

See the appendices for letters of support from the following NM school districts:

- Superintendent of Portales Municipal School District
- Superintendent of Quemado Independent School District
- Superintendent of Raton Public School District
- Superintendent of Socorro Consolidated School District
- Superintendent of Taos Municipal School District

III. TEAM MEMBERS

Core team members include the REC-1 executive director, administrative staff, and financial management staff.

As noted previously, the SCRA director will be REC-1 Executive Director David Bowman, with credentials described above. See attached resume.

The number of supporting team members assigned to the project will be determined based on the number of participating school cohorts to ensure sufficient capacity, as follows.

- One regional coordinator / trainer / coach per 10 participating schools
- One additional quality control instructional reviewer per 20 participating schools
- One additional administrative support person per 30 participating schools

By using a distributed leadership model with a flexible personnel structure tied to the number of schools, the project ensures that schools and teachers have the support necessary to manage the program, learn and implement the instructional strategies, and receive just-in-time support.

The regional coordinators anticipated to serve this project all have a minimum of 4 years of experience providing this service through the prior funded projects, including providing the literacy training, coordinating service delivery, coaching tutors to provide reading instruction, and collaborating with schools and districts on program set-up and management. They each have demonstrated success with implementing reading programs, coordinating teams of tutors, communicating with parents regarding student services, and maintaining quality control for tutors' instructional activities.

If additional coordinators are required, they will possess a minimum of master's degree in an education field, at least 5 years of program management, 10+ years of teaching / education administration experience, 5+ years of providing professional development and training.

a. Name and resume of project lead

David Bowman, Executive Director, Four Corners Regional Education Cooperative #1. See appendices for resume

b. Resumes of additional team members

Resumes of regional coaches will be available as they are brought on board based on the number of participating schools. While not directly a team member, the evaluator's resume is included.

IV. PROJECT DESCRIPTION

a. Project option

Option VIII: Offeror Recommended Program

b. Objectives for professional learning

(Note: "teachers" refers to the educators providing small-group reading intervention, i.e., tutors.)

1. Teachers will learn the definitions and details of the six reading components according to the National Reading Panel (i.e., oral language development, phonemic awareness, phonics, fluency, vocabulary, and comprehension).
2. Teachers will learn to recognize effective strategies that address the six reading components.
3. Teachers will be able to apply and modify strategies as appropriate to individual learners.
4. Teachers will learn to use data, both qualitative and quantitative, to identify students' reading abilities per reading component and next steps for learning.
5. Teachers will learn to integrate the reading components into comprehensive activities.
6. Teachers will learn to identify and use instructional materials and resources that align with students' unique cultural and linguistic identities.
7. Teachers will learn to transfer their professional learning and experiences providing small-group instruction to the classroom.
8. Teachers will learn to adapt principles and practices of effective reading instruction across content areas.

a. Participants and duration of the project

Participants receiving professional learning, coaching, etc. and deepening their new learning through intensive small-group reading intervention as a practicum experience will be K–12 teachers and education assistants. (Note, in the prior projects upon which SCRA is based, education assistants typically produced equal or better results in terms of student progress than classroom teachers during the first year of participation.)

The project takes place over two semesters annually. Each semester, participating educators will receive 12–14 hours of direct professional learning opportunities and either 24 or 32 hours of practicum experience through the small-group intervention sessions. By using a per-semester program design, new educators are able to join the school cohort during the second semester if needed or interested.

- **Targeted role groups:**

Classroom teachers and education assistants, K–12.

- **Vertical or horizontal support project**

Vertical at the elementary level: intervention services will be offered to students across grade levels, and tutors from multiple grade levels will work collaboratively to gain new understandings and implement the reading interventions. Horizontal at the middle and high school levels: while intervention services will be offered to all students, tutors will collaborate across content areas to apply the professional learning to their content areas.

- **Cohort type**

Individual schools. Each school will develop a cohort of educators who will participate together and receive individualized support from the regional coaches.

b. Complete scope of work

- **Specifics regarding targeting the following as appropriate**

- acceleration

SCRA provides K–12 students the opportunity to make accelerated growth in reading skills through twice-weekly reading tutoring.

Based on i-Ready results for more than 10,000 New Mexico students tutored in this model, 100% of kinder students attained grade-level proficiency, students in grades 1–6 averaged greater than a full year’s growth in 24 hours of tutoring, and students in grades 7–12 averaged greater than 3 years’ growth in 32 hours of tutoring. (See the appendices for grade-level detail.)

To determine accelerated growth, average fall pre-test results for students in one grade can be compared to average fall pre-test results for students in the following grade to approximate grade level increases in reading the target population make over the course of year. The result is the “natural” growth without tutoring intervention, with about half of that growth per semester. Then, the total growth during the 1-semester tutoring period can be compared to expected “natural” growth during the same time period to determine whether students made more growth during the tutoring period than expected without tutoring. This is where the student results are very exciting, as seen in the following table.

student grade	total grade-level increase in reading skills	natural growth (est. grade levels per semester)	effect of tutoring (total - natural)
K	0.6	0.1	0.5
1	0.9	0.3	0.6
2	0.9	0.3	0.6
3	1.1	0.3	0.7
4	1.0	0.3	0.6
5	1.1	0.2	0.9
6	1.1	-0.1	1.3
7	2.1	0.6	1.6
8	1.6	0.3	1.2

Overall, students made better than a year's growth in less than half a year, allowing them to catch up to grade-level expectations. At each grade level, not only did students make greater than expected growth, i.e., accelerated growth, but also, as seen above, the tutoring provided greater benefit to growth than the classroom instruction. See the appendices for additional information.

- MLSS

SCRA addresses the core elements of the NM PED MLSS system. First, evidence indicates that participating teachers improve their ability to provide general reading instruction in the classroom (level I: universal interventions). Based on PARCC reading assessment data, non-tutored students in tutors' classrooms average higher reading achievement than peers in non-tutor classrooms. See the appendices for more information and evidence about this effect.

Second, during tutoring training and practice (i.e., professional learning practicum for teachers, reading intervention for students), teachers learn specific strategies and have the opportunity to design and practice specific activities that can be used within small group instruction within classrooms (level II: targeted interventions).

Third, teachers offer high-dose tutoring to students who are performing behind grade-level expectations in reading (level III: intensive interventions). Given that the instructional approach integrates all six reading components, students are provided the opportunity to acquire missing skills and concepts, the absence of which is prohibiting their growth in reading achievement. Data indicate that elementary level students who receive tutoring in each component regularly make about a 0.4 grade-level gains greater than students who don't receive instruction in all components. At the secondary level, where phonemic awareness, phonics, and oral language skills are not typically being taught, the difference is about 0.9 grade levels.

- high-dosage tutoring support

The basis of SCRA, not only as a student intervention model but also as a vehicle for teacher professional learning, is the high-dose tutoring in reading. Students K–5 receive 24 hours of tutoring per semester; students 6–12 receive up to 32 hours of tutoring per semester. Students will be assigned to groups of 3 or 4 students, which research and practice both indicate is the most effective group size for reading instruction, inasmuch as it allows the use of instructional

strategies with the greatest effect sizes, e.g., discussion, collaborative development of graphic organizers.

(Student achievement data mapped to hours of intervention clearly indicate that K–5 students on average reach a “plateau” in growth at 24 hours and need time to internalize their growth before continuing progress. The same effect was not observed for older students, with growth continuing to 32 hours. For older students, the limit on the number of hours per semester is determined by the number of hours possible given a twice-weekly, 2 hours weekly schedule.

The instruction addresses every reading component every week. Instruction is guided by qualitative and quantitative assessment data that indicate skills within the reading components, such that teachers are able to focus on “next steps” for learning. This “next step” learning process ensures that students do not have conceptual gaps in their learning progress and are able to attain new skills based on the foundation of current skills—i.e., within their zones of proximal development where new learning is possible.

The tutoring cycle will begin and end with pretest and posttest using i-Ready reading diagnostic assessment from Curriculum Associates, which will help teachers gain an initial understanding of students’ reading achievement, as well as provide growth information for reflection, further planning, and program evaluation. For those schools already using the i-Ready reading diagnostic assessment, the program will use the existing beginning-of-year and middle-of-year data or middle-of-year and end-of-year data for program outcomes. Licenses will be purchased for those schools not already using this diagnostic assessment.

Furthermore, teachers receive professional development and training on

- each reading component, skills and sub-skills, and progress through the skills from foundational to complex;
- strategies identified by the National Reading Panel and strategies with large effect sizes as indicated by the What Works Clearinghouse;
- methods for planning activities that integrate the various reading components; and
- selecting and using appropriate instructional resources that meet students’ learning needs and interests.

See the appendices for sample guidance on instructional strategies and instructional activities.

As demonstrated throughout this proposal, with further evidence in the appendices, the SCRA approach is a powerful model for helping struggling students make large gains in reading. The model was designed to apply the research findings of the National Reading Panel: They did the research, and we built a program to implement their findings. It worked.

- related integrated specialist topics

Coaching is the key to transferring professional learning experiences to small-group tutoring sessions, and then transferring learning gained through the tutoring sessions to the classroom. On-going coaching has a stronger effect size than any other model of professional learning, meaning it results in deeper learning and fuller implementation. On-going coaching, as provided to the tutors by regional coaches, ensures deep understanding of the targeted areas and concepts: understanding the reading components and how students learn them, learning to design instruction that meets students needs, and learning to apply that knowledge and experiences to the classroom level.

Teachers will receive initial training, which is reinforced and expanded through twice-monthly coaching sessions for each school cohort. The collaborative nature of the school cohorts also applies the effective learning principles of study, discussion, critical thinking, and exploration of diverse viewpoints. In this way, SCRA follows the principles of professional learning espoused by the NM PED, in alignment with current research on professional learning and application.

Monthly, teachers' instructional plans undergo quality control checks to determine the extent to which teachers are integrating the reading components in their tutoring sessions, again with follow-up by regional coaches and cohort-level discussion.

- **NM context (any PED documents, guidance used in conjunction)**

As seen, SCRA closely aligns with critical NM PED guidance documents, as follows.

MLSS Guidance Document: SCRA supports various levels of intervention for students, ranging from improving general instruction at the classroom level (level I), to helping teachers design and improve small-group intervention within the classroom setting (level II), and providing intensive interventions through tutoring sessions (level III). The SCRA model, based on the prior federal reading intervention programs, has been shown to accomplish all three levels. With the ongoing progress monitoring and responsive instruction, the program model is able to meet students' learning needs. Furthermore, the small-group setting of 3 or 4 students creates a safe, collaborative climate for students that promotes a willingness to attempt new skills, take risks, and, subsequently, learn to read well. The environment also enables the application of high-effect-size instructional strategies, e.g., discussion.

New Mexico Statewide Literacy Framework: SCRA aligns closely with the Framework approach to reading instruction. Each element of structured literacy is addressed: Phonology through the focus on phonemic awareness, phonological development, and oral language development; Sound-symbol association through the focus on phonics in conjunction with vocabulary development; Syllable instruction through the focus on oral language development, phonemic awareness, fluency, and vocabulary development; Morphology through the focus on oral language development and vocabulary development; Syntax through the focus on oral language development and comprehension; and Semantics through the focus on oral language development and comprehension. The appendices contain an overview of the various reading components and how they can be effectively integrated for comprehensive reading instruction.

SCRA further aligns with the instructional principles espoused by the Framework. Systematic and Cumulative: Teachers are assisted in developing lessons that follow a progression of skills and concepts according to neurological development stages and attention to zones of proximal development. Additionally, professional learning focuses on considering students' capacity to grasp new concepts (example: focus on 1 or 2 phonemes at a time in the study of phonemic awareness and phonics); Explicit instruction, which aligns with the National Reading Panel's determination that instruction in phonics, phonemic awareness, and vocabulary must include planned and systematic direct instruction; Diagnostic, in that instruction is guided initially by the reading pre-test and existing qualitative and quantitative data sources, then guided by on-going assessment of students' growth, with a focus on automaticity as an indicator of readiness for progression; Multisensory/Multimodal: espoused strategies, gleaned from the National Reading Panel findings in conjunction with strategies noted by the What Works Clearing House as having large effect sizes, lend themselves to application through a wide variety of activities, visual representations, graphical displays, and tactile expressions. Note that each of the reading

components addressed by the Framework is a core area of instruction in SCRA, with the addition of oral language development to provide a corresponding foundation for other components, given the crossover skills. The appendices contain samples of these strategies and corresponding activities following these principles.

The real evidence of effectiveness, however, is not the design or the plan. It is the data reflecting student achievement. Two independent data sources demonstrate the effectiveness.

First, pre- and post-test results using the Curriculum Associates i-Ready assessment demonstrate large gains over a relatively short period, such that students in the target population make stronger gains as a result of tutoring than they make as a result of classroom instruction. These results speak to the efficacy of the SCRA model to improve reading by students receiving tutoring. See the appendices for specific findings regarding student growth in reading.

Second, an analysis of state PARCC results for non-tutored students in tutors' and non-tutors' classrooms demonstrate that students in tutors' classrooms outperform their peers in non-tutors' classrooms. This result speaks to the efficacy of the model to improve teachers' instructional practices leading to improvements at the classroom level. In a study of third grade students' PARCC results in 4 districts, students in tutors' classrooms attained, on average, a higher PARCC reading level, with a range of 0.34 to 0.66 levels difference, depending on the district size. See the research report "An After School Tutoring Program as a Professional Development Model" in the appendices for a full discussion of this effect.

- **Principles of professional development**

SCRA follows three essential principles of professional development: (1) an integrated, ongoing system of feedback and coaching provided by regional reading instruction coaches, (2) collaboration through professional learning communities, as established by the school cohorts of tutors and facilitated by the regional coaches, and (3) practical experiences for testing, practicing, and refining implementation of new concepts and skills, as provide through the tutoring component. Each of these program components are supported by myriad research studies into professional learning. The evidence of effectiveness is reflected in the student achievement results for students who receive tutoring, and other students for whom the tutors provide instruction. The SCRA professional development model has resulted in improved student achievement, demonstrating that the professional development was effective.

The overall cycle for professional learning, combining the professional development, coaching, and practicum is as follows:

- **Learning:** Tutors receive initial training on the reading components and research-based instructional strategies.
- **Implementing:** Tutors have the opportunity to practice using the strategies and designing instruction to address all reading components (practicum experience).
- **Reflecting:** Tutors meet as school cohorts with the regional coach to discuss their instruction, results from the instructional review, outcomes, and perceived barriers to instruction and student achievement growth, and to receive follow-up guidance; per semester, tutors and the coach reflect on the instructional program and factors contributing to student achievement growth as indicated in the pre/post-assessment data.
- **Re-applying:** Tutors continue providing instruction, refined and modified as appropriate based on student outcomes, instructional review, and reflective coaching sessions.

