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Course: CI 245 Investigating Practice in the Diverse Classroom
Semester/Year: Spring / 2013

Study Title

Scripted Reading Intervention Programs

Abstract

The scripted reading intervention program study was designed to look deeper into the issue of whether the use of scripted teaching programs resulted in higher standardized language arts test scores of students. Scripted reading intervention programs have been criticized because of rigid structure. They have been applauded because they can be delivered consistently and efficiently. This study examined student California Standards Test (CST) scores over a three-year period. Students and teachers from a schools participating in scripted teaching programs and schools not participating in scripted reading programs were involved in this study.

The scripted reading intervention program study included eleven second grade teachers and forty elementary students in Central California. Some evidence was found to support the use of scripted reading programs to prepare students to succeed on the CST. Forty students' CST test scores were examined over a three-year period. Teacher participants expressed opinions regarding this issue on a survey, during interviews, and through observations. Further study is recommended, but with some reservations.

Comment [J11]: Create into 1 paragraph that is between 150-200 words.

Comment [J12]: Perhaps even 2 statements on key findings that emerged.

INTRODUCTION

Background Information

Many elementary schools in America have struggled to meet accountability standards set forth by the No Child Left Behind Act (NCLB) of 2002 (citations). In California, schools NCLB accountability is measured by the California Standards Test (CST). NCLB authors cited research findings of the National Reading Panel (NRP; citation). The NRP (date) recommended the use of scientifically based reading programs, including scripted reading programs (2000). Along with the NCLB came the Reading First Initiative which provided extra funding to schools that adopted scientifically based reading programs. Furthermore, Title I regulations require schools to use program funds to implement a program that utilizes scientifically based research. As a result of the NCLB, many schools turned to scripted teaching programs as a means to improve their test scores.

Comment [J13]: Need to use citations to support claims such as this throughout paper.

Comment [J14]: Need to check/correct APA formatting throughout paper.

What are scripted reading programs and why should they be examined?

In scripted reading programs teachers and/or paraprofessionals read from a script and students respond chorally or individually as dictated by the teacher's script. Some view this type of instruction as demeaning to the teacher because of its lack of originality and inherent inflexibility (Milosovic, 2007). Others tout success in increased student and teacher on-task time (Cooke, 2011). Schools have had varied amounts of success in raising their test scores using scripted reading programs.

A decade has passed since the implementation of the NCLB. It is time for schools to examine their success or failure and make adjustments. Schools nationwide are now faced with a fiscal crisis and are making tough choices about how to allocate funds. Scripted reading intervention programs are often supplementary to the adopted reading program and therefore

districts must purchase materials that include textbooks, teacher's guides, and workbooks. As schools make choices about their curriculum, they need to weigh the level of success they have or have not achieved and adjust their curriculum to best meet the needs of their students. They must also choose curriculum and instructional strategies that meet the requirements of the NCLB.

[Insert paragraph describing what scripted reading programs look like in the classroom-how teachers use, students engage, etc.](#)

Compounding the pressure schools feel from the fiscal crisis is the reality that many schools and districts are labeled program improvement year after year. The Tulare City School district is one example. Most schools in Tulare have used a scripted reading intervention program called Reading Mastery for the past few years. The schools in the district that have used Reading Mastery have seen various amounts of student achievement. Some have shown growth in CST Language Arts scores over the past few years. Due to current and projected budget cuts this program is at risk of being discontinued. Additionally, growth, as measured by CST scores, seems to have tapered off. Some of the schools in the district have already discontinued the use of Reading Mastery as an intervention program. Instead, they are using a newly adopted, literature based reading program along with other reading interventions. Although some are using the scripted program again this school year, it could be abandoned at any time due to lower test scores or political forces within or outside the district.

Why the literature should be reviewed

One goal of this action research project is evaluate the research that has been done regarding scripted programs. It is important to find out if research supports the use of this program and the strategies that are part of its instructional program. This information might

affect schools regarding whether scripted intervention programs be continued or dropped. The results of this research might also help explain the reason for gains in CST test scores while using this program. Is it possible that some strategies or structures within the scripted program have contributed more than others to its perceived success? One reason this is important is that, if its use were discontinued, teachers would be able to dedicate more time to instruction using the adopted reading program. Another aspect of this research question is in regard to the effectiveness of strategies used in the scripted program. For example, does the scripted program maintain the program's effectiveness because it decreases the teacher's temptation to improvise?

Scripted Reading Programs

An estimated one in eight California schools uses a scripted reading program (Milosovic, 2007). Many school districts looked to scripted reading programs after the passing of the No Child Left Behind (NCLB). Districts turned to scripted reading programs after the National Reading Panel released a study that supported explicit and systematic instruction in phonemic awareness and phonics as the most effective means of reading instruction (Milosovic, 2007). Many of these struggling schools have a number of ELL students.

Comment [J15]: Talk about different types of scripted programs.

Scripted instruction is influenced by behaviorist learning theory. There is an emphasis on repetition and micro to macro skill building (Reeves, 2010). Instruction progresses in a logical step-by-step process. For example, decoding words letter-by-letter must be mastered prior to learning to read longer paragraphs. This way of thinking is predicated on the idea that learning to read can be broken up into component parts. Student master the components one-by-one and eventually achieve proficiency in reading.

Comment [J16]: Talk about what this means. This should be focus of this paragraph.

The scripted reading program being used in Tulare is Reading Mastery. Reading

Comment [J17]: Merge statements

Mastery stems from its original version known as DISTAR, which was published by Science Research Associates (SRA). DISTAR was founded by Bereiter and Engelmann in 1966 (Wiltz, 2006). Reading Mastery is a scripted reading program that includes a placement test. Students are placed in homogeneous groups based on the results of the reading placement test. Instruction is based on the student's ability level. Lower levels focus on decoding and phonics. The focus shifts to vocabulary and comprehension as students progress through the program. Checkout tests are called for at intervals of the program, allowing students to move through the program based on skills demonstrated. The reteaching of lessons is also required when reading checkout assessments indicate that skills were not learned.