The attached report “An After School Tutoring Program as a Professional Development Model” explores the effects of the SCRA professional development model on classroom instruction and presents findings that demonstrate how the program approach increases not only perceived benefits of the professional development but also the cross-over effect from the tutoring environment to the classroom environment.

- **Research base to support project content**

- summary description of each resource, demonstrate alignment to background

The primary sources of research to support SCRA are the National Reading Panel and Reports of the Sub-groups and the What Works Clearinghouse reports of intervention and instructional strategies’ effect sizes. Information about what students needs to learn, what to teach, how to teach, and how to create effective learning conditions are gleaned directly from those sources. Indeed, the SCRA program model was created specifically to operationalize their findings. Additional sources helped “flesh out” information about the reading components as well as practices and principles for instruction. As described throughout this proposal and in the appendices, prior results indicate the efficacy of this research-based program.

The full set of supporting research and guidance is quite long (4 pages of citations, URLs, descriptions, and alignment!). Please see the research list in the appendices.

- c. *Annotated schedule of events*

- **List of events and description, method, and time**

Event / Description	Method	Total Hours
Initial set up, student and teacher selection, logistics planning with regional coach and school administrators	In-person or via Canvas	1–3
Initial fall semester professional development	In-person	3
Fall tutoring (student intervention + professional learning practicum), preceded by the pretest and concluded with the posttest	In-person	24–32
Twice-monthly school tutor cohort coaching sessions with regional coordinator: minimum of 6 per semester	In-person or live via Canvas	6–9
End-of-semester review, data and outcome reflection, professional learning progress, setting stage for semester 2	In-person or live via Canvas	2
Initial spring semester professional development: follow-up, next steps, and deeper examination of reading components and instruction	In-person	3
Spring tutoring (student intervention + professional learning practicum)	In-person	24–32
Twice-monthly school tutor cohort coaching sessions with regional coordinator: minimum of 6 per semester	In-person or live via Canvas	6–9
End-of-semester review, data and outcome reflection, professional learning progress, lessons learned	In-person or live via Canvass	2

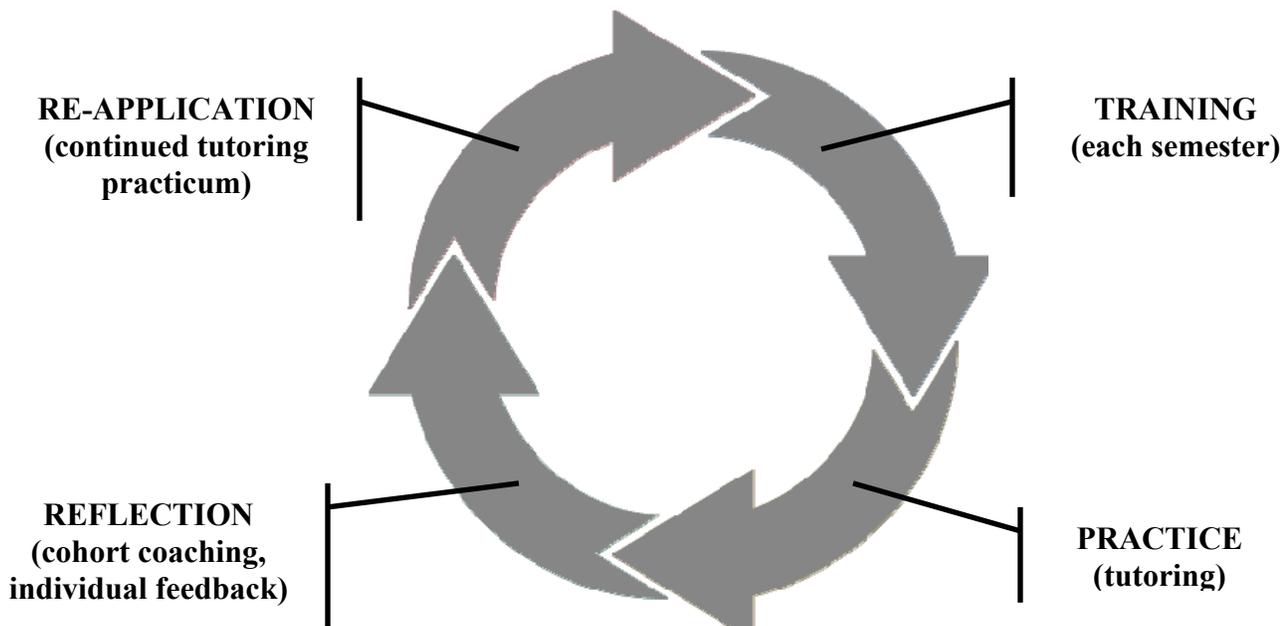
- **Other important information**

- how project supports individual and collaborative growth, including cycle of learning

Individual growth: Teachers have the opportunity to practice new understandings through the intervention sessions (i.e., tutoring sessions), review and reflect on those practices, and then share their lessons learned and emerging understandings within their professional cohort, which helps to strengthen and deepen their own knowledge. Furthermore, teachers receive feedback on their instruction from the coaches and instructional quality control team.

Collaborative growth: In the same way that students strengthen their individual reading comprehension skills through collaboration with peers, by sharing ideas, providing perspectives, incorporating prior knowledge, and offering reflections on others' ideas, the teachers will engage in collaborative professional learning through their school cohorts. Not only do they improve their own understanding and skills but also they contribute to the learning of their colleagues.

The learning process is simple: focused professional learning, followed by a practicum experience supported by on-going cohort coaching sessions and individualized feedback, plus reflection, review, and goal setting. By combining individual and collaborative growth, coaching, and practice, SCRA follows a learning cycle of



- What individuals will learn and apply in practice
1. Teachers will learn the definitions of the six reading components according to the National Reading Panel (i.e., oral language development, phonemic awareness, phonics, fluency, vocabulary, and comprehension).
 2. Teachers will learn to recognize effective strategies that address the six reading components.
 3. Teachers will be able to apply and modify strategies as appropriate to individual learners within their small-group reading intervention groups (i.e., tutoring groups).
 4. Teachers will learn to use data, both qualitative and quantitative, to identify students' reading abilities per reading component and next steps for learning.
 5. Teachers will learn to integrate the reading components into comprehensive instructional

activities.

6. Teachers will learn to identify and use instructional materials and resources that align with students' unique cultural and linguistic identities.
7. Teachers will learn to transfer their professional learning and experiences providing small-group instruction to the classroom.
8. Teachers will learn to adapt principles and practices of effective reading instruction across content areas.
 - what collaborative groups will learn and apply in practice

Through the semi-monthly cohort coaching sessions, group members will strengthen their ability to examine students' progress data and to identify barriers to progress. Additionally, they will have the opportunity to reflect on each others' practices and to help identify strategies and develop instructional activities that support the cohort members' challenges. Through their coaching discussions during the cohort collaborative meetings, cohort members can collectively strengthen members' understanding, capacity, and instructional practices.

Teachers were surveyed regarding perceived improvements to their instructional practices as a result of being involved in this intervention model. Based on results from more than 400 tutors,

- 93.2% indicated moderate or greater improvements to understanding of reading skills,
- 93.4% indicated moderate or greater improvements to reading instructional practices, and
- 95.2% indicated moderate or greater improvements to their overall teaching ability.

To triangulate these findings, administrators were surveyed on their perceptions of the participating teachers according to their observations. Based on the results from more than 70 school administrators,

- 74.6% indicated observed moderate or greater improvements to teachers' understanding of reading skills
- 71.0 indicated observed moderate or greater improvements to teachers' reading instruction, and
- 74.6% indicated observed moderate or greater improvements to teachers' overall efficacy.

Because self-perception and observation are inherently subjective, PARCC data were used as an independent measure determine to what extent, if any, participation resulted in improved learning at the classroom level and whether or not teachers' and administrators' perceptions were matched with student assessment data. In the following section, the direct classroom effect of improved teacher knowledge, skills, and efficacy will be discussed.

d. Why project is important at classroom level for students

Within the intervention / tutoring sessions, struggling students made gains far greater than otherwise expected, with approximately a full-year's growth *per semester*, which helps them make up for learning deficiencies and get on track for grade-level performance. Based on pre-test results, students entered the intervention services performing significantly behind grade-level expectations. They made large gains that allowed them to address deficiencies in their reading skills and set on a path to achieve or exceed grade-level expectations. By grade, students had the following pretest and posttest grade-level equivalencies for reading skills.

grade	average pretest reading grade-level equivalency and (reading gap)	average posttest reading grade-level equivalency	average grade-level gain in reading proficiency
k	-0.3 (0.3)	0.4	0.7
1	0.1 (0.9)	1.0	0.9
2	0.8 (1.2)	1.7	0.9
3	1.5 (1.5)	2.6	1.1
4	2.2 (1.8)	3.1	1.0
5	2.7 (2.3)	3.8	1.1
6	3.1 (2.9)	4.2	1.1
7	3.0 (4)	5.2	2.1
8	3.9 (4.1)	5.4	1.6
9	4.4 (4.6)	7.5	3.1
10	4.7 (5.3)	7.8	3.1
11	4.8 (6.2)	8.7	3.9
12	4.8 (7.2)	9.3	4.5

Note that from the 2nd grade on, students were, on average, more than a full grade level behind in their reading proficiency: more than 2 grade levels behind in upper elementary, more than 3 grade levels behind in middle school, and more than 4 grade levels behind in high school! These were enormous reading gaps to overcome. Indeed, students fell further and further behind in reading achievement, with grade-level achievement flattening out by the high school level. With the large gains produced through the tutoring intervention, students were able to address significant deficiencies in their foundational skills and resume progress towards grade-level proficiency expectations.

The evidence clearly indicates that the SCRA model provides benefits to students not otherwise available at the classroom level. Simply, through both the intervention activities and the improved instructional practices of the teacher at the classroom level, data for more than 10,000 students and comparative PARCC assessment data shows that the SCRA model can improve learning for all students, whether or not they directly participate in the reading intervention program.

To analyze the transference of teachers' professional learning to the classroom level, data from non-tutored 3rd grade students were analyzed and compared for tutors' and non-tutors' classrooms to determine any differences. Tutored students were removed from the data so that only the teachers' classroom instruction would be assessed, not the effect of receiving tutoring. PARCC data from two small, one medium, and one large district were analyzed. In each district, students in participating teachers' classrooms outperformed students in non-tutors' classrooms.

In this analysis, "intervention" students were non-tutored students in tutors' classrooms, and "control" students were non-tutored students in non-tutors' classrooms. Specific results follow.

District	Total N	Intervention N (%)	Control N	Average Level, intervention	Average level control	Performance level difference
A	74	37 (50%)	37 (50%)	2.57	1.92	+0.65
B	89	38 (43%)	51 (57%)	3.39	2.73	+0.67
C	194	113 (58%)	81 (42%)	2.34	1.83	+0.51
D*	1150	269 (23%)	881 (77%)	2.88	2.54	+0.34

* Unlike districts A, B, and C, in which intervention students were compared only to control students in the same participating schools, in this large district, intervention students' results were compared to results for all 3rd-grade students in the district, including students from higher-performing schools that did utilize the program. Even so, the intervention students still achieved higher average PARCC performance levels.

To ensure that the ELA results reflected different student populations, rather than random error, p values were calculated by district, with resulting values ranging from 0.002 to 0.033, with an alpha of 0.05. These values indicate that students in tutors and non-tutors classrooms represented significantly different populations and, by extension, their results were significantly different.

The conclusion of this study was that the SCRA model was an effective professional learning model that improved results at the classroom level. Not only did tutored students benefit, all students in teachers' classrooms benefited. See the appendices for the research analysis report, as well as additional findings from student achievement data.

e. How articulation between educators will be impacted and sustained after the project

• **Tangible deliverables for participants at end of project**

In addition to the new learning, skills, and capacity resulting from participation, participating teachers will have the following resources available during and following the project:

- videos about each reading component and effective instruction (example: https://www.youtube.com/watch?v=V65u4x_ugjo),
- videos about instructional design and integrating the components,
- various guides for designing effective reading instruction,
- tutoring / intervention guides for conducting the intervention program,
- sample replicable resources to accompany effective activities, and
- custom-built tools for automating analysis of student assessment data.

• **Tangible deliverables for the PED at end of project**

As most of the resources for teachers will be available in electronic format, delivered through Canvas, the PED will have access to the following resources for distribution or internal use at the end of the project.

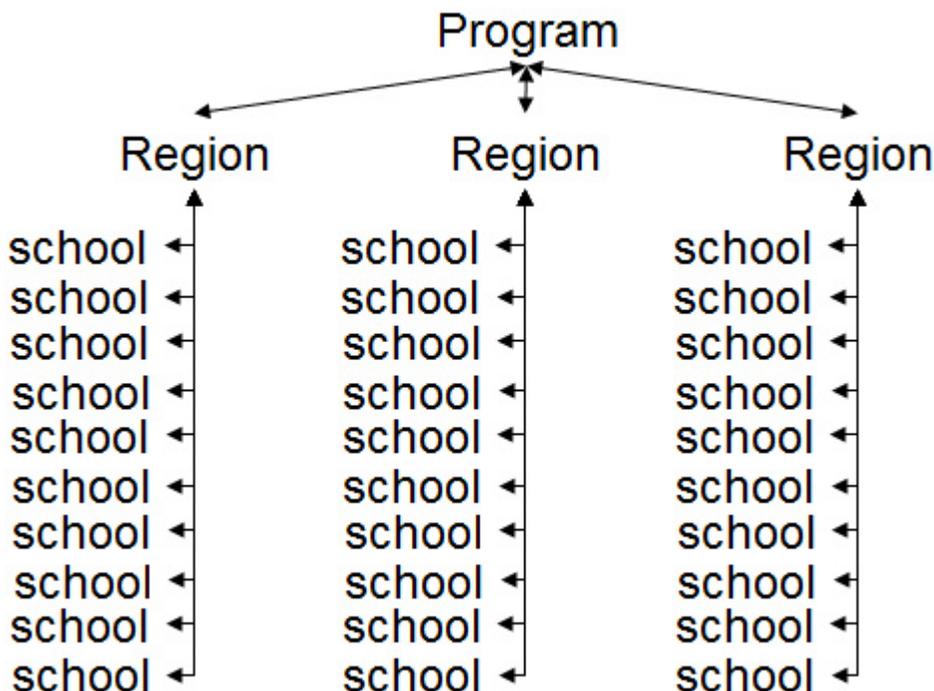
- videos about each reading component and effective instruction,
- videos about instructional design and integrating the components,
- videos of initial semester training sessions, which can be used broadly by non-participating schools and others,
- various guides for designing effective reading instruction, and
- tutoring / intervention guides for conducting the intervention program.

V. CANVAS USE

a. How Canvas will be integrated for content delivery

The SCRA program will use Canvas in a variety of ways to implement the program and maximize participants’ engagement in the professional learning. Specific strategies for using Canvas include the following.

1. All resource materials, training materials, and instructional videos will be posted to Canvas for access by all participants.
2. Program staff and regional coaches will use Canvas for on-going communications with participants, program updates, announcements, and resource delivery (top-down communication).
3. Participants will use Canvas to deliver implementation information, instructional reports, student data, tutoring reports, and other documents to the regional coaches, which can then be communicated to program leadership if necessary (bottom-up communication).
4. Canvas set-up will follow an operational hierarchy that provides efficient communications, with a central “classroom” for the program accessible to program staff and regional coaches, regional courses set up for coaches to communicate with all participants in their regions, and specific channels set up for each participating school for coach-to-school cohort communications.



5. Through Canvas, SCRA will develop regional discussion boards for continued conversations, information sharing, and participant support, as well as discussion threads for participating teachers to share their strategies and activities, lessons learned, and other information for use by colleagues.
6. Coaches will use Canvas to hold “office hours” with participants outside of the coaching sessions, used for trouble-shooting, problem solving, discussion of school specific issues, etc.
7. Up to 1/2 of coaching sessions may occur via streaming discussions on Canvas, recorded and archived.

VI. BREAKOUT SESSIONS

a. Potential breakout session descriptions

REC-1 staff, in collaboration with the regional coaches, is prepared to offer the following breakout sessions.

Draft Title	Brief Description
What Happens When You Teach All 6 Reading Components	A look at the data, highlighting the importance of teaching all six reading components at all grade levels, plus an overview of each component and how they are taught.
The Oral Language–Reading Connection	Why oral language is a foundation to reading comprehension, and how it contributes to reading proficiency.
Planning for Integrated Reading Instruction	How the various reading components naturally fit together to support reading achievement, and how to design lessons that integrate multiple components into single activities.
The Early Skills: Oral Language, Phonemic Awareness, and Phonics	The core principles of the three reading components, the natural progression in skills, and how they can advance to more complex skills; plus proven strategies for instruction in the three components.
Fluency for Strong Readers	The core principles of fluency, the connection to vocabulary, phonics, and comprehension (providing clarity to the most misunderstood reading component)
Design and Implementation of Reading Intervention Services	The research into reading interventions, and a successful model for putting research into practice.
Building Comprehension Skills	A close look at what comprehension instruction can and should achieve, plus effective strategies for helping students attain true comprehension.
Value of Student-driven Reading Selections	Selecting reading materials that provide students with a purpose for the hard work of learning to read, why it’s important, and how it encourages reading behaviors and growth in reading skills.
Vocabulary Development Is a Process	Vocabulary development is not just learning words but learning how to learn words. Common strategies are examined and research- and evidence-based activities

presented and practiced by session participants.

These sessions represent a sampling of topics for breakout sessions. Other sessions topics will be available and can be developed as needed or as requested.

b. Vision for keynote address

The critical importance of teaching all six reading components: A close look at the research and the evidence that demonstrate the value of creating a reading program integrating all six reading components. What happens when all areas are addressed versus incomplete programs, and an examination of the effects of program fidelity. May include guidance for developing new programs or selecting commercially available programs.

VII. LOGISTICS

a. Scheduling of events, strategy for registration, communicating calendar, etc.

Regional coaches will collaborate with school administrators for scheduling an on-site introduction to the program during an after-hours meeting, at which time teachers may indicate their interest in participating. The administrators will determine the specific teachers, or others, who will participate in the training, coaching sessions, and tutoring component.

Once participants are selected, the coach and administrators will collaborate on the semester schedule for the introductory training, coaching sessions, and structure for the intervention / tutoring sessions, given the program parameters of twice-weekly tutoring sessions and twice-monthly coaching sessions. The administrators will be key to the schedule of participants' events, with the regional coaches ensuring implementation fidelity. Schedules will be communicated through Canvas communication tools on a school-by-school basis.

All participating teachers will register through the REC-1 registration system so their contact, position, and other information will be accessible to the coaches and staff. Participant information will be loaded into a custom-build database accessible via Canvas to coaches.

Coaches will also be responsible for setting up diagnostic assessment accounts and for use with students, as appropriate.

b. Quarterly reporting

The nature of the reporting will be determined by the time frame within the school year. Several items, such as budget expenditures, will be addressed in all reports.

Each year, the first quarter report will focus on implementation details (e.g., when, who, how often, how many, what types of participants), plus pre-test results by school (with appropriate safeguards for student privacy).

The second quarter report will present growth data for students, participation records for teachers and students, and analysis of student reading assessment results by a variety of factors (e.g., results based on hours attended, growth by grade). Second quarter results will also present enrollment information and teacher participation expectations for the subsequent semester.

The third quarter report will present information similar to the first quarter report.

The 4th quarter results will be similar to the second quarter report. However, findings will be more comprehensive given that they enable reporting on changes in teachers' outcomes from first to second semester and information gleaned from teachers about transference of concepts

and instructional practices from the small group to the full classroom.

Once state assessment data are available, the immediately following and the annual reports will map student changes in state assessment results. Data for non-tutored students in classrooms may also be analyzed and presented.

Other information produced by the evaluation process will be included as appropriate.

c. Collaboration with SWREC and NM PED

REC-1 is committed to collaborating regularly with SWREC and the NM PED on program implementation, statewide needs, and policy changes in program focuses.

REC-1 proposes a mid-semester meeting with SWREC and NM PED, as well as a follow-up discussion after each semester reporting period. These meetings can focus on program implementation, achievement data findings, barriers to teacher participation, and other factors that reflect the nature and outcomes of the program.

d. Communication with LEA/charters/schools, and participants

As noted previously, Canvas will be used to create a communication hierarchy between REC-1 program staff and participating teachers for an efficient system of upward and downward information, messaging consistency, and for ensuring critical information and resources are accessible by participating teachers.

REC-1 staff will manage the majority of district-level communications, with regional coordinators collaborating closely with school administrators. REC-1 will develop a custom communications tracking database to ensure that communications and information are archived, addressed, and maintained as needed.

Furthermore, participating teachers will be required to provide parents with a monthly report on the activities, progress, and next steps for students in the tutoring component. These reports will also be tracked to ensure they are consistent and useful for parents.

e. External evaluation plan

Evaluation will be conducted by John Jarchow, M. Ed, from Oregon, an experienced evaluator of various statewide and school-based programs. See his attached resume.

Program evaluation will triangulate qualitative data from participating teachers and administrators and several independent quantitative data sources. Note that REC-1 has not developed an assessment specifically based on this program. Rather, the program will use data from the i-Ready reading diagnostic assessment (for pre- and posttest growth), existing formative assessments currently in use by districts, and state reading assessment data as three independent measures of effectiveness. In this way, REC-1 can ensure that any findings are comparable to district and state expectations and focus areas, as well as align with state content standards.

The evaluation will include analysis of formative and summative data. Formative data will address participation levels, implementation fidelity, and instructional delivery. These data are collected initially and then updated monthly throughout the program period. They will be used to answer two central questions: Is the program effective at engaging teachers and students? and Have the program components been adequately communicated through training and coaching to help participants implement the program with fidelity? Data sources will be student enrollment information, teacher and student participation records, monthly instructional reports, and

assessment usage reports.

Summative data prepared on an semi-annual basis will address student outcomes in both tutoring and classroom settings, as well as teacher reflection on changes to instructional ability. For students receiving small-group intervention services, the initial data will come from the i-Ready reading diagnostic assessment, which will then be compared per semester to post-test results as an indicator of growth during the intervention period. These data will be mapped to the local formative assessments for determining whether, or to what extent, growth is reflected in local assessments. Prior year data, as available, will be included in the analysis for determining changes to students' growth curves.

Furthermore, using a quasi-experimental study design, with non-tutored students serving as a control group, progress in reading achievement for tutored and non-tutored students will be compared, with standard errors calculated to determine whether they represent two discrete populations based on reading progress.

The summative evaluation processes will also examine the transference of instructional practices from the coaching and tutoring practicum experience to the general classroom. Using state assessment results, once available, assessment results for non-tutored students in tutors' and non-tutors' classrooms will be analyzed for differences and changes in assessed proficiency. Along with this comparison, students' prior year assessment results will be analyzed and manipulated to control for cohort differences and to increase the validity of the comparative results.

Once cohort variations, if any, are resolved, a single-factor ANOVA of student results in both instructional contexts, can determine the significance of difference between outcomes, given the calculation of the t and t-critical values, along with p values, produced by this technique. Analyses will be conducted per school, given sufficient data points, and statewide. Similarly, by conducting a single-factor ANOVA on prior and current year results for student who received tutoring, the program may demonstrate in changing students' achievement outcomes, basically whether they now represent a statistically different population.

Findings from the statistical, quantitative results will be triangulated with data on teachers' perceptions of changes to efficacy, to inform site-based program implementation, deepen teachers' knowledge of effective strategies, and inform ongoing training and coaching regarding the application of instructional practices leading to improved student results. Additionally, school administrators will be surveyed regarding their impressions of program quality and observable improvements in teacher efficacy and knowledge. The central questions to be answered by the summative evaluation are 1) To what degree do teachers understand the reading components and apply effective strategies? and 2) To what degree are changes in instructional practices resulting from participation reflected in student achievement outcomes?

f. Strategy for keeping attendance numbers up

The structure of the program leads to continued participation. Given the school-based nature of the program, students will be unlikely able to withdraw from the intervention services. Similarly, teachers, under the authority of their school administrators, will engage in the services during their contract hours, including participation in the coaching sessions. The single condition affecting continued participation will be a potential drop-off between semesters. However, the services are delivered on a per-semester schedule, such that changes in participation between semesters does not preclude participants from receiving value from the program.

g. Other

Program capacity is not a concern for SCRA. The program operational design includes expanding assigned personnel as additional schools select the program. For every certain number of school sites, an additional regional coach will be on-boarded to work with local teachers. At this point, six former regional coordinators well-versed and experienced with the program model are prepared to step into the program to assist local schools establish their programs, and to provide the training and on-going coaching. Others will be available as needed. Furthermore, through the use of technological tools, Canvas, and custom-built management and data tools, the program is able to serve a very large number of school staffs and their students. In these ways, the program management is already set to scale up as needed, without reducing program quality.

District administrators will sign assurances regarding program deployment at the participating schools. Assurances will address fidelity of program implementation, administrative support for participating teachers and the instruction design, and factors related to student participation in the tutoring component. A draft of the assurances is available in the appendices.

APPENDICES / SUPPORTING DOCUMENTS

The following items are in the appendices, immediately following, in the order listed.

1. SCRA Program Research References
2. Map of prior locations of the SCRA model
3. Results of Tutoring: i-Ready results by grade level, spring 2015–spring 2019
 - Average Pre/Post Reading Levels by Grade
 - Average 1-Semester Gain by Grade Level
4. 1-Semester Growth Tutoring Intervention vs. Classroom Instruction
 - Total Growth (classroom contribution + tutoring contribution)
 - Percentage of Growth from Classroom and Tutoring Contributions
5. PARCC ELA results for students in tutors' and non-tutors' classrooms
6. Report: "An After School Tutoring Program as a Professional Development Model"
7. Instructional guidance for reading tutors
8. Six Components "Cheat Sheet": Instructional Dos and Don'ts
9. Sample tutor training presentation: "Reading Instruction - From Research to Practice"

Appendix One: SCRA Program Research References

Bloom's Taxonomy (n.a.). "Bloom's Taxonomy questions".

<http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>

Supports comprehension instruction, demonstrating the stages of critical thinking necessary to achieve full comprehension; basis for developing instructional activities

Aligns to grade-level ELA content standards by supporting text analysis, comprehension, critical thinking, as well as the NM Literacy Framework reading components and NM Instructional Scope guidance on instructional design.

Brooke, E. (n.a.). "The critical role of oral language in reading instruction and assessment".

Lexia Learning. <https://www.lexialearning.com/resources/white-papers/oral-language>

Guidance on the oral language development component and its connection to reading (component 6). Aligns to grade-level ELA content standards by supporting communication skills, analysis of text, culturally responsive instruction, plus the NM Literacy Framework components regarding reading, listening, speaking, and writing.

Butler, S., Urrutia, K., Buenger, A. et al. (2010). "A review of the current research on vocabulary instruction". National Reading Technical Assistance Center.

<https://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf>

Guidance on effective vocabulary instruction and development. Aligns to grade-level ELA content standards reflecting the development of vocabulary strategies and reading comprehension, and the NM Literacy Framework reading components and instructional approaches and NM Instructional Scope guidance on instructional design.

Butler, S., Urrutia, K., Buenger, A., & Hunt, M. (2010). "A review of the current research on comprehension instruction". National Reading Technical Assistance Center.

<https://www2.ed.gov/programs/readingfirst/support/compfinal.pdf>

Guidance on comprehension instruction and development. Aligns to grade-level ELA content standards reflecting text analysis, comprehension, reading grade-level appropriate books, and critical thinking and communications., and the NM Literacy Framework reading components and instructional approaches and NM Instructional Scope guidance on instructional design.

Center on Teaching and Learning, (n.a.). "Big ideas in beginning reading: Phonemic awareness". University of Oregon College of Education.

http://reading.uoregon.edu/big_ideas/pa/pa_sequence.php

Guidance on phonemic awareness instruction and development. Aligns to grade-level ELA content standards reflecting phonemic awareness and the NM Literacy Framework components for building the foundation for reading skills.

Commission on Reading of the National Council of Teachers of English. (2004). "On reading, learning to read, and effective reading instruction: An overview of what we know and how we know it". Author. <http://www2.ncte.org/statement/onreading/>

Guidance on reading development, instruction, and learning process. Aligns with the NM Literacy Framework guidance on reading instruction and literacy development and NM Instructional Scope guidance on instructional design.

Connecticut State Department of Education. (n.a.). "Instructional strategies that facilitate learning across content areas". Author. <http://www.sde.ct.gov/sde/lib/sde/pdf/>

curriculum/section7.pdf

Guidance on cross-curricular / cross-discipline reading instruction. Aligns with NM Literacy Framework emphasis on the application of reading and literacy skills across all content areas and NM Instructional Scope guidance on design for integrated instruction.