Scripted reading programs provide a script that the teacher reads from. In the Reading Mastery program, words and actions that the teacher must say and do are marked in bold type, parenthesis, or marked "say" or "signal". These cues and signals tell students to either read or spell words, usually chorally. Methods of correction are clearly defined. In Reading Mastery, the lesson begins with the teacher leading a reading of word lists. The word lists are followed with the students taking turns reading aloud parts of a story from their textbook that includes words from the word lists. Students are expected to "track" by following along with their finger in the text. To move on to the second reading students (as a group) are required to meet a certain level of accuracy. During the second reading the teacher pauses and asks questions from the script. Students answer chorally as a group or individually (as dictated by the script). The teacher asks questions repeatedly until the students answer fluently and without hesitation. Finally, each student completes a workbook page to demonstrate comprehension of the lesson. It also includes review questions from previous lessons. Reading checkouts are called for at intervals in the program. A typical lesson lasts about 45 minutes. In summary,

Reading Mastery aims to help beginning readers identify letter sounds, segment words into sounds, blend sounds into words, develop vocabulary, and begin to learn comprehension strategies.

Another scripted reading program is the Open Court program published by SRA/McGraw-Hill (citation). Open Court offers a literature anthology that is organized into thematic units. Each decoding skill is taught systematically and explicitly. In second grade, the program gradually shifts from decoding to fluency and comprehension. Teachers ask literal and inferential questions as part of the comprehension component. Students are directed to respond in unison or individually, based on teacher cues. Teachers are advised to follow a three part scripted instructional plan. The first part, Preparing to Read, includes: sounds and letters; phonemic awareness; phonics; and word knowledge. The second part, reading and responding, includes comprehension skills and inquiry. The third part, language arts, includes: spelling; vocabulary; writing process; English writing conventions; basic computer skills; listening; speaking; and viewing. Students are homogeneously grouped for reading based on program assessments (Wilson, 2005).

Comment [J18]: Are assessments a key element to these types of programs?

Both Reading Mastery and Open Court share the common element of a teacher script. They both are commercial phonics-based programs (Wilson, 2005). Both programs are published by SRA. Lastly, both Reading Mastery and Open Court programs are based on the direct instruction approach. Direct instruction seeks to establish and maintain a new behavior.

Research related to scripted reading programs

In general, the theme of the literature available on this subject is skeptical regarding the effectiveness of scripted reading programs. One of the concerns of scripted reading programs is the phonics based emphasis of the scripted program. Critics purport that students rely solely on

phonics and do not develop other reading strategies to help them comprehend text (Wilson, 2005). A journal article in *Educational Researcher* presented the argument that educators have misunderstood the findings of the National Reading Panel (Cummins, 2007). He states, that systematic phonics instruction is unrelated to the development of spelling and reading comprehension for normally and low achieving students after grade 1. Another concern is for the teacher's ability to address the needs of individual learners due to the inflexibility of scripted reading curriculum (Demko, 2010). On the other hand, given the current trend standardized testing and hard lined accountability, does the end justify the means when it comes to preparing students produce positive gains on standardized tests?

The study entitled *Accountability for reading and readers: What the numbers don't tell* (Wilson, 2005) takes a look at 84 second grade children from three different reading programs. 85% of the children were receiving free or reduced cost lunch services and all had participated in the reading program studied since at least first grade. The programs were Reading Mastery, Open Court, and guided reading. The study sought to answer the question: What is the impact of these reading instruction programs on the second graders' comprehension, strategy use, and understanding of the process of reading? Students independently read books at their instructional level and were asked to retell the story they read. They also took the Woodcock-Johnson Psycho-Educational Battery to have a norm referenced measure of their use of phonics skills. The Woodcock scores were almost identical. The student's scores differed in the retelling and interview portions of the study. The authors claim that the results of this study show that students who participated in scripted programs showed a lack of higher level thinking, dependence on teachers, and weaknesses regarding the use of reading strategies outside of

phonics. In summary, the numbers did not reveal the true strengths and weaknesses of each instructional program.

Another study focused on the reading ability of students who received only Reading Mastery instruction (Wiltz, 2006). The subjects were of 27 second graders in an urban school (fictionally named Cicely Elementary). All of the children had been taught using Reading Mastery for both first and second grades. The purposes of the Wiltz study were to learn how children used reading strategies, comprehended what they read, to understand what they perceived about their reading, and to document the teacher's and principal's perspectives about the program. The methods of the study included having the children read story books, retell the story they read, take an oral standardized phonics test, and be interviewed about their views on reading. After analyzing the results the author described three elements of serious concern. The first was the children's perception that reading was primarily decoding, and not based on whether their reading made sense. The second was that the children were dependent on their teacher. For instance, the observers in the study found that when a student read a word incorrectly, the teacher corrected him; the student reread it correctly, and moved on. Taken from that was that students were not learning to self-correct on their own and were dependent upon the teacher. The third was that the student's retellings did not show higher leveled thinking. This study also included a summary of the perceptions of teachers and administrators. The administrator at Cicely Elementary had used various programs in her 19 years of experience as a school administrator. She selected Reading Mastery because she needed guaranteed results. Although she was convinced that students were learning to read, she had concerns about weaknesses in comprehension building. Four major themes emerged from the teacher interviews. First, the program worked well. Teachers cited that it was researched based and

provided structure and consistency. Second, the program needed augmentation to address higher leveled thinking skills. Third, the teachers were committed to the program because of their desire for their students to succeed. Lastly teachers expressed frustration with forces outside the classroom. They were felt pressured to meet the expectations of state testing requirements, Reading Mastery consultants, and the district curriculum. They hoped that the results of the study would provide answers to what and how they should **teach**.

A more recent study claimed that teachers and students were more on-task using a scripted program (Cooke, 2011). The purpose of this study was to investigate the impact of the scripted program on the rate of on-task and off-task instructional opportunities. The participants were 12 first grade students. The study found that using the script, the rate of on-task instructional opportunities was substantially higher. In addition, the students and teachers preferred the scripted program because it had a faster pace and the students knew what to expect.

Several journal articles point out benefits associated with scripted curriculum. In a 2008 Educational Leadership article the author describes scripted curriculum as being not only useful for the beginning teacher, but also as a tool that a veteran teacher can use for the students in need of a structured phonics based program (Gelberg, 2008). Gelberg went on to describe how she used the direct instruction techniques along with rich literature. In the article, Teacher Learning By Script (Reeves 2010) the author discussed the benefits of a scripted program. In the study of two high school ESL teachers the script serves to improve their instructional program by introducing effective techniques. The teachers continue to improve instruction using the direct instruction techniques. The teachers in this case were able to gain confidence in their teaching by the scaffold provided by the scripted teaching program.

Comment [J19]: A bit of a long paragraph & so keep summaries of studies to 4 statements or so. See feedback in prior work regarding key features of articles to focus.

The studies and journal articles examined did not reveal an answer to the question as to whether students participating in scripted reading intervention program score higher on standardized language arts tests. Additional study is needed to answer the research question.

Study purpose

Much of the research has focused on whether scripted reading programs lead to improved reading and more specifically reading comprehension. The Wilson and Wiltz studies were conducted several years ago. They are dated. The qualitative nature of these studies also bring into question both researcher and participant bias. The principal, for example, cited that it (scripted teaching) “taught children to read despite their language deficits” (Wiltz, 2006, p. 522). The author adds immediately following that CTBS scores indicate that the school experienced a dramatic jump in scores followed by remaining relatively stable. Also the comprehension scores were not significantly better or worse than that of control students.

More research needs to be conducted because teachers and administrators often judge scripted reading intervention programs subjectively. The question as to whether students who participate in scripted reading intervention programs score higher on the CST will provide insight regarding whether the program is effective as a means of achieving higher test scores on the language arts portion of the CST. After learning this information, other aspects of the program can be evaluated further. Monetary and opportunity costs need to be weighed. It is almost certain that funds will be severely cut in the foreseeable future. As a result of the fiscal crisis a reduction in school days could ensue. It is imperative that teachers utilize the instructional time that is left optimally.

In this study, the test scores of students who have participated in scripted reading intervention programs in the past three years were examined. Their scores were compared to the

scores of similar students who did not participate in the program. In Tulare, the aim of the scripted program, Reading Mastery, was that of intervention. Students were exposed to other reading experiences whether or not they participated in scripted reading intervention programs.

The study seeks to explore the degree to which, if any, the Reading Mastery program improved the scores on the CST.

Comment [J110]: Ok, looks good & so can keep working to tie together findings from diverse studies to build the case for your study.

METHODOLOGY

Research Question

Do 2nd grade students who participate in scripted reading intervention programs score higher on standardized language arts tests than students who do not participate in scripted reading intervention programs?

Scripted Reading Intervention Programs

Scripted reading intervention program

Two Levels: Participate, No Participation

Dependent Variable

English Language Arts Achievement

Target Population

The target population is 2nd Grade Students in Tulare, California. According to the participating school's 2011-12 school accountability report card (SARC) the population was 620 students, of which 112 were second graders. In regards to ethnicity/race the school population can be described as: 2.6% Black or African American; 0% American Indian or Alaska Native; 1.6% Asian; 0% Filipino; 89.4% Hispanic or Latino; 0% Native Hawaiian/Pacific Islander; 5.9% White; and 0.5% two or more races. The participating school is 95.2% socioeconomically disadvantaged. 61.6% of its students were English Learners. 8.4% of its students had

disabilities. The non-participating school in Tulare is of similar demographics and student characteristics. Twenty-two teachers from both participating and non-participating schools were recruited to complete a survey regarding the research question. Eleven surveys were completed in total. In addition, two teachers from both the participating and non-participating schools were recruited to participate in an interview and lesson observation regarding the research question. Four interviews and observations were completed in all.

Participants

Pre-existing data study participants

The participants from which the pre-existing data was collected were selected from the target population of 2nd grade students. The sample was representative of the target population in terms of gender, age, ability level, ethnic, and socioeconomic status. The convenience sampling technique was employed to select a sample size of forty students. All of the participants took the English Language Arts portion of the California Standards test for a total of three consecutive years. Twenty of the students participated in scripted reading intervention programs and twenty did not participate.

Comment [JI11]: Be specific in terms of the actual data used in this part – pre-existing. It looks like CST scores used & so talk about this specifically.

Survey study participants

The survey participants were 2nd grade teachers in Tulare, California. The teachers invited to participate were from four elementary campuses. Of the twenty-two invitations that were sent to teachers a total of eleven individuals participated in the survey. The invitations were sent to teachers via email and a link to the online survey was included. Of the respondents, eight were female and three were male. The ethnicities represented were one Asian, three Hispanic, four White, one Portuguese, and one preferred not to answer. Three teachers had between 6-10

years' experience, 1 had 11-15 years' experience, 1 had 16-20 years' experience, and four had over twenty-one years' experience. These participants provided useful data regarding the research question. Each participant has significant experience in the education. They serve students in the target population and are familiar with the challenge of preparing students to demonstrate achievement in English Language Arts.

Interview participants

The participants of the interview consisted of second grade teachers in Tulare, California. Convenience sampling technique was employed to select participants. All participants were California credentialed teachers. All four participants were female. Their ethnic backgrounds are Portuguese, African American, White and Hispanic. Their years of teaching experience ranged from 8 years to 25 years. Two were from a participating school and two were from a school not participating in scripted reading intervention programs. This group of participants was selected because they had considerable experience teaching language arts and preparing students to take the California Standards Test. They represented the teachers of the students who were the target population of this study.

Observational data collection setting

The participants of the observations also consisted of second grade teachers in Tulare, California. All participants are California credentialed teachers. Convenience sampling technique was employed to select participants. One male and three female teachers were observed. Their ethnic backgrounds were two White, one African American, and one Hispanic. Their years of teaching ranged from 11 years to 25 years. Two were from a participating school and two were

from a school not participating in scripted reading intervention programs. This group of participants was selected because they had considerable experience teaching language arts and preparing students to take the California Standards Test. They also represented the teachers of **the** students who are the target population of this study.

Comment [J112]: All good w/ describing those you gathered data & the setting (for observations).

Procedures for Quantitative Data Collection

Instrumentation

Survey data was collected in accordance with the Office for Human Research Protection (OHRP) guidelines. Each teacher participant received an emailed cover letter that stated the research question and the reason he or she was selected. A statement was included regarding the importance of the survey in regards to what might be learned about the instructional program. The cover letter stated that the participants could, if desired, receive the results of the survey once it was completed. It also stated that the participant's responses would remain confidential. The cover letter instructed the participant to visit the indicated website and complete the survey by the stated due date. The researcher would then log into the website to retrieve the results. The results were only available to the researcher after logging into the password protected website.

One way that this survey was reliable is that it was conducted online. Therefore the way in which the questions were asked was consistent. Another way the survey was reliable is that it was completed by the participant individually. Therefore the responses of other participants did not affect the way other participants responded. This survey was designed to be valid. One variable affecting validity was the importance of the topic to the respondent. The survey questions asked were most likely interesting to the respondent in regard to his or her profession.