Dahlgren, M. (2008). "Oral language and vocabulary development: Kindergarten and first grade" (Presentation slides from the Reading First National Conference).

<https://www2.ed.gov/programs/readingfirst/2008conferences/language.pdf>

Guidance for early language development and instruction. Aligns with the NM ELA content standards for language development and vocabulary development and instruction, plus the NM Literacy framework focus on oral language and vocabulary instruction for early learners.

Dahlitz, M. (2016). "The triune brain". The Neuroscience of Psychotherapy Magazine.

<http://www.neuropsychotherapist.com/the-triune-brain/>

Guidance on developing the context and conditions for learning. Aligns with the NM Literacy Framework for designing effective environments for reading instruction and NM Instructional Scope guidance on instructional design, particularly regarding SEL.

Francis, E. (n.a.). "What exactly is Depth of Knowledge? (Hint: It's not a wheel!)" ASCD.

<http://edge.ascd.org/blogpost/what-exactly-is-depth-of-knowledge-hint-its-not-a-wheel>

Guidance on the use of DOK for instruction and assessment. Aligns with the NM Literacy Framework guidance on development effective learning environments, assessing student learning, and creating culturally and linguistically appropriate instructional activities, and the NM Instructional Scope guidance on use of inclass assessments.

Gould Boardman, A., Roberts, G., Vaughn, S., et al. (2008). "Effective instruction for adolescent struggling readers". Center on Education.

<https://wvde.state.wv.us/titlei/documents/AdolStrugglingReadersPracticeBrief.pdf>

Guidance on instruction for at-risk, struggling students. Aligns with the NM Instructional Scope guidance on instructional design and MLSS approaches for intervention design.

Herron, J. (2008). "Why phonics teaching must change". Educational Leadership. ASCD.

<http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Why-Phonics-Teaching-Must-Change.aspx>

Guidance on integrating phonics into a comprehensive approach to reading instruction. Aligns with ELA standards for phonics instruction and NM Literacy Framework approach to direct, systematic instruction

Hess, K. (2004). "Applying Webb's Depth-of-Knowledge (DOK) levels in reading". National Center for Assessment.

https://www.nciea.org/sites/default/files/publications/DOKreading_KH08.pdf

Guidance on the use of DOK for instruction and assessment in reading, Aligns with NM Instructional Scope on design and use of assessments.

Hudson, F., Lane, H. & Pullen, P. (2005). "Reading fluency assessment and instruction: What, why, and how?" Florida Center for Reading Research.

http://www.fcrr.org/publications/publicationspdf/files/hudson_lane_pullen_readingfluency_2005.pdf

Guidance on fluency components and instruction. Aligns with NM Literacy Framework for

reading components and ELA content standards for grade-level reading proficiency.

Marzano, R. (2000). "Ten effective research-based instructional strategies" in R. Marzano What works in classroom instruction. ASCD.

http://web.nmsu.edu/~susanbro/sc2/docs/research_based_strategies.pdf

Guidance on instructional planning and implementation. Aligns with NM Instructional Scope of effective instructional approaches and activities.

McLeod, S. A. (2012). "Zone of proximal development". Simply Psychology.

<https://www.simplypsychology.org/Zone-of-Proximal-Development.html>

Guidance on instructional planning and determining what students are able to learn - next steps. Aligns with NM Instructional Scope guidance on instructional design and delivery, in alignment with the Literacy Framework approach to increasing complexity of literacy skills.

Moats, L., & Tolman, C. (2009). "The development of phonological skills" in Moats & Tolman Language essentials for teachers of reading and spelling (LETRS). Sopris West.

<http://www.readingrockets.org/article/development-phonological-skills>

Guidance on phonological skills development and instruction. Aligns with NM Literacy Framework reading components and development of increasingly complex skills.

National Reading Panel. (2000). "Reports of the subgroups. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction". U.S. Department of Health and Human Services, National Institute of Child Health and Human Development.

<https://www.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

Guidance on reading components, effective instructional strategies, establishing effective and appropriate learning conditions. Forms the basis for the NM Literacy Framework, plus instructional design for reading instruction espoused by NM Instructional Scope.

National Reading Panel. (2000). "Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction". U.S. Department of Health and Human Services, National Institute of Child Health and Human Development. <https://www.nichd.nih.gov/publications/pubs/nrp/Pages/smallbook.aspx>

Guidance on reading components, effective instructional strategies, establishing effective and appropriate learning conditions. Forms the basis for the NM Literacy Framework, plus instructional design for reading instruction espoused by NM Instructional Scope.

NICHHD Early Child Care Research Network. (2005). "Pathways to reading: The role of oral language development in the transition to reading". American Psychological Association.

http://psychology.cas2.lehigh.edu/sites/psychology.cas2.lehigh.edu/files/pathway_to_reading.pdf

Guidance on integrating oral language development into reading instruction (component 6). Aligns with NM Literacy Framework foundational literacy and language development.

Oregon Department of Education (n.a.). "Depth of Knowledge (DOK) overview chart". Author.

<http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/depthofknowledgechart.pdf>

Guidance on the use of DOK for instruction and assessment in reading. Aligns with NM Instructional Scope guidance on instruction and use of in-class assessments.

Rasinski, T. (2004). "Creating fluent readers". Educational Leadership. ASCD.
<http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Creating-Fluent-Readers.aspx>
Guidance on fluency instruction. Aligns with ELA content standards and NM Instructional Scope on instructional design.

Rauth, J. & Stuart, R. (2008). "Sound instruction: Phonemic awareness in kindergarten and first grade" (Presentation slides from the 5th annual National Reading First Conference).
http://reading.uoregon.edu/big_ideas/pa/pa_sequence.php
Guidance on phonemic development for young learners. Aligns with NM Literacy Framework reading components and NM Instructional Scope guidance on instructional design and literacy instruction for young students.

Reading First in Virginia. (n.a.). "Reading First: A guide to comprehension instruction".
University of Virginia.
http://www.readingfirst.virginia.edu/prof_dev/comprehension/introduction.html
Guidance on instructional design, model, and content. Aligns with NM Literacy Framework reading components and NM Instructional Scope guidance on effective learning environments.

Rosenshine, B. (2012, spring). "Principles of instruction: Research-based strategies that all teachers should know". American Educator.
<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>
Guidance on instructional design for reading. Aligns with NM Instructional Scope on instructional design, assessment, and differentiation for learner needs.

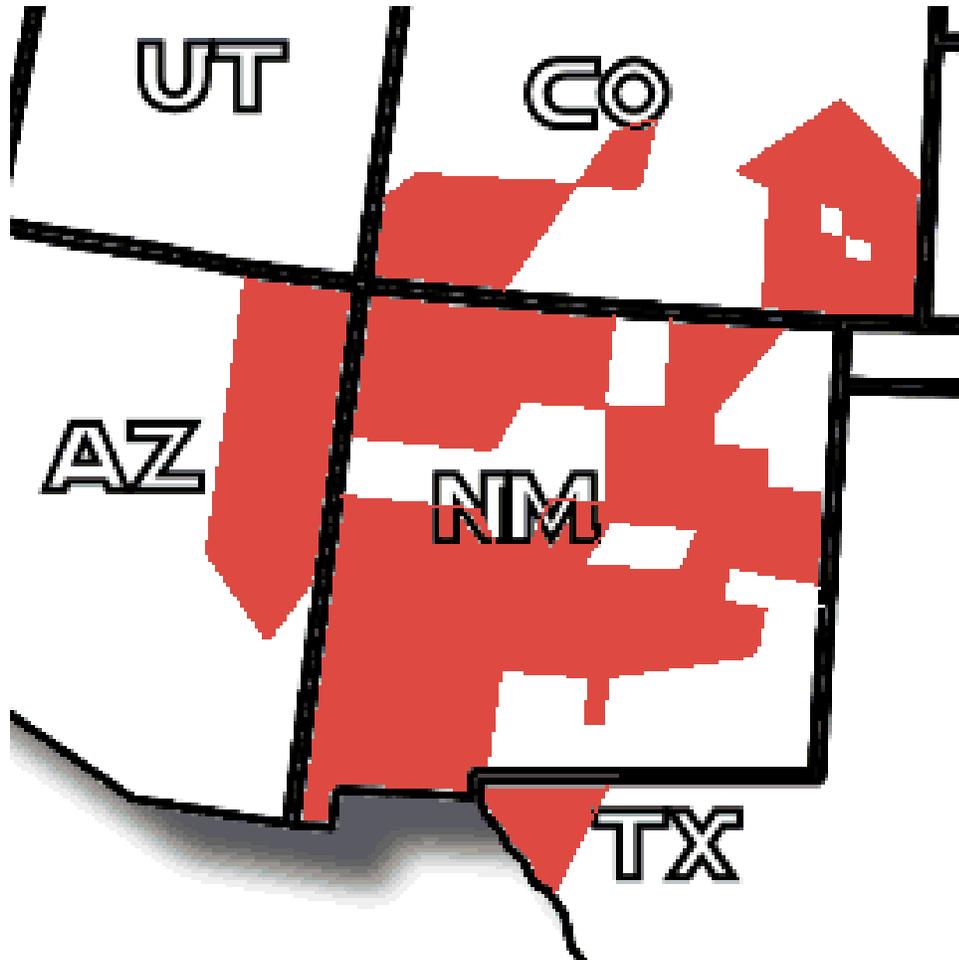
Semrud-Clikeman, M. (n.a.) "Research in brain function and learning". American Psychological Association. <http://www.apa.org/education/k12/brain-function.aspx>
Guidance on creating appropriate learning conditions. Aligns with NM Instructional Scope guidance on instructional design, particularly on the effect of social-emotional skills on learning.

Sweeny, S. & Mason, P. (2015). "Research-based practices in vocabulary instruction: An analysis of what works in grades prek–12". Massachusetts Reading Association.
<https://www.massreading.org/wp-content/uploads/2015/08/vocabulary-paper-newletterhead.pdf>
Guidance on vocabulary development and instruction. Aligns with NM Literacy Framework reading components and Instructional Scope guidance on providing effective instruction.

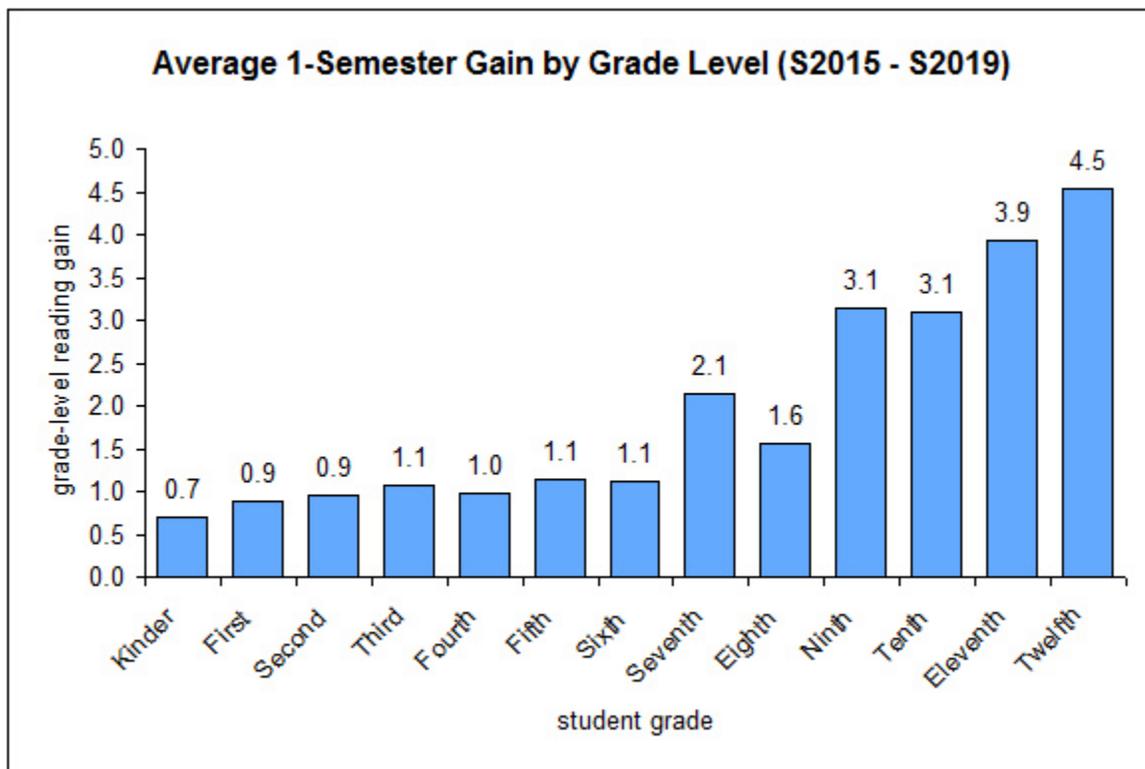
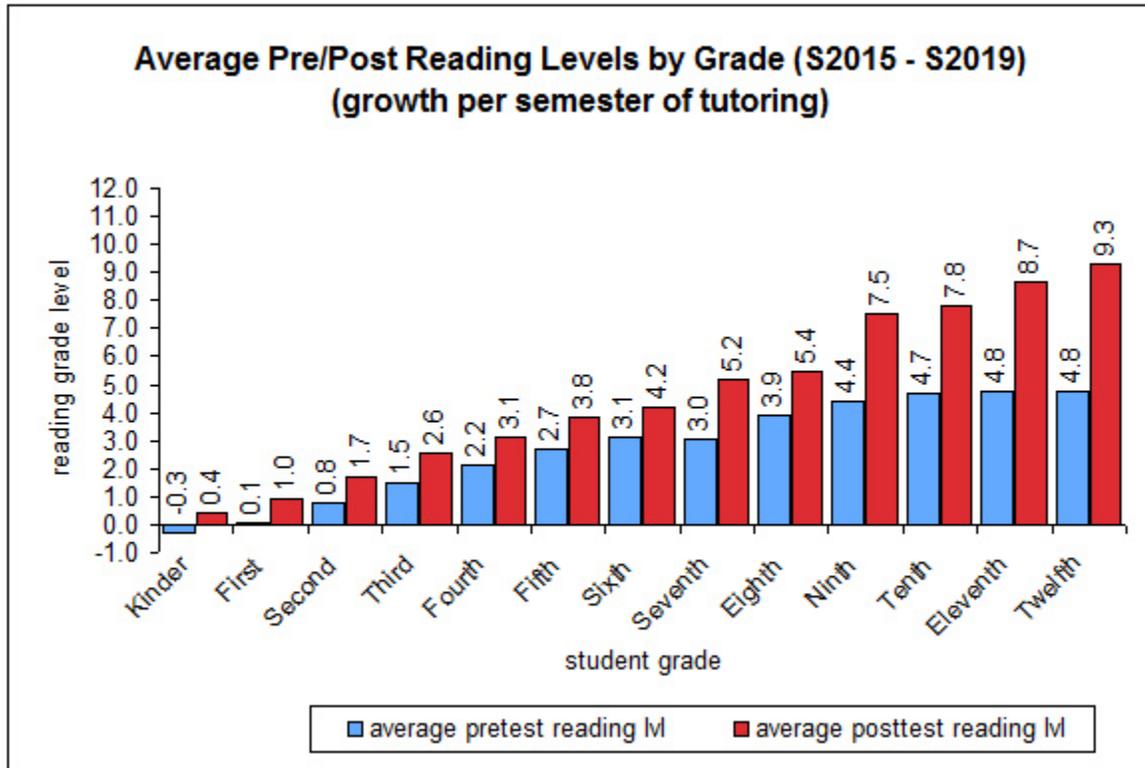
Sweet, P. (2000). "Ten proven principles for teaching reading". National Education Association. http://www.nea.org/assets/docs/HE/mf_10proven.pdf
Guidance on instructional design, strategies, and activities. Aligns with NM Instructional Scope guidance on effective instructional strategies and learning environments.