In addition, the respondents were trained in the subject matter being surveyed so their responses were likely to be of high quality. Another variable affecting the validity of this survey was the assurance that this survey would protect the respondent's anonymity. This assurance was stated at the top of the survey as well as on the cover letter. Also, the questions were not likely to elicit embarrassment, suspicion, or hostility in the respondent. This survey was designed to provide information regarding teachers' beliefs and attitudes regarding scripted reading programs. This data was used to help answer the research question.

Pre-existing data analysis

The operational definition of the dependent variable in this study is the student's scores on the English language arts portion of the California Standards Test (CST). The CST was created as part of the State of California's STAR Testing program which was introduced implemented in 1998 (CDE 2012). The CST is given to students in grades 2-11. The second grade CST covers English language arts and math. According to the California Department of Education's website the purpose of the CST is to use the results to identify strengths and weaknesses in instruction and achievement and compare scores against standards and against other students (CDE, 2011). The State Board of Education established five performance levels for reporting CST results. They are: advanced, proficient, basic, below basic, and far below basic. A proficient or advanced score indicate a student is meeting or exceeding the state's target for academic achievement. A score of basic, below basic, or far below basic indicates areas of learning that need improvement. The English language arts (ELA) portion of the CST consists of multiple choice questions based on the California State Standards. Students in grades 2 and 3 mark their answers in the test booklet and students in grades 4-11 mark answers in an answer

document. Recommended times are given in the directions for administration, but the test is untimed and students actively working on the test must be given more time to complete it. Although a blueprint of the test is available to the public in advance of test window, which occurs each spring, the actual questions are guarded. According to the blueprint posted on the CDE website, November 2005, the ELA test was to include 65 questions covering California Content Standards. It also contained an additional six field test questions. 34% of the questions tested word analysis, fluency, and systematic vocabulary development skills. 23% tested reading comprehension skills. 9% tested literary response and analysis skills. 22% tested written and oral English language conventions skills. Lastly, 12% tested writing strategies skills. The blueprint noted that some standards, such as decoding and word recognition (Reading 1.3) and penmanship (Writing Strategies 1.2) were not assessable in multiple choice formats. Tests were collected and sent to the California Department of Education for scoring. School districts received test scores in August and schools were required to distribute test scores to parents or guardians of students with 20 days of receipt. This research was conducted after the variable of interest had been determined in the natural course of events (Ary, 2005). Specifically, the target population has already participated in a scripted reading intervention program. The control group had participated in the district adopted reading program without the scripted reading intervention program. Both groups had taken and received scores on the CST. The test scores were available to the general public at the California Department of Education's website and to district personnel on the district's internal database. For this project, test scores from the last 3 years were collected from the district's internal database.

Survey Data analysis

Comment [J113]: Pretty big paragraph& so perhaps break out into 2-3 paragraphs.

Also, what specific statistics were used to analyze the survey data?

The data was analyzed by looking for commonalities among participant responses and drawing conclusions. The participants' responses to each question was summarized and presented in tables, bar graphs, and pie charts.

Comment [J114]: Like what?

Did you estimate measures of central tendency or frequencies to report how individuals answered your survey questions.

Procedures for Qualitative Data Collection

Research site

_____ This research was conducted at Roosevelt Elementary School in Tulare, California. Roosevelt is composed of five kindergarten, five first grade, six second grade, five third grade, four fourth grade, and three special day class classrooms. The staff comes from a variety of cultural backgrounds. The school was built in 1947 but has been remodeled on several occasions. Most classrooms have four student desktop computers, a teacher computer, a computer projector, and other technology. The library is open to students, teachers and parents and is staffed by a full-time librarian. Roosevelt is in year five of program improvement status based on the California Department of Education's Academic Performance Index. Roosevelt is using various school wide improvement strategies in response to its struggle to meet state standards. Teachers collaborate frequently and participate in organized professional development. The school offers parental involvement programs and after school programs for students that are free of charge.

Role as researcher

_____ The researcher was a teacher at Roosevelt Elementary. The researcher has taught primary grades at the site for fifteen years. The role of the researcher was to gather information related to the research question and analyze the results. The researcher recruited survey participants from Roosevelt Elementary as well as other elementary school sites in the district. The researcher conducted interviews and observations at Roosevelt Elementary. Convenience sampling

technique was often employed because the researcher had access to the participants and data related to the research question.

Rapport

The rapport among the researcher and participants was positive. Participants were familiar with the researcher and the research topic. Care was taken to inform the participants of the purpose of the research and what was expected of them as participants.

Interview data

Four interviews were conducted. The interviews consisted of eight prewritten questions. The question types include experience & behavior, opinions & values, feeling, knowledge, sensory, and background/demographic (Patton, 2002). The general interview approach was used and interviews were conducted one on one. The general interview approach provided the structure of pre-established interview protocol and interview questions yet allowed for the interviewer to engage in conversation and ask additional questions. The duration of each interview was approximately twenty minutes. Interviews were audio recorded to aid the researcher in note taking.

Observational data

Four observations were conducted. The observer utilized an observation protocol and took field notes during the observation. The duration of each observation was approximately fifteen minutes. In two of the observations scripted reading programs were being taught. Both lessons were similar in many ways. The other two classrooms were participating in reading instruction, but did not utilize scripted instruction.

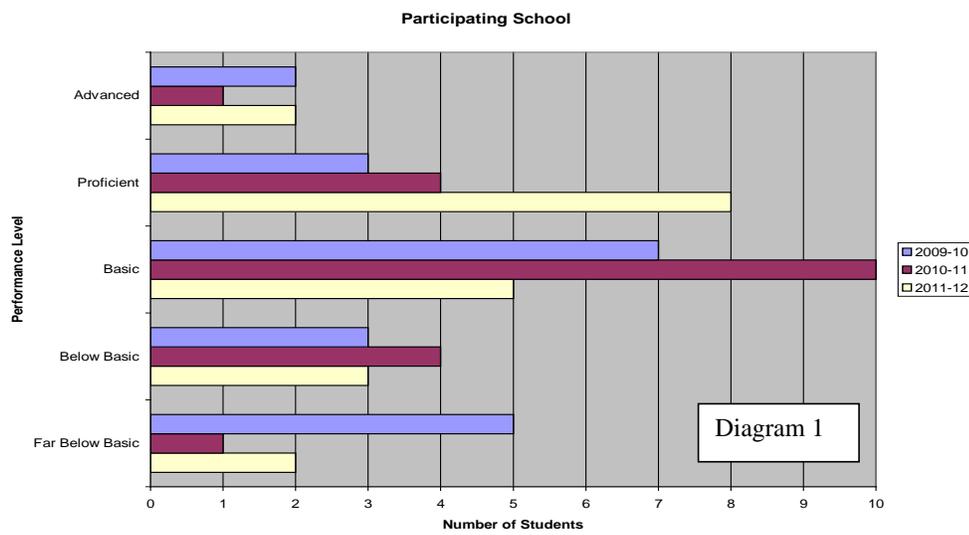
Comment [J115]: Talk a bit more about your role & est of rapport. For example, what challenges did you face w/ being a researcher & a teacher? Any perceived benefits.