Willis, J. (2014). "The neuroscience behind stress and learning". Edutopia.
<https://www.edutopia.org/blog/neuroscience-behind-stress-and-learning-judy-willis>
Guidance on creating effective learning conditions. Aligns with NM Instructional Scope guidance on instructional environments, especially social-emotional skill development.

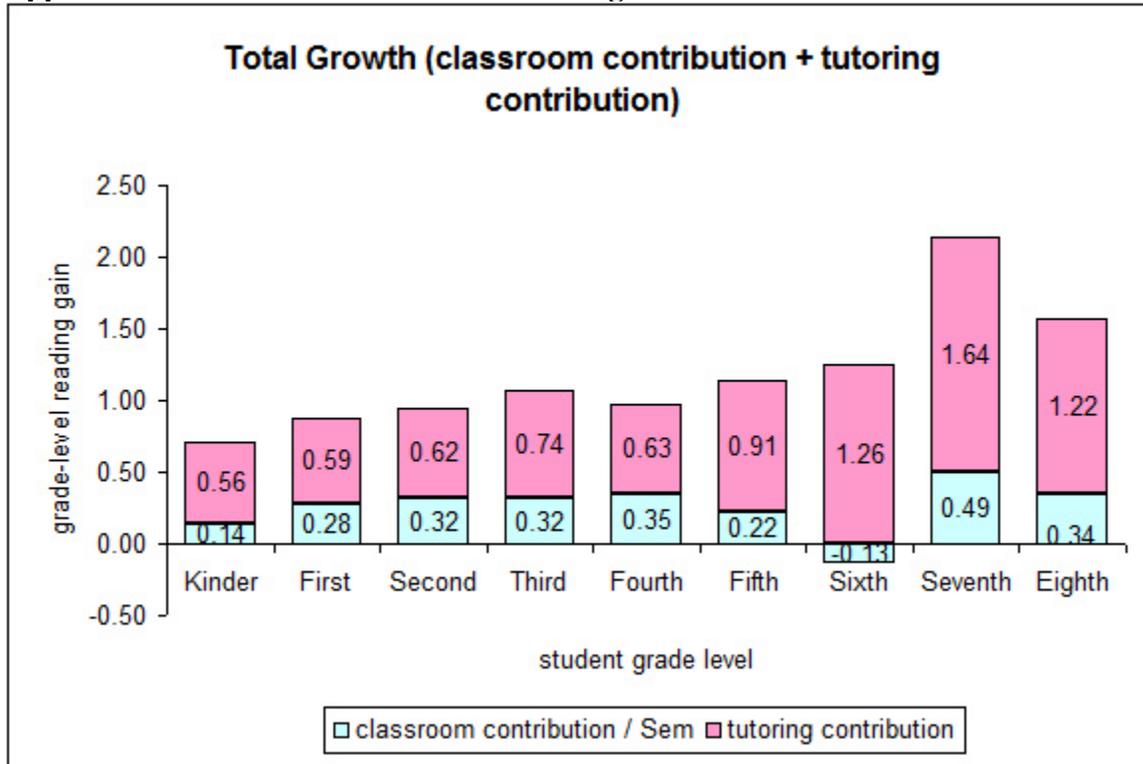
Appendix Two: Prior SCRA Model Implementation Locations
Service areas 2015–2019 (Includes 45 districts in New Mexico)



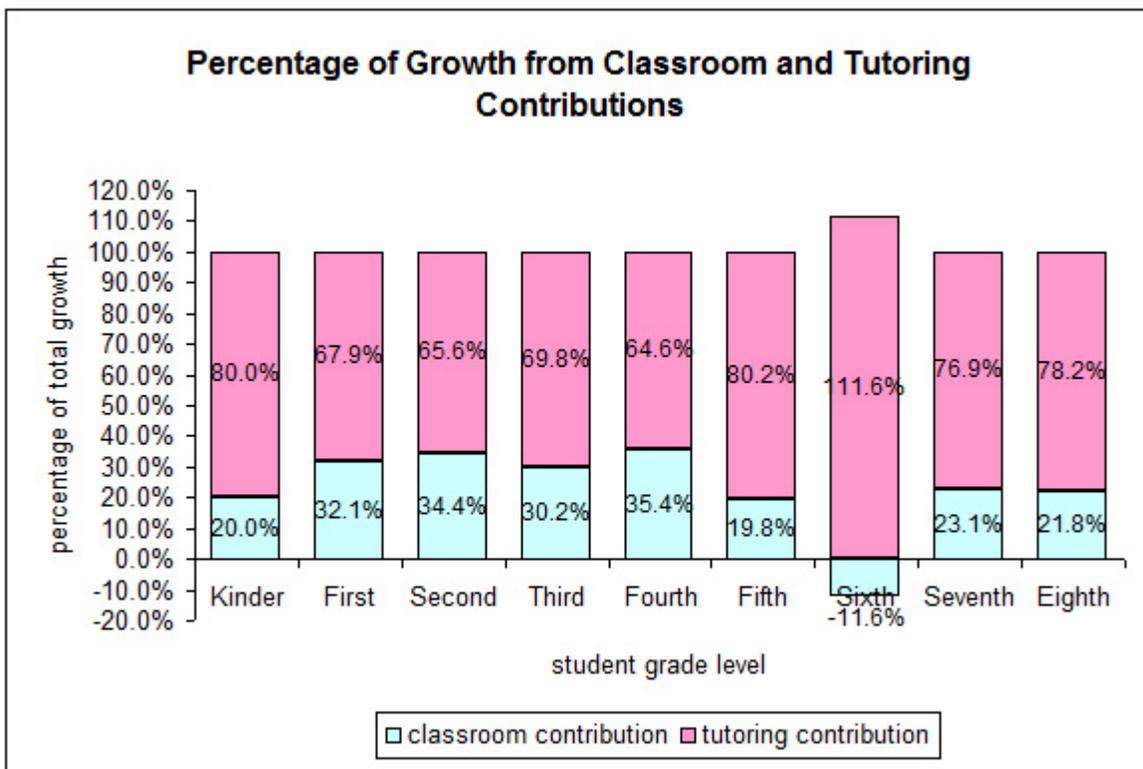
Appendix Three: Results of Tutoring, i-Ready results by grade level
(grade-level equivalencies)



Appendix Four: 1-Semester Growth Tutoring Intervention vs. Classroom Instruction



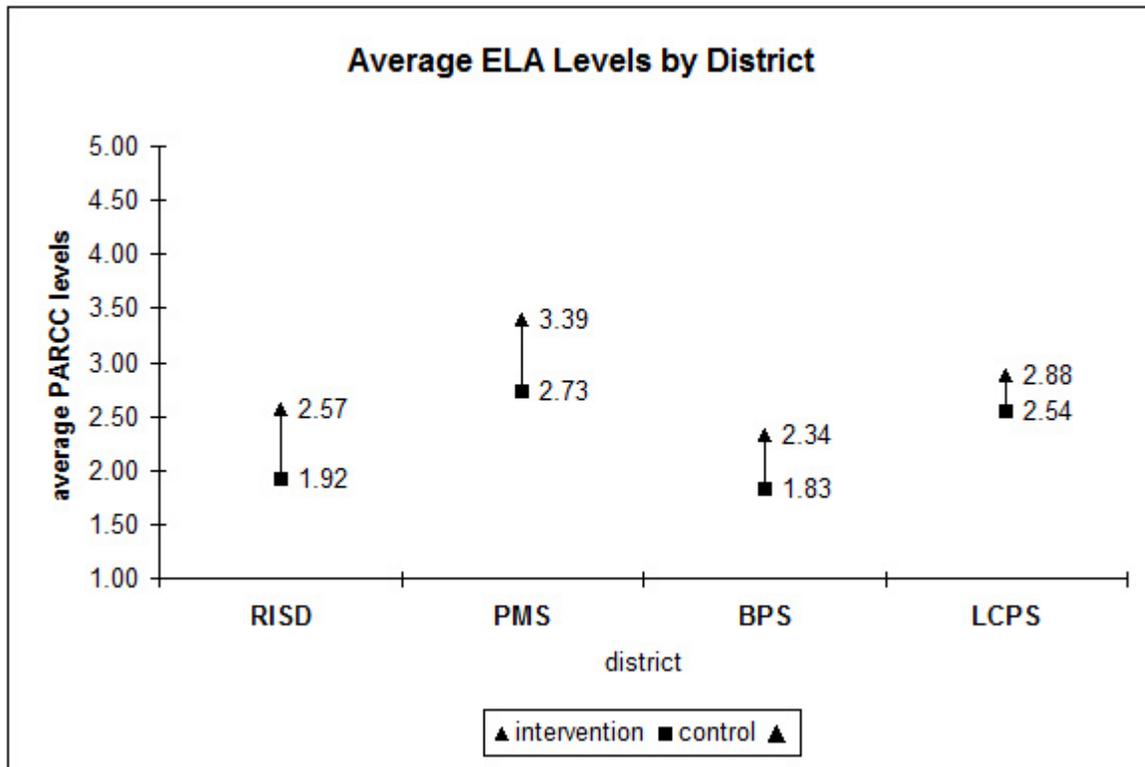
(grade-level growth in reading)



Appendix Five: PARCC ELA Results

Intervention = non-tutored students in tutors' classrooms

Control = non-tutored students in non-tutors' classrooms



Journal of Teacher Education

An After School Tutoring Program as a Professional Development Model

Journal:	<i>Journal of Teacher Education</i>
Manuscript ID	Draft
Manuscript Type:	Research/Empirical
Keywords:	Education Reform, Informal Teacher Education, Literacy/Reading Teacher Education, Professional Development, School/Teacher Effectiveness
Additional keywords:	
Abstract:	<p>This article describes a three-phase study of a large-scale after school reading tutoring program and the effect on classroom performance and student achievement of teachers who served as tutors. Research question: Can an after school tutoring program serve as professional development to improve teachers' classroom performance and student achievement? Study phases included teacher and school administrator surveys regarding changes to teachers' knowledge of reading and instructional practices, as well as an analysis of state assessment results for non-tutored third-grade students in tutors' and non-tutors' classrooms. Survey responses were collected from 439 teachers and 72 administrators. Results indicate that serving as reading tutor in the after school program produced changes in teachers' knowledge of reading and instruction. Assessment data were analyzed for 1,507 students from four school districts: students whose teachers served as tutors out-performed students whose teachers did not serve as reading tutors.</p>

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1

An After School Tutoring Program as a Professional Development Model

Abstract

This article describes a three-phase study of a large-scale after school reading tutoring program and the effect on classroom performance and student achievement of teachers who served as tutors. Research question: Can an after school tutoring program serve as professional development to improve teachers' classroom performance and student achievement? Study phases included teacher and school administrator surveys regarding changes to teachers' knowledge of reading and instructional practices, as well as an analysis of state assessment results for non-tutored third-grade students in tutors' and non-tutors' classrooms. Survey responses were collected from 439 teachers and 72 administrators. Results indicate that serving as reading tutor in the after school program produced changes in teachers' knowledge of reading and instruction. Assessment data were analyzed for 1,507 students from four school districts: students whose teachers served as tutors out-performed students whose teachers did not serve as reading tutors.

Keywords: after school tutoring, professional development, reading intervention, state assessment, student achievement, teacher education

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An After School Tutoring Program as a Professional Development Model

Introduction**Background of the Study**

The role of quality teacher professional development in improving student achievement outcomes is broadly accepted. Much research on professional development focuses on changes to teachers' knowledge and instructional practices, but some studies have demonstrated a link between professional development and student achievement. After school tutoring programs, too, have been linked with increases in student achievement, and research findings suggest that high-quality programs provide professional development for tutors. Given the link between professional development and student achievement, whether for classroom teachers or for after school tutors, identification of quality professional development models is of paramount importance.

One model that has not been studied previously is the use of after school tutoring programs to provide professional development for classroom teachers, and this lack constitutes a blank spot in professional development research. When teachers provide tutoring through a high-quality after school tutoring program, they receive professional development on the skills and information they need as tutors. However, researchers have not examined whether these teachers' experiences affect their content knowledge, change their classroom instruction, or improve their classroom students' achievement.

A study of one large-scale after school tutoring program, described in this paper, addresses the connection between teachers' experiences as after school tutors and their effectiveness as classroom teachers. Results suggest that the tutoring program described here can serve as a professional development model for classroom teachers that leads to improved teacher knowledge, changed classroom instruction, and improved student achievement.

Context for the Study

In 2015, the Foundation began an after school reading tutoring program to help students from low-socioeconomic communities improve their reading skills. The program was funded through a federal *Innovative Approaches to Literacy* grant as part of a broader initiative to improve students' literacy ([Foundation], 2016). The reading tutoring program was designed to help students develop their abilities in six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students were eligible to participate for a single semester and received up to 32 hours of instruction, typically in one-hour sessions twice per week. Reading instruction took place in small groups of three or four students.