In terms of rapport – did you approach people any differently than you would have otherwise?

FINDINGS

Quantitative data findings

Pre-existing data



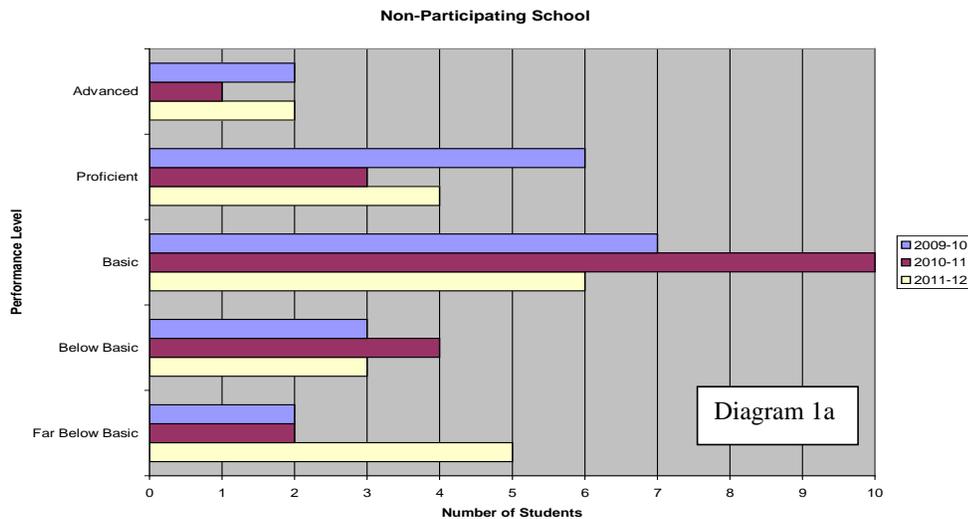


Diagram 1a

The pre-existing data consists of student CST scores from the participating and non-participating school. Twenty students from the participating school and twenty from the non-participating school were sampled. The students’ performance levels are shown in the diagrams 1 and 1a.

Survey data

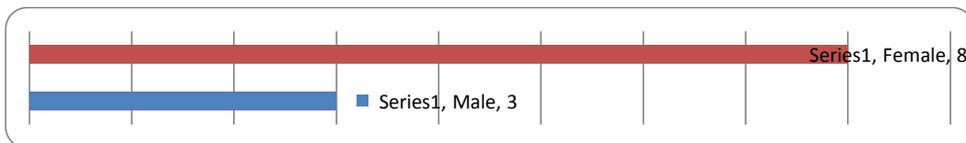
The survey contained ten questions. Eight questions were closed-ended, checklist and Likert type items. The other two were open-ended completion items. The first three questions addressed the participants’ gender, ethnicity, and teaching experience. This information was used to explore differences in teacher’s attitudes in relation to their own personal background. The next five questions explored teacher attitudes regarding reading intervention programs. These survey items were used to gain insight regarding factors that lead to English language arts achievement. Of the ten survey items, two were open-ended, numbers nine and ten. Question nine was, “What indicators do you observe in your students' work that indicates probable success

Comment [J116]: Talk about what this means in plain lang? Looks like most of the students are basis & that you had a lot more Far Below 2011-2012 than prior years. Indicates need for your work.

Want to use this pre-existing data to provide a framework (or context) for the data you report below.

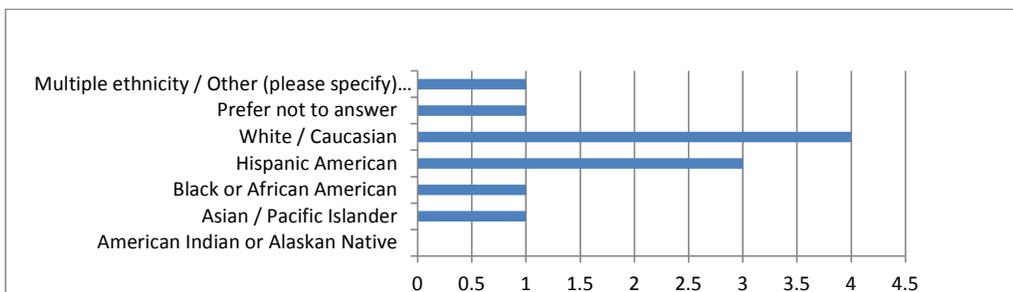
on the California Standards Test (CST)?” All eleven participants responded. Two participants stated that success on weekly assessments indicate probable success on the CST. Three participants stated that ability to read grade-level text is an indicator of probable success on the CST. The other participants stated that test taking strategies, problem solving strategies, student independence, and daily progress on classwork as strong indicators of probable success on the CST. Question ten was, “How do you help students who are struggling readers?” Small group and individual instruction were the most popular answers to this question. Other responses included cross-aged tutoring, independent reading of appropriately leveled text, Reading Mastery, Lexia, student study team, and parental involvement. Responses to the survey are summarized below.

Question 1: What is your gender?

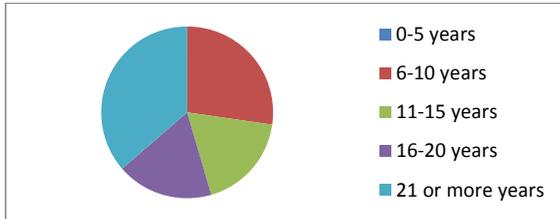


Question 2: Which race/ethnicity best describes you? (Please choose only one.)

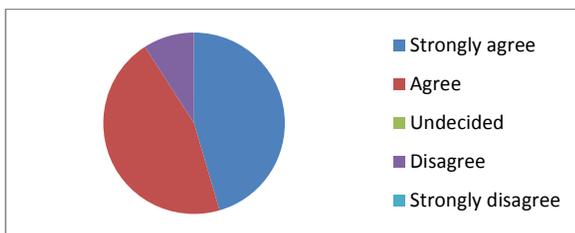
Comment [J117]: Can report demographics in paragraph format. Don't need graphs for this info.



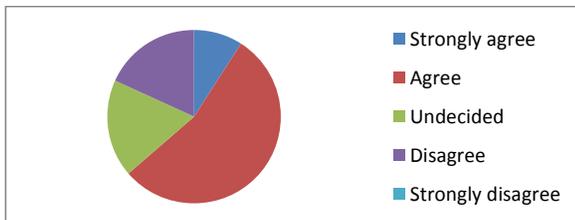
Question 3: How many years have you been teaching?



Question 4: A reading intervention program in addition to the district adopted curriculum is necessary to address the needs of students.



Question 5: I feel that students benefit from lessons in which the teacher reads from a script.



Question 6: Have you ever taught one or more lessons from a scripted teaching program such as Reading Mastery or Open Court?

All eleven participants indicated a "yes" response.

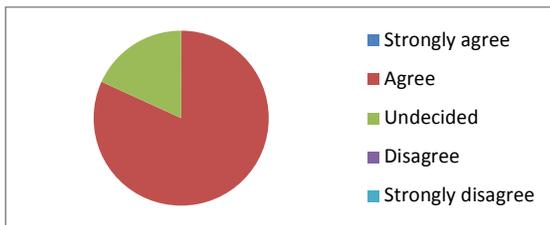
Question 7: Which of the following statements describe your attitude(s) regarding the use of a scripted teaching program? (Mark any that apply)

Scripted teaching programs increase the amount of teacher on-task time.	7	63.64%
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Scripted teaching programs increase the amount of student on-task <u>time</u> .	9	81.82%
Scripted teaching programs decrease the amount of teacher error in delivering the <u>curriculum</u> .	7	63.64%
Scripted teaching programs increase student participation.	8	72.73%
Scripted teaching programs help inexperienced teachers deliver curriculum.	8	72.73%
Scripted teaching programs are not conducive to meeting the needs of individual students.	3	27.27%
Scripted teaching programs are demeaning to teachers' professionalism.	1	9.09%
I am not familiar with scripted reading programs.	0	0%
None of the statements above describe my attitude regarding the use of scripted teaching programs.	0	0%

Comment [J118]: Good use of table to report findings.
 Now, just provide a written summary of info presented in the graphs. Need to provide a plain lang summary of key findings for the reader.

Question 8: The curriculum that my district provides meets the needs of English language learners.



Question 9: What indicators do you observe in your students' work that indicates probable success on the California Standards Test (CST)? (Open ended response)

Participant 1: Pointing out things we have talked about in their independent work.. ex- finding homophones while independent reading -Using strategies taught before to solve new problems	Participant 2: Weekly scores on assessments, results of Treasures summary assessment, DIBELS monitoring, scores on writing assessments
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Participant 3: success on weekly grade level PLC tests and Standards Plus test prep practice and tests	Participant 4: Students are able to use their reading strategies to comprehend. Also, phonics, vocabulary, fluency and expression skills have improved overall which help students in testing taking.
Participant 5: Being able to transfer their test taking skills into their CST	Participant 6: I see my students making progress on day to day tasks, and then can see an improvement on their tests.
Participant 7: being able to work independently	Participant 8: decoding words
Participant 9: Student reading level is a strong indicator of success on the CST	Participant 10: Comprehension of the question and how to find the solution
Participant 11: Students have not had an opportunity in my opinion during Reading Mastery to necessarily grow as much as I'd like to see them do so. I'd imagine that minimal of what we have done in that hour a day will help them on the CST. The only student work they complete during Reading Mastery is a fill in the blank or multiple choice and it is not written and questioning anywhere near comparable to the CST.	

Question 10: What interventions do you use for struggling readers? (Open-ended response)

Comment [J119]: Good & does this tie into district efforts?

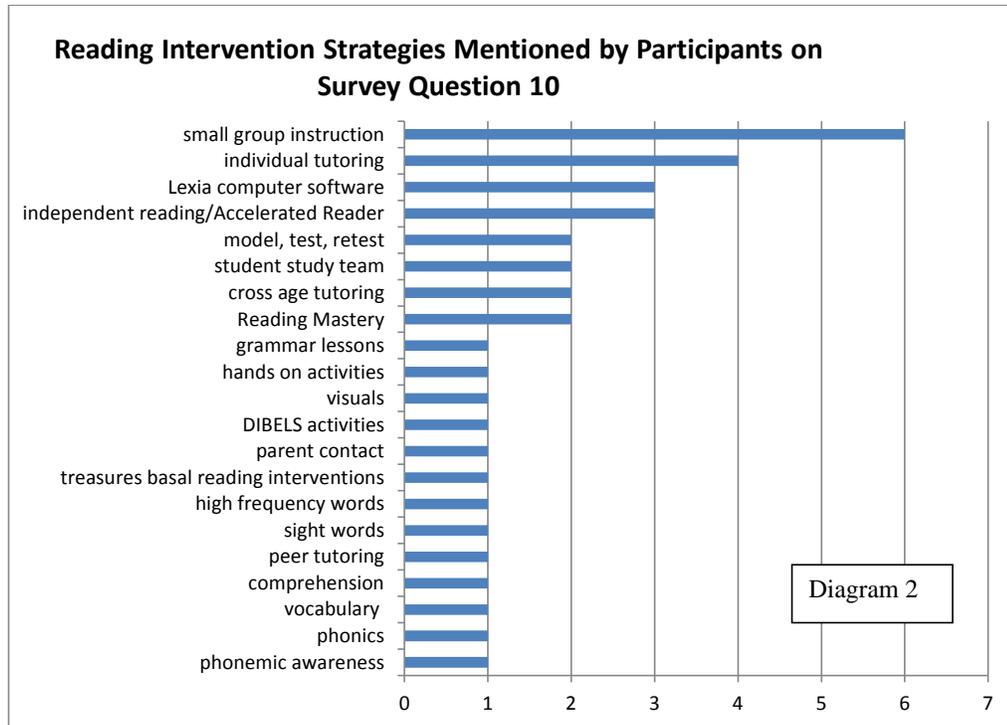


Diagram 2

Qualitative data findings

Interviews

Responses to the questions varied greatly. For example, question one asked, “What is your opinion of scripted teaching programs?”. Generally, two participants believed they are useful and two criticized their effectiveness. One reason why participants were in favor of scripted programs use was that they provide a method for grade levels and schools to provide consistent instruction throughout. Another reason participants gave was that younger students benefit from the repetition and routine that scripted programs provide. A criticism given was that scripted teaching programs are inflexible. They don’t allow the teacher to modify instruction to meet the needs of individual students. Another criticism was that students are