Since inception, more than 17,000 PreK–12 students have received reading tutoring. On average, students gained more than a year's growth, as measured by pretest and posttests results on nationally normed reading assessments ([Foundation], 2017). Students in PreK were assessed using the Star Early Literacy Diagnostic by Renaissance Learning, and students in grades K through 12 were assessed with the I-Ready Diagnostic Assessment by Curriculum Associates.

Most reading tutors were classroom teachers. As a general rule, teachers did not provide tutoring to students in their classrooms. Furthermore, [the Foundation] did not provide teachers with a curriculum, specific resources, lesson plans, or required activities, and they were discouraged from relying on any specific reading program to deliver instruction. They could use activities or resources from reading programs only to the extent that those activities and resources were incorporated into broader instructional strategies related to the six reading components.

These policies were implemented to help tutors accomplish three responsibilities. First, teachers would have to reflect on individual students' learning needs, gauge students' interests and abilities, and then determine what skills students were capable of learning next. Second, by

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1
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3 limiting the use of pre-developed curricula or programs, teachers would be responsible for
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5 making their own decisions regarding appropriate instructional activities rather than follow a
6
7 predetermined plan that may not be appropriate for all students. Third, teachers were responsible
8
9 for aligning instruction to the six reading components, addressing all six reading components
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11 weekly, and applying research-based strategies, a condition that pre-developed reading programs
12
13 might not include.
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17 In order to assist teachers in accomplishing these three responsibilities, the Foundation
18
19 provided teachers with a variety of professional development, with a focus on knowledge of
20
21 reading skills and effective practices for reading instruction. Professional development for
22
23 reading tutors included the following:
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- 26 • a one-hour pedagogy and implementation training prior to or at the beginning of each
27 semester;
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- 29 • a follow-up pedagogy training during the semester for selected tutors who demonstrated
30 difficulty providing instruction for each reading component;
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- 33 • a tutors' manual with guidance on the reading components, strategies, and activities;
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- 35 • a "cheat sheet" of suggested activities and non-recommended activities related to each
36 reading component;
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- 38 • Instructional videos about effective instruction in the six components of reading; and
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- 40 • a monthly review of instructional reports, with feedback on the degree and the manner in
41 which they addressed the six components of reading.
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50 Furthermore, teachers had the opportunity to attempt new strategies, reflect on instruction, and
51
52 gauge the effects of their instruction in a controlled, small-group environment of three or four
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54 students.
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3 Over the last two years, many teachers provided unsolicited comments stating that their
4 tutoring experience had a positive impact on their classroom performance and relationships with
5 students in classrooms. These comments led to the research question that formed the basis for
6 this study: Does the [Foundation's] after school tutoring program serve as a professional
7 development model that improves teacher's classroom performance and student achievement?
8
9

14 **Literature Review**

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16
17 After school tutoring programs have been shown to improve the academic achievement
18 of participating students (AIR, 2008; US DOE, 2001). A key feature of tutoring programs that
19 result in increased achievement is ongoing training and monitoring for tutors (US DOE, 2001).
20 Professional development is especially important for classroom instruction, too, as professional
21 development has shown the potential to produce changes in classroom teacher' knowledge and
22 behavior, the two most important outcomes of professional development that lead to improved
23 student achievement (Guskey & Sparks, 2004). A meta-analysis of research studies (Yoon, et al.,
24 2007) suggests a significant but moderate effect of professional development on student
25 achievement. The same meta-analysis suggests that the nature of the professional development
26 determines whether the professional development increases student achievement.
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40 Guskey (2002) proposed a five-level model for evaluating professional development.
41 Levels two and four relate to changes to teacher knowledge and instructional practices, and level
42 five relates to changes in student learning outcomes. Guskey noted that the five levels are
43 sequential: to produce changes in student achievement (level five), the professional development
44 needs first to meet the criteria for levels one through four. This model is intended to apply to
45 professional development for classroom teachers, and has not been applied to the professional
46 development provided to tutors in after school programs, in spite of the fact that professional
47 development for tutors is a factor in improving tutored students' achievement.
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Logic dictates that if (a) the professional development provided to tutors addresses all five levels and (b) classroom teachers serve as tutors, then professional development for tutoring teachers may also affect the knowledge and practices they apply within their classrooms and should affect classroom students' achievement. However, research studies have apparently not examined the potential for after school tutoring to serve as a professional development model for classroom teachers. Without such a study, the literature on teacher professional development has a blank spot. The after school reading tutoring program of the [Foundation], which hires and trains classroom teachers to serve as reading tutors ([Foundation], 2016), provides an opportunity to explore whether after an school tutoring program can provide a professional development model for classroom teachers and raise achievement by students in those teachers' classrooms.

Methodology and Results

To explore the research question, the tutoring director for the [Foundation] began a three-phase study into the classroom performance of reading tutors:

1. Survey of teachers regarding changes to their knowledge of reading and instruction as a result of tutoring;
2. Survey of school administrators regarding teacher performance in the classroom; and
3. Analysis of PARCC results, i.e., the state assessment, for non-tutored students in tutors' and non-tutors' classrooms.

Each phase of the study will be discussed separately below, followed by overall conclusions and recommendations for further research.

Teacher Survey

Teacher survey methodology. The tutoring director conducted a survey of all current tutors in November–December 2016. The survey was developed using Google Forms. The link

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3 to the online survey was sent to the 15 regional literacy program coordinators. The coordinators
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5 were asked to forward the link to classroom teachers and reading interventionists / specialists
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7 who provided tutoring in their regions. Although education assistants and school administrators
8
9 may also serve as tutors, they were not intended to be part of the survey population because they
10
11 generally do not have responsibility for designing classroom instruction.
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15 Participation in the survey was optional. To ensure that responses would be confidential,
16
17 the survey did not ask respondents to submit any personally identifiable information, including
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19 name, e-mail address, school or district name, or program region.
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21
22 To gauge the scope and scale of the student population served by the tutors, the survey
23
24 first asked tutors to indicate the grade levels and estimated number of students in their school
25
26 classrooms. Then, to explore the research question, the survey asked three questions with Likert-
27
28 type responses.. The questions and possible responses were as follows.
29

30
31 Question 1: Has serving as a tutor changed your understanding of reading skills?

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33 Response options: (1) No change, (2) Some change, (3) Moderate change, (4) Large change, (5)
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35 Major change.
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38 Question 2: Has serving as a tutor changed your instructional practices for teaching
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40 reading in your classroom? Response options: (1) No change, (2) Some change, (3) Moderate
41
42 change, (4) Large change, (5) Major change.
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44
45 Question 3: Overall, has serving as a tutor helped you become a better classroom teacher?

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47 Response options: (1) No change, (2) Some improvement, (3) Moderate improvement, (4) Large
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49 improvement, (5) Major improvement
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52 Responses submitted through Google Forms were recorded on an online spreadsheet
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54 through Google Sheets, which could only be accessed and downloaded by Foundation staff for
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56 analysis.
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The average response was calculated for each Likert-type question, as were the percentages of respondents who indicated each response option. In addition, the percentage of respondents who selected options 2 through 5, indicating at least some change, and options 3 through 5, indicating moderate to major change, for each question was calculated.

Teacher survey results. During the 2016–2017 school year, 661 teachers served as tutors, which includes a few but unknown number of education assistants. 439 tutors responded to the tutor survey, or 66.4% of all tutors. This response rate provides a confidence interval of 2.71 at the 95% confidence level.

In response to the question regarding scale of the potential effect, participants noted that they collectively provided classroom instruction to 13,916 students.

Teachers responded at the rates shown in table one regarding the effect of serving as a reading tutor for the [Foundation] on their knowledge, practices, and overall classroom efficacy.

Table 1

Summary of Responses to the Teacher Survey

<u>Options / Topic</u>	<u>Change in Knowledge</u>	<u>Change in Instruction</u>	<u>Improved Efficacy</u>
1: none	6.8%	6.6%	4.8%
2: some	8.4%	10.0%	5.5%
3: moderate	25.3%	25.3%	17.3%
4: large	40.8%	39.2%	40.5%
5: major	18.7%	19.9%	31.9%
some–major	93.2%	93.4%	95.2%
moderate–major	84.8%	83.4%	89.7%

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Seventeen (3.9%) teachers responded with option 1 to all three questions, and 39 (8.9%) teachers responded with options 1 or 2 to all three questions. Conversely, 58 (13.2%) teachers responded with option 5 to all three questions, and 219 (49.9%) teachers responded with options 4 or 5 to all three questions.

The response rate for question three is particularly interesting when compared to the response rates for questions one and two. In comparison to the first two questions, the response rate on question three for options 1–3 is lower, the rate for option 4 is similar, and the rate for option 5 is much higher. This indicates that although some teachers did not think their understanding and practices made major changes, they believed they are better classroom teachers as a result of serving as a reading tutor.

Overall, the majority of respondents indicated that participating in the [Foundation's] reading tutoring program was beneficial professional development that improved their knowledge, classroom instructional practices, and overall teaching ability.

Administrator Survey

Administrator survey methodology. Findings from self-report surveys may be influenced by respondent bias. To validate the findings from the teacher survey, the tutoring director conducted a survey of school administrators in January 2017 regarding their observations of teachers' reading knowledge, reading instruction, and overall performance.

As with the teacher survey, the survey was developed using Google Forms. The link to the online survey was sent by e-mail to the regional program coordinators with instructions to forward the link to the principals of school where teachers served as reading tutors.

Participation in the survey was optional. To ensure that responses would be confidential, the survey did not ask for any personally identifiable information, including name, school or district name, or program region. The survey did ask respondents to identify the school level,

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3 e.g., elementary, middle/junior high, high school. Few respondents represented the junior/middle
4
5 or high school levels, and school level were not used in the final analysis.
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8 Administrators were asked to reflect on their observations of the teachers who provided
9
10 tutoring and then respond to three Likert-type questions. The questions and possible responses
11
12 were as follows.
13

14
15 Question 1: Have you observed any changes to teachers' knowledge of reading and
16
17 reading skills? Response options: (0) Unknown / Not observed, (1) No change, (2) Slight change,
18
19 (3) Moderate change, (4) Large change, (5) Major change
20

21
22 Question 2: Have you observed any changes to teachers' instructional practices for
23
24 teaching reading in their classrooms? Response options: (0) Unknown / Not observed, (1) No
25
26 change, (2) Slight change, (3) Moderate change, (4) Large change, (5) Major change
27

28
29 Question 3: Overall, do you think the teachers have improved their classroom teaching
30
31 ability, regardless of the content area? Response options: (0) Unknown / Not observed, (1) No
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33 improvement, (2) Some improvement, (3) Moderate improvement, (4) Large improvement, (5)
34
35 Major improvement
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38 The data collection and analysis process was the same for the administrator survey as it
39
40 was for the teacher survey. Responses in which the administrator indicated "Unknown / Not
41
42 observed" were not included in the analysis.
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45 **Administrator survey results.** From the schools where tutoring occurred, 72
46
47 administrators responded to the survey. The number of administrators in schools with tutoring
48
49 was unknown, preventing the calculation of a confidence level and interval. However, the results
50
51 appear to support findings from the teacher survey. School administrators responded at the rates
52
53 shown in table two regarding their observations of classroom teachers who served as tutors.
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Table 2

Summary of Responses to the Administrator Survey

<u>Options / Topic</u>	<u>Change in Knowledge</u>	<u>Change in Instruction</u>	<u>Improved Efficacy</u>
1: none	7.4%	11.4%	5.9%
2: some	17.6%	17.1%	19.1%
3: moderate	42.6%	45.7%	44.1%
4: large	27.9	21.4%	25.0%
5: major	4.4%	4.3%	5.9%
some–major	92.6%	88.6%	94.1%
moderate–major	75.0%	71.4%	75.0%

Similar to results from the teacher survey, administrators indicated changes and improvements in teachers' knowledge, instruction, and overall performance as a result of participating in the tutoring program. However, they were not as positive about the changes and improvement. On the teacher survey, the most commonly selected response option was "Large," but on the administrator survey, the most commonly selected response option was "Moderate."

The percentage of administrators who selected options 2–5 on each question was nearly identical to response rates by teachers, but the percentage who indicated 3–5 was slightly lower on each question, as seen in table three.

Table 3

Comparison of Administrator and Teacher Response Rates for Options 3–5

<u>Option / Topic</u>	<u>Teacher Response Rate</u>	<u>Administrator Response Rate</u>	<u>Percentage Point Difference</u>
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Changes in knowledge of reading	84.8%	75.0%	-9.8
Changes in Reading Instruction	83.4%	71.4%	-12
Overall Improvement in Efficacy	89.7%	75.0%	-14.7%

Regardless of the difference in response rates, with 71.5% to 75.0% of administrators indicating moderate to major changes on each question, administrators indicated that, overall, they believed that participation in tutoring had a positive effect on teachers' knowledge, instruction, and overall performance. Furthermore, the results of the administrator survey seem to corroborate teachers' responses and reflect an agreement that serving as a [Foundation] tutor provides beneficial and observable improvements to teachers' ability to teach reading.

State Assessment Score Analysis

Methodology for state assessment score analysis. Ultimately, if any professional development model is designed to improve students' academic or content-area proficiency, the effect of the model needs to be demonstrated through students' state assessment results. Regardless of one's opinion of wide-scale standardized assessments, the state-adopted assessment is how students, teachers, schools, and districts are evaluated. More importantly, state assessment scores provide a completely independent measure of changes to students' proficiency.

If the knowledge and skills tutors gained through the tutoring program do, in fact, improve teachers' classroom performance, we hypothesized that assessment scores for non-tutored students would differ depending on whether or not the classroom teacher was a reading tutor.

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To explore this hypothesis, the tutoring director entered into agreements with four school districts of behalf of the [Foundation] to access the 2017 state assessment data for students in grades three through five: two small districts, one medium-sized district, and one large district. All four districts were in New Mexico and used the PARCC assessment to gauge student proficiency. These grades were chosen because students below third grade do not take the state assessment and students in sixth grade and above typically have more than one teacher per day. District details were as follows.

District A, small district: 1 elementary school, data provided for all students in grades 3–5

District B: medium-sized district: 11 elementary schools, 4 schools with tutoring, data provided for all students in grades 3–5 from the participating schools

District C, small district: 2 elementary schools, data provided for all students in grade 3 from the 1 elementary school with full-year tutors

District D: large-sized district: 25 elementary schools, 15 schools with tutoring, data provided for third grade students from all 25 elementary schools

The PARCC assessment provides an English Language Arts (ELA) placement level of 1–5. District personnel were asked to provide a spreadsheet of the ELA placement levels for all students in grades 3–5 and to add classroom teachers' names for each student. The tutoring director also requested teachers' classroom enrollment rosters so that students could be identified according the teacher type: full-year tutor, part-year tutor, and non-tutor. (Part-year tutors only tutored for one semester during the 2016–2017 school year and, as such, only received half the possible support received by full-year tutors. Full-year tutors provided tutoring in both the fall and spring semesters and received tutoring professional development for the entire year.)

The tutoring director provided district personnel with the list of tutored students by grade

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2
3 in the relevant grades for the district. District personnel exported ELA assessment results to an
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5 Excel-compatible spreadsheet and then, to ensure student confidentiality, replaced students'
6
7 names with the indicators "tutored" or "non-tutored" based on the provided list.

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10 Administrators from two districts did not wish to provide classroom teachers' names for
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12 each student due to privacy concerns. For those two districts, the tutoring director also provided
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14 a list of part-year and full-year tutors, and district personnel replaced each student's classroom
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16 teacher's names with "nontutor," "fullyear," and "partyyear."

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19 Given that one district did not have any full-year tutors in fourth or fifth grade and that a
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21 second district was unable to match tutors to students in fourth and fifth grade, data analysis was
22
23 limited to third-grade students only.

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26 District personnel in two districts had already labeled students' classroom teachers by
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28 teacher type, and the tutoring director used classroom rosters of the remaining two districts to
29
30 label teachers according to teacher type. As a result of this process, each student's ELA score
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32 was associated with one of three teacher types.

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35 From the data set for each district, the tutoring director removed scores for any student
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37 who had received tutoring during the school year. By removing assessment results for tutored
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39 students, Foundation staff was able to examine the effect of the classroom teacher only, rather
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41 than the effect of the classroom teacher combined with the effect of tutoring. Scores were also
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43 removed for students whose classroom teachers had tutored for part of the year and had only
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45 received half the possible professional development. Teacher performance as a tutor was not
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47 considered, and scores were included for teachers who did not fully comply with the tutoring
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49 pedagogy or approach. The remaining data were separated into two study populations, as
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51 follows.
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56 *Control population:* Third grade, non-tutored students whose classroom teachers had not
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3 provided tutoring during the school year and, subsequently had not received the professional
4 development or tutoring experiences available during the school year.
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7
8 *Intervention population:* Third grade, non-tutored students whose classroom teachers
9 provided tutoring for the entire school year and, subsequently, received a full year of the
10 professional development and tutoring experiences available during the school year. The
11 intervention for the students, therefore, was having a classroom teacher who participated in the
12 tutoring program.
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19 For each district, the tutoring director determined the average English Language Arts
20 placement for the control and intervention populations, as well as the range, or difference,
21 between the average placements.
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26 The average placements and ranges varied by district. To determine an overall difference
27 between the control and intervention populations, individual district results were weighted by
28 multiplying the range for each district by the number of scores analyzed for the district. Each
29 district's weighted difference contributed to the total difference among all districts. (For
30 example, if a district had 75 students in the study population and the difference in average scores
31 for the control and intervention populations was 0.5 levels, then the district contributed 75
32 students to the total population and 37.5 points to the total difference: $75 \times 0.5 = 37.5$.)
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42 Once the district results were weighted, the total difference was divided by the total study
43 population to determine the overall difference in the control and intervention groups. The results
44 of this weighting process are presented in the results section below.
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49 **Results for state assessment score analysis.** Four districts provided PARCC English
50 Language Arts (ELA) data for their third grade students: two small districts, one medium-sized
51 district, and one large district. The two small districts had one participating elementary school
52 each, and district personnel provided data for all third grade students in the district. The medium-
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1
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3 sized school district had 4 of 11 elementary schools participating in the tutoring program, and
4
5 district personnel provided data for all third grade students from those 4 schools. The large-sized
6
7 district had 25 elementary schools, with teachers providing tutoring at 15 schools. District
8
9 personnel provided data for all third grade students from all 25 elementary schools.
10
11

12 Using the lists of tutored students and the lists of full-year and part-year tutors, the data
13
14 pool for each district was reduced to third grade, non-tutored students whose classroom teachers
15
16 were either full-year tutors or non-tutors. The average ELA level was calculated for each
17
18 population for each district. Student counts and average ELA levels by district and population
19
20 are shown in table four.
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Table 4

Summary of District Findings on the State Assessment Analysis

<u>District</u>	<u>Total N</u>	<u>Intervention N (%)</u>	<u>Control N (%)</u>	<u>Average placement, intervention</u>	<u>Average placement, control</u>	<u>Performance Level Difference</u>
A: small	74	37 (50%)	37 (50%)	2.57	1.92	+ 0.65
B: medium	89	38 (43%)	51 (57%)	3.39	2.73	+ 0.67
C: small	194	113 (58%)	81 (42%)	2.34	1.83	+ 0.51
D: large	1150	269 (23%)	881 (77%)	2.88	2.54	+ 0.34

The performance level difference is calculated as the average placement for the intervention population minus the average placement for the control population. A positive difference indicates that students in the intervention population outperformed students in the control population on the PARCC ELA assessment. In each district, students in the intervention population had a higher average ELA placement level than students in the control population.

The performance level difference for district D is lower than the differences in the districts A–C. The reason for this is currently unknown, but it may be due to the fact that the district submitted data for all 25 schools in the district, whether or not tutoring occurred at the school. As such, the intervention and control populations may not be as similar as in other districts. The tutoring program generally targets low-performing students in low-performing schools. However, in this large district with 25 elementary schools, only 15 of which participated in the tutoring program, there may be variation in schools' average student performance, and the

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control population may contain results for students in higher-performing schools than found in the intervention population. If this is the case, then the difference of 0.34 ELA levels is especially meaningful because it would show that students in lower-performing schools whose teachers provided tutoring for [the Foundation] out-performed their peers in higher-performing schools where teachers did not provide tutoring. Further study of this effect would be useful for understanding why the range in average performance levels was lower in this district than in other districts.

District variations in average ELA levels and variations in the range between the average levels precludes averaging results for all students in the two populations across districts. To determine an overall difference in the control and intervention populations, the range for each district was weighted by the number of scores analyzed for each district. Results of the weighting process, per district, are shown in table five.

Table 5

Results of Weighting for District Average Score Ranges

<u>District</u>	<u>Students</u>	<u>Range</u>	<u>Weighted Difference</u>
A	74	0.65	48.10
B	89	0.67	59.63
C	194	0.51	98.94
D	1,150	0.34	391.00
Total	1,507		597.67

The total weighted difference (597.67) divided by the total number of scores (1,507) results in an overall difference of 0.40 in average ELA levels between the intervention and control populations, with the students whose teachers provided tutoring out-performing students

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2
3 improve classroom instruction and student achievement as measured by state assessments. The
4 after school reading tutoring program described in this study provides a professional
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6 development model that accomplishes both needs. As such, education leaders and policy makers
7
8 may wish to support professional development models that incorporate an after school tutoring
9
10 model similar to the one implemented by the [Foundation].
11
12
13

14 Further research into this professional development model would assist education
15
16 decision makers with determining the degree to which tutoring may serve as professional
17
18 development. Additional questions for study include the following.
19
20

- 21 1. How do district size and population diversity affect the results of this professional
22 development model?
23
- 24 2. How does this model affect student achievement in grades other than third grade?
25
- 26 3. Which aspects of the tutoring program and tutor professional development produce the
27
28 greatest effect on classroom students' achievement?
29
30
- 31 4. Would a similar program in other content areas (e.g., mathematics, science) produce
32
33 similar changes to teacher performance and improvements in student achievement?
34
35
- 36 5. Would results differ if data for the intervention population were limited to students
37
38 whose teachers fully complied with the instructional approach?
39
40
41

42 With further study on the [Foundation's] tutoring program as a professional development
43
44 model, education policy makers and designers will be better able to support and create programs
45
46 that improve teachers' classroom efficacy and, ultimately, lead to improved student achievement.
47
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Section B: Guidance for Instruction

General Framework for Tutoring Sessions

Tutors are charged with identifying specific learning activities appropriate to students' learning needs, relevant to the age, grade level, and skills each student brings to the tutoring session. The students should receive instruction in all fundamental reading components during a 2-hour period (1 hour twice a week, or 2 continuous hours). Tutors should schedule time spent concentrating on each instructional component to accommodate student needs as identified by the pre-test assessment and time needed for selected activities. Although each component may be taught as a discrete topic, flexibility in instructional design allows topics to be blended and taught in conjunction with other topics. Tutoring sessions should be conducted in a literature rich environment conducive to learning, such as the library, classroom, or private "reading corner."

Framework for Reading Instruction

The following table lists the instructional focus areas in Reading and describes what students should learn to do in regards to each focus area.

Instructional Components	Description	Instructional Strategies
Phonemic Awareness	Students learn how words are made up of component sounds and how changing sounds may affect word meaning. Students learn to use their knowledge of word sounds to spell words.	Provide explicit and systematic instruction. Focus on one or two phonemes at a time, using a variety of phonemic skills.
Phonics	Students learn how alphabetic symbols correspond to sounds. Students learn to accurately and rapidly identify common sounds associated with letters. Students learn to use phonics to improve spelling and word recognition.	Provide explicit and systematic instruction. Focus on sound-letter combination relations. Choose texts that use existing phonics skills but challenge students to improve skills. Choose texts and activities that use repetition of sound-letter relations to build automaticity and recognition.
Oral Language Development	Students learn to articulate ideas in formal and informal settings, using appropriate vocabulary, phrasing, and sequence (pragmatic understanding). Students should demonstrate	Engage students in meaningful conversations that use all levels of Bloom's Taxonomy. Provide specific instruction on communication rules and norms in

	phonological, semantic, and syntactic understanding of spoken language in a common dialect.	various contexts.
Fluency	Students learn to read orally with appropriate speed, accuracy, and expression.	Employ strategies of oral reading that are analyzed and evaluated. Provide guidance in self-monitoring reading. Use texts with repeated word structures to build automaticity.
Comprehension (Vocabulary)	Students expand their oral and textual vocabulary, as well as develop strategies to assist comprehension when they encounter new words.	Provide explicit and incidental instruction on the meanings of new words. Explicitly teach a variety of strategies for independently discovering the meanings of new words and when to use each strategy. Use repetition and restructuring to enhance understanding of meanings of new words. Increase student knowledge and use of vocabulary appropriate for an academic environment.
Comprehension (Comprehension Strategies)	Students learn to understand the meaning of text and relate what they learn to their own experiences and ideas. Students learn strategies to remember and analyze the meaning of text.	Reinforce comprehension self-monitoring. Explicitly explain, teach, and model comprehension strategies. Engage students in higher-order conversation levels about text read.
Writing	Students learn to concentrate on and utilize the various components of literacy. This is a fundamental strategy for the development of phonics, comprehension, fluency, and oral language development.	Engage student writing about texts read, employing phonics skills to improve spelling, oral language skills for expression and mechanical accuracy, vocabulary skills to express intentions, and comprehension skills to demonstrate understanding.

Sample Instructional Activities for Reading

The sample activities below are intended to provide additional options to help you construct appropriate, effective tutoring sessions. While many of these activities address multiple focus areas, they are listed by the focus area they address most directly. You may find additional lessons and activities by following the web links listed in Section C.

Activities for Reading Instruction—phonemic awareness

Grade/ strategy	K	1	2	3	4	5	6	7	8
Alphabet Song									
Blending									
Call and Response									
I-Spy									
Mystery Bag									
Odd Word Out									
Phoneme counting									
Phoneme deletion									
Sound isolation									
Sound picture chart									
Sounds to picture matching									
Sound to word matching									
Phoneme segmentation									
Rhyming words									

Activities for Reading Instruction—phonics

Grade/ strategy	K	1	2	3	4	5	6	7	8
Alphabet song with words									
Sound search									
Letter Bingo									
Quick Erase									
Rhyming words									
Sound finding									
Sound timeline									
Sound/letter chart									
Spelling									
Word grouping by sound									
Word to word matching									

Activities for Reading Instruction—fluency

Grade/ strategy	K	1	2	3	4	5	6	7	8
Guided reading									
Read-aloud									
Repeat reading									

Activities for Reading Instruction—comprehension (vocabulary)

Grade/ strategy	K	1	2	3	4	5	6	7	8
Context clues									
Direct instruction prior to reading									
Rewording									
Definition Map									
I-Spy With My Little Eye									

Activities for Reading Instruction—comprehension (comprehension strategies)

Grade/ strategy	K	1	2	3	4	5	6	7	8
Concept maps									
Making predictions									
Pre-questioning									
Question and answer									
Read and Write									
Reading poems									
Re-reading									

Strategies for Reading Instruction—oral language development

Grade/ strategy	K	1	2	3	4	5	6	7	8
20 questions									
Call and response poetry									
Choral reading									
Concept maps									
Mystery bag									
Read-aloud rhyming poetry									
Show and Tell									
Sing-along									

Reading Activity Descriptions

1. **20 Questions:** Student or teacher has an item or thinks of a word, and others ask yes/no questions to discover the name of the item or word. For phonemic awareness, the name of the item should begin with a particular sound.
2. **Alphabet song:** Sing song to tune of “Twinkle, Twinkle Little Star.” Words to song are (for example): “What does “M” say? M-M-M...”
3. **Alphabet song with words:** Same as above, but teacher shows word, and students sing song using sound of underlined letter or letter combination.
4. **Blending:** Students sound out individual phonemes in a word and then entire word.
5. **Call and response:** Teacher says a phoneme and students say pre-determined phoneme. Then all say complete word. Example: /B/+ /AT/=BAT, /K/+ /AT/=CAT
6. **Call and response poetry:** Teacher reads or says a line of a poem that has every other line the same or that begins with a pre-determined word. Students repeat together the alternate lines.
7. **Choral reading:** Students practice saying the lines of a poem (or song lyrics) and use different vocal expressions to “act out” the poem. Students may also learn gestures or movements to correspond to the words, phrases, or sections of the poem.
8. **Concept maps:** Under teacher guidance or individually, students illustrate related descriptions or ideas within a story by creating a “web” of main ideas or characters in a story. This is also known as webbing.
9. **Context clues:** Teacher assists students in using text surrounding a new word to discover the meaning (accurate or approximate) of the new word.
10. **Definition map:** Students create a graphic with a new word at the center and four attached bubbles. One bubble contains a simplified definition of the word and/or a description of the thing the word represents. One bubble contains synonyms taken from students’ oral vocabulary. One bubble contains antonyms taken from students’ oral vocabulary. The final bubble contains sample sentences in which the word is used.
11. **Direct instruction (vocabulary):** Students learn meanings of new words in isolation of context. This may be through dictionary use, sentence creation, word-definition matching, or other means.
12. **Guided reading:** Students read a passage aloud to the teacher or other students, and the teacher (or other student) corrects errors in accuracy or assists in decoding words as errors are made. Teacher also gives assistance in helping student read aloud with appropriate expression. This is a fundamental strategy in developing fluency and oral language skills.