often inappropriately placed in homogeneous reading groups. Their school, which uses Reading Mastery, uses the program’s placement test and the participant believes that the placement test is not reliable in dictating appropriate placements. Interview question number four asked the interviewees to discuss some strategies they use to remediate struggling readers. This question was also asked on the survey. The interview produced some responses that participants did not state in the survey. Listening to recorded stories, Accelerated Reader software, Leap Pads, poetry, and guided reading groups were some strategies that were mentioned by interviewees but not by survey participants. The data from the interviews was analyzed by comparing responses between the participants and looking for themes and trends.

Comment [J120]: How used in the classroom?
Any unique info found from observations?

Observations

The following table summarizes some of the observations conducted.

Classroom	Student Grouping	Setting	Teaching Aids/ Materials	Lesson Content
A	Heterogeneous by reading level; 15 students; 9 boys and 6 girls; 1 student at computer; students seated in two long rows;	Students facing teacher; students only talking when teacher signaled	Reading Mastery scripted reading intervention program; each student has a textbook; instructor has teacher guide	Vocabulary instruction; students chorally read lists of words; teacher corrects – “No, that’s not right. That word is contest. Read, spell, read contest.” students comply; after 3 word lists students are called on by teacher to individually read parts of a story aloud. All students read a portion of the story.
B	Heterogeneous by reading level; 16 students; 8 girls and 8 boys; students seated in 4 groups	Students facing each other in groups; students talking and working cooperatively	Reading Mastery scripted reading intervention program; each student has textbook, workbook, and pencil; instructor has teacher guide	Students complete “take home” worksheet; worksheet has questions about story read earlier in the lesson; teacher circulates supervising students; students mostly working independently; some students consulting one another regarding worksheet; after timer goes off students trade pencils for pens and self-grade worksheet; students volunteer answers after being called on by teacher.
C	Group of 5 students; 7	Very quiet; kids not at	Treasures Reading	Small group: Teacher chose 1 student to read at a time from

	students seated in chairs in a circle; 6 students working at desks; 12 girls and 6 boys, 1 at computer doing Lexia	small group self-directed; small group facing teacher	Anthology textbook; teacher edition; Treasures practice books; leveled readers	anthology; teacher asked questions, "What inferences can be made from this sentence?"; student responds, "I know that Farfallina likes to eat noodles"; teacher continued asking questions during reading; students at other activities self-directed and engaged
D	Students seated at desks in 4 table groups; 12 boys and 11 girls;	Students working in pairs; students talking but most on-task.	Treasures decodable reader story <u>The Solar System</u> ; writing journals, pencils, chart paper with notes about book	Students engaged in making notes from story about the solar system and preparing to write a paragraph. Most students have notes in journals. Teacher answering questions and adding to chart displayed at front of room

In classroom "C" students were involved in different activities but all students appeared on-task. In classroom "A" some students were making errors when reading but had a standard procedure for correction and word practice. Classroom "A's" focus seemed to be decoding while the other classrooms' focus appeared to be comprehension. Teaching materials in classroom "C" appeared newer and more colorful. The data was analyzed by reviewing the field notes that were taken by the observer according to the observation protocol.

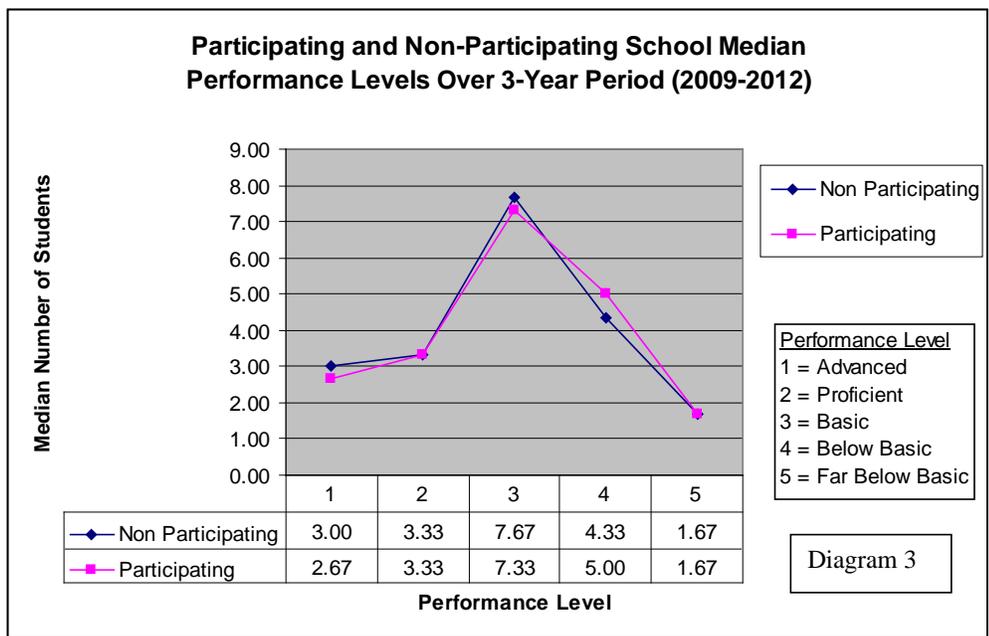
Comment [J121]: What about key findings from observations that could tie into interview/survey findings?

SECTION 4

CONCLUSIONS

The pre-existing data shows a pattern of improvement in test scores over a three year period in the participating school. At the participating school, the amount of proficient students rose from 3, to 4, and then to 8 in the 2011-12 school year. The non-participating school's proficient scores declined from 6, to 3, and then to 4 in the 2011-12 school year. Both schools had a large number of basic scores during the three years. Diagram 3 shows the median number of students and their average scores over the three year period at the participating and non-participating school. When looking at the median scores both participating and non-participating

schools' scores were similar. The difference was that the participating school saw a significant improvement in the number of proficient students in the 2011-12 school year (see diagram 1).