13. **I-Spy:** Teacher gives a beginning sound (or middle/end sound for older kids), and students search for and identify an item in the environment, the name of which begins (or contains) that sound.
14. **I-Spy with My Little Eye:** Teacher, or student, selects an object then says, “I spy with my little eye something” and gives a brief description (e.g., something brown and round). Students try to guess the thing. If everyone has had a chance to guess and no one has guess correctly, another clue is given. The person who guesses the object gets to select the next one.
15. **Letter Bingo:** Teacher pronounces a phoneme, and students fill in the bingo card with the letters corresponding to that phoneme.
16. **Making predictions:** Teacher reads with students and asks students to predict what is going to happen next or how the story will end. Then the rest of the story is read, predictions compared with actual story, and teacher and student discuss why the predictions and actual story events were different or similar. This is a good exercise to use in conjunction with pre-questioning and question and answer.
17. **Mystery bag:** Teacher or student has an item in a bag and gives clues to other students who try to guess what the item is. As a phonemic awareness exercise, the name of the item should begin with a particular sound.
18. **Odd word out:** Students figure out which word starts with a different sound.
19. **Phoneme Counting:** Students count the number of phonemes in a spoken word.
20. **Phoneme deletion:** Students figure out what word is left if a starting phoneme is removed from a word. Example: CAT-/k/=AT, SMALL-/s/=MALL
21. **Phoneme segmentation:** Students break a word into phonemes and pronounce them individually. This is the opposite of blending.
22. **Pre-questioning:** Before students read (or listen to) a selection or story, the teacher asks questions that will be answered by the story. For older students, they may generate their own questions. This is a good strategy to use in conjunction with making predictions and question and answer.
23. **Question and answer:** After reading (or listening to) a selection or story, students answer questions. This is a good exercise to be used in conjunction with pre-questioning and making predictions.
24. **Quick Erase:** Teacher writes a word, then erases and replaces the first letter-sound combination with another to make a new word. Students say the new word, and the teacher repeats.
25. **Read and write:** Students read (or listen to) part of a story and write their own endings, in consideration of the details and events of the part they read (or heard). Endings can be

compared with other students, and students explain why they think the story should end as they wrote it.

26. **Read-aloud:** Students read aloud text with decodable words, either individually or in a group. This is a simplified and less effective strategy than guided oral reading for the development of fluency skills.
27. **Read-aloud rhyming poetry:** Same as read-aloud, but using rhyming poetry to explore common phonemes and various speech rhythms. This is a good exercise for oral language development.
28. **Reading poems:** Students read various descriptive poems and discuss or explain mood, tone, expression, descriptions, etc.
29. **Repeat reading:** Teacher reads a story and then students read aloud the same part. The teacher makes corrections as necessary. This is guided reading with modeling.
30. **Rephrasing:** Students summarize or rephrase a story or part of a story in their own words, paying attention to main ideas, characters, and events.
31. **Re-reading:** Teacher reads a selection or story and asks questions about it. Teacher reads same selection or story then asks same questions, and students answer.
32. **Rewording:** Teacher or students find difficult vocabulary words and substitute easier words or phrases in place of the difficult words.
33. **Rhyming words:** Students find words that rhyme with a selected word and identify the different sounds or letters.
34. **Shared Reading:** Students read aloud to each other.
35. **Show and tell:** Students use descriptive words to describe an item as well as discuss what the item is for, how they received it, etc.
36. **Sing-along:** Students sing songs with teachers, typically with lyrics that emphasize a particular phoneme.
37. **Sound finding:** Students circle words on a page that have a particular sound, or students say aloud words that rhyme with a selected word.
38. **Sound Isolation:** Students identify the first or last sound in a particular word.
39. **Sound picture:** Teacher shows a picture of an item or animal, and students tell the name of the item and pronounce the first sound of that name.
40. **Sound search:** Students circle the letter combinations words that match a given sound.
41. **Sound timeline:** Teacher shows a word, perhaps broken into component sounds. Students pronounce the sounds corresponding to the letters in the words as teacher moves finger along

the word. The teacher may pause on various letter combinations so students may focus on the sound made by that combination. Example: W-A-T-ER=wwwwwwwww aaaaaaaa t
errrrrrrr.

42. **Sound to picture matching:** Teacher pronounces a sound, and students identify pictures of items whose name contains that sound.
43. **Sound to word matching:** Teacher pronounces a sound, and students identify words that contain that sound, either printed or spoken. Also, students identify whether a given word contains a particular sound. Example: Is there a /r/ sound in “swimming”?
44. **Sound/letter chart:** Students make a chart of words that contain a particular phoneme. As a phonemic awareness exercise, students may place pictures of items whose name contains that sound.
45. **Spelling:** Students “sound out” words and attempt to spell them phonetically. This is the opposite of decoding.
46. **Story maps:** students draw or create a timeline of events in a story.
47. **Story relationships:** Students discuss experiences they have had that are similar to those in a story.
48. **Story repeat:** Students tell a read (or listened to) story in their own words.
49. **Venn diagrams:** Students analyze character in a story (or compare own experiences to those of a story) by creating Venn diagrams to show differences and similarities.
50. **Word grouping:** Students list words, or collect printed words or pictures, that rhyme or possess common sound.
51. **Word to word matching:** Students decode new words by finding a word that contains similar sounds and substituting the non-similar sounds.

6 Reading Components: Instructional Dos and Don'ts

The following lists are examples of activities that tutors use for reading instruction.

Activities to Do: Strategies that promote development of the skill areas.

Activities to Avoid: Strategies that do not promote development of the skill areas and reflect poor instructional practices.

These lists are not comprehensive.

Component	SAMPLE activities to do	SAMPLE activities to avoid
Phonemic Awareness: Identifying sounds and sound groups in words		
	Sounding out spoken words Finding rhymes Syllabification Identifying words by sounds Grouping words by sounds Matching sounds Adding / deleting sounds Blending and segmenting Model: Enunciate correctly	Worksheets Flash cards Computerized instruction
Phonics: Connecting written letters and letter groups to sounds		
	Sounding out words Finding rhyming words Grouping words by sounds Syllabification Flash cards Guided oral reading Choral reading	Worksheets Computerized instruction Sustained silent reading
Fluency: Reading aloud with accuracy and with appropriate expression and pacing		
	Guided oral reading Choral reading Echo reading Reading aloud with correction and repetition Model: Use correct pacing, phrasing	Flash cards Timed readings / Speed drills Computerized instruction Sustained silent reading "Round-robin" reading
Vocabulary: Building understanding of word meanings through decoding and discovery		
	Word part study Context clues Direct instruction prior to reading Definition maps Rewording and rephrasing Model: Use new vocabulary often	Word(s) of the Week Computerized instruction Sustained silent reading Reading aloud

Component	SAMPLE activities to do	SAMPLE activities to avoid
Comprehension: Developing a supportable interpretation of a text's meaning	Discussion using <i>higher-level</i> questions Graphical organizers Pre-questioning Summarizing and rephrasing Writing leading to discussion	Accelerated Reading and any computerized instruction Any individual instruction Single-word-answer questions Worksheets Arts and crafts
Oral Language: Understanding how language is used in a context, situation, or culture	Discussion using <i>higher-level</i> questions Book-talks Choral / dramatic readings Discussion of word choices Revising and rewording Analysis of how language is used in a text Model: Grammatical language use	Single-word-answer questions Silent sustained reading Worksheets Computerized instruction

Overall

Do: Provide direct instruction; Facilitate student interaction; and Promote student discovery, reflection, and repetition

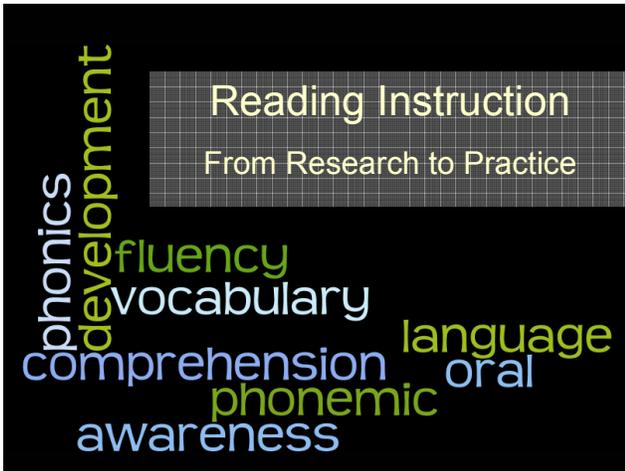
Don't: Employ one-on-one instruction or independent learning and practice; Rely on preprogrammed, canned, or computerized instruction

For more ideas about how to teach these reading components,

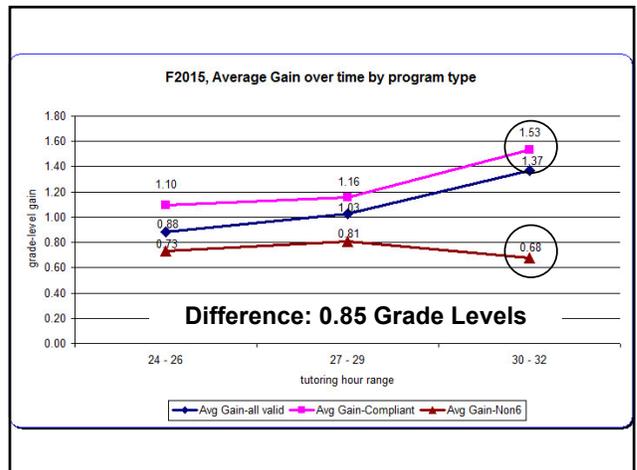
- see the list of instructional activities in the tutors' manual,
- view the videos on the tutoring website, or
- ask your regional coordinator.

Remember: Provide instruction in EVERY component EVERY week!

Appendix Nine



The HOW	The WHAT
<ul style="list-style-type: none"> •Active learning •Cooperative learning •Integrated topics •Research-based 	Phonemic Awareness Phonics Fluency Vocabulary Comprehension Oral Language Development



Appendix Nine

6 Components Quick Review



Bookish Problem #150
You have a hyperactive
imagination because
you read so much.



Phonemic Awareness



Explicit and systematic
instruction in manipulating
phonemes

Focus on 1 or 2 phonemes

Recommended Strategies

Blending
Call and response
Phoneme deletion
Rhyming (poetry, songs)
Phoneme segmentation

Appendix Nine

Phonemic Awareness

I-Spy

I spy with my little eye something that starts with /??/

How many things can you find that start with /??/



Phonemic Awareness

Silly Sandwiches

I like to eat bread with...

I like to eat bread with ... and ...

We like to eat bread with ... and ...



Phonemic Awareness

Tap & Shout Activities

(segmenting, blending, deleting)



Appendix Nine

RHYMING POETRY

There once was a boy who always ate **peas**,
for there was nothing he liked as well as **these**.

He'd eat peas for dinner and peas for **lunch**,
and peas for breakfast he liked oh so **much!**

He'd eat peas with liver and peas with **steak**,
peas with whatever his mother would **make**.

Bookish Problem #93
Getting fed up with
anyone who calls
the monster
'Frankenstein'
when any serious
reader knows it's
the doctor's name.



Phonics



Explicit and systematic
instruction

Practice decoding and blending

Identify syllables

Recommended Strategies

Word grouping
Sound search
Quick erase
Sound timelines
Word breaking

Appendix Nine



How Many Words?

*Finding and Blending
the /F/ sound*



Building Words With -OCK

R+

S+

ST+

CL+

FL+

M+



Mapping and Deletion

SMALL =

MALL =

STICK =

STACK =

SMELL =

(map and change)



Incidental Mapping

"Beware the Jabberwock, my son!
The jaws that bite, the claws
that catch!

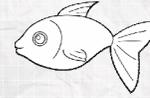
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

Appendix Nine

Bookish Problem #149
You're the only one
who thinks
grammar jokes are
hilarious.



Fluency



Guided oral reading & echo
reading

Use meaningful, at-level text
with known vocabulary

4 Fluency Examples: video



Who has the best
fluency and why?

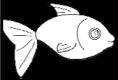
Recommended Strategies

Guided oral reading
Choral reading
Repeat / echo reading

Appendix Nine

Run away! Run away!
The Jabberwocky is coming!

Read to partner (partner corrects)
Sound out / practice
Repeat together
Try it again



Run away! Run away!
The Jabberwocky is coming!

And finally...

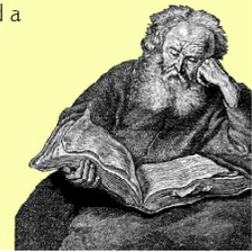
Echo &
Choral Read

My friend said to me, "You know what I like? Mashed potatoes."

I was like, "Dude, you have to give me time to guess. If you're going to quiz me, you have to insert a pause."

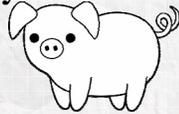
~Mitch Hedberg

Bookish Problem #7
Wanting to read a good book, but not wanting the book to end.



Appendix Nine

Vocabulary



Incidental and direct instruction
Pre-teach before using in text
Teach processes for discovery
Reuse and Restructure

Recommended Strategies

Pre-study
Word chart (for the teacher!)
Definition mapping
Collaborative discovery
Reuse and Restructure

6 Steps for Learning New Words

Decoding
Word Analysis
Context Clues
Given Definition

And then YOU...**Reuse & Restructure**

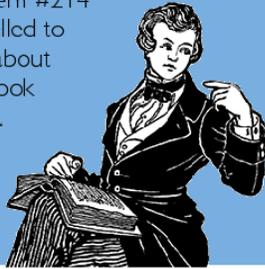


Off the top of your head...

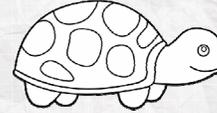


Appendix Nine

Bookish Problem #214
Feeling compelled to
tell everyone about
the amazing book
you're reading.



Comprehension



Cooperative learning
(joint application of strategies)
Graphic and semantic organizers
Question answering and generation
using higher levels of BT

Recommended Strategies

Concept maps
Discussion groups
Guided discussion using B.T.
Pre-questioning
Guided reflective writing

Are You My Mother?

Content Questioning Throughout
Higher-order Discussion After

Appendix Nine