Comment [J122]: Looks good & can go into Results section. Pretty much the same.

The survey data indicated that teachers believe that small group and individual instruction have a significant impact on students' language arts achievement (see diagram 2 in findings). Scripted reading intervention programs were looked upon favorably by 10 of 11 survey participants. The survey data indicated that most teachers valued scripted reading programs because they increased student on-task time, increased student participation, and helped inexperienced teachers deliver curriculum. Teachers also considered computer based activities Lexia and Accelerated Reader as helpful for struggling readers.

The interview data revealed a perceived problem with the scripted program's placement test. Students that had demonstrated high levels of reading ability were often placed in lower

Reading Mastery groups. This resulted in lack of student engagement and a waste of instructional time. Teachers were aware of the problem and making adjustments as needed.

Two scripted reading program lessons and two other lessons were observed. The scripted reading observations are noted as classroom “A” and “B” in the findings. During scripted reading lessons students could be observed following routines that were already in place. For example, students were corrected during reading by having them “read, spell, read” the missed word. The materials used were older and contained drawings instead of photographs. Little technology was observed being used in the scripted reading lessons. In classrooms “B” and “C” the Treasures reading program was observed in small group and whole class. Students were on-task, but less structured. Materials were newer and included color photographs. More student talking and less teacher talking was observed. Students using technology was observed in classroom “B” and “C”.

The research question was: Do 2nd grade students who participate in scripted reading intervention programs score higher on standardized language arts tests than students who do not participate in scripted reading intervention programs? Based on the pre-existing data, students who participated in scripted programs scored slightly higher than those who did not. The survey, interviews, and observations support the use of scripted reading for various reasons, but none that directly tie it with successfully preparing students for the CST. Teachers believed that scripted reading intervention programs remediate struggling readers and that would lead to positive CST scores.

SECTION 5

NEXT STEPS FOR ACTION RESEARCH/RECOMMENDATIONS

Since the pre-existing data showed that students had slightly higher achievement on the CST, further study is recommended. A larger sample should be taken to substantiate the results. A larger sample would result in a pool of students would lead to a higher level of reliability. With the recent implementation of the Common Core Standards, the dependent variable of CST scores will have to be reconsidered. A new standardized test, Smarter Balanced Assessment Consortium (SBAC) is set to be fully implemented in the 2014-15 school year in grades 3-11. The methods teachers use to help struggling readers is central to this issue. Therefore, another measurement of student achievement might be considered for use as the dependent variable.

Comment [J123]: Definitely or even look at across multiple sites.

The survey and interview data indicated a teacher preference for small group and individual instruction. The use of scripted reading programs in small groups is recommended. This is of utmost importance for struggling readers. Teachers and paraprofessionals can deliver instruction more effectively and students can attend to tasks more efficiently. Research indicated that inexperienced teachers can rely on scripted teaching instruction as an effective tool. Schools can expect that instruction is delivered consistently among classrooms if scripted programs are used consistently.

The question remains whether it is necessary to use scripted reading programs to achieve desired results. This research has revealed other instructional practices that influence student achievement. As educators strive to achieve new SBAC testing benchmarks, the curriculum they select will be a critical factor to their success. Whether or not they select scripted reading intervention programs remains to be seen.

Comment [J124]: This is something you can cont to look at w/in your school.

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Appendix A

Reading Intervention Program Survey

The purpose of this survey is to gain insight regarding teachers' beliefs and attitudes regarding reading intervention programs. Please complete this survey by clicking on the response or responses that describe you or your beliefs under each question. Submit this survey online at www.surveymonkey.com by March 12, 2013

1. What is your gender?

- Female
- Male

*

2. Which race/ethnicity best describes you? (Please choose only one.)

- American Indian or Alaskan Native
- Asian / Pacific Islander
- Black or African American
- Hispanic American
- White / Caucasian
- Multiple ethnicity / Other (please specify)

*

3. How many years have you been teaching?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 or more years

*

4. A reading intervention program in addition to the district adopted curriculum is necessary to address the needs of students.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

*

5. I feel that students benefit from lessons in which the teacher reads from a script.

- Strongly agree

- Agree
- Undecided
- Disagree
- Strongly disagree

*

6. Have you ever taught one or more lessons from a scripted teaching program such as Reading Mastery or Open Court?

- Yes
- No

Other scripted program (please specify)

*

7. Which of the following statements describe your attitude(s) regarding the use of a scripted teaching program? (Mark any that apply)

- Scripted teaching programs increase the amount of teacher on-task time.
- Scripted teaching programs increase the amount of student on-task time.
- Scripted teaching programs decrease the amount of teacher error in delivering the curriculum.
- Scripted teaching programs increase student participation.
- Scripted teaching programs help inexperienced teachers deliver curriculum.
- Scripted teaching programs are not conducive to meeting the needs of individual students.
- Scripted teaching programs are demeaning to teachers' professionalism.
- I am not familiar with scripted reading programs.
- None of the statements above describe my attitude regarding the use of scripted teaching programs.

*

8. The curriculum that my district provides meets the needs of English language learners.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

*

9. What indicators do you observe in your students' work that indicates probable success on the California Standards Test (CST)?

10. What interventions do you use to help struggling readers?

Appendix BInterview Questions

1. What is your opinion of scripted teaching programs?
2. Has your view of scripted teaching programs changed during the course of your teaching career? If so, how?
3. Are there certain subjects or learning goals that scripted teaching programs are more effective than others? If so, which ones and why is scripted teaching effective?
4. Discuss some of the strategies you use to remediate struggling readers.
5. What strategies do you find are most effective for teaching English Language Learners?
6. Discuss how ethnicity, gender, and/or socioeconomic levels affect students' ability to meet academic standards.
7. What are some challenges you face when trying to prepare students to meet grade level standards?
8. If you had complete control over the curriculum you taught, what would reading instruction look like in your classroom?

Appendix C
Observation Protocol

Pre-observation data

Teacher: _____ Grade Level: __ Location: _____

Student Demographics:

Male _____ Female: _____ ELL: _____

Observation Start Time: _____ Observation End Time: _____

Specific Reading Lesson Objective: _____

Observation data

Student Grouping: _____

Description of the Classroom: _____

Teaching aids/materials: _____

Content, nature of activity, what teacher is doing, what student are doing, interactions: _____

Assessment strategies used: _____
