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ABSTRACT

The development of a strategy for increasing pupil performance in the Southwest Regional Laboratory (SWRL) Beginning Reading Program (BRP) is described in the introductory section of this document. This strategy, or support system, is embodied in "The Instructional Improvement Kit," presented as an appendix to the document. The kit is designed for both program assessment and instruction and instructional improvement. In the program assessment section, suggested procedures for monitoring the BRP are discussed and practice opportunities are provided. The primary instrument for program assessment is the Class Performance Chart, which allows a teacher or administrator to record actual class performance data and unit completion dates for each unit of the BRP and to compare them with performance and pacing criteria established prior to beginning the program. In the instructional improvement section, procedures are outlined for isolating the source of apparent problems and for prescribing appropriate remedies. Accompanying the text is a workbook that furnishes data for the practice exercises and contains answers to and explanations of each of the items. (LL)

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TITLE: PROTOTYPE DEVELOPMENT OF AN INSTRUCTIONAL IMPROVEMENT KIT FOR THE LEGINNING READING PROGRAM

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ABSTRACT

One strategy for increasing pupil performance in an instructional program is to develop various support systems to augment the basic program. This report describes the development of one such system, the Instructional Improvement Kit. The kit includes monitoring and intervention materials and procedures for teachers and administrators. Although geared for use with the BRP, the kit also serves as a prototype component for other instructional programs.

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PROTOTYPE DEVELOPMENT OF AN INSTRUCTIONAL IMPROVEMENT KIT FOR THE BEGINNING READING PROGRAM

Fred Niedermeyer and Kathi Fischer

One strategy for ensuring maximum performance of an instructional program is to develop various support systems for the basic instructional program. With the SWRL Beginning Reading Program, the development of these additional systems has been a continuous process. A number of support systems have been developed, including a Tutorial System (Niedermeyer and Ellis, 1970), a Teacher Training System (Niedermeyer, 1970), a home-based Parent-Assisted Learning Program (Niedermeyer, 1969), and a parent-administered Summer Reading Program (Sullivan and Labeaune, 1970).

This paper describes the prototype development of another support system for the Beginning Reading Program, the Instructional Improvement Kit. This system provides teachers, administrators, and supervisors with the means (1) to periodically summarize pupil achievement and instructional pacing data throughout the year, (2) to compare these data with pre-determined acceptability threshholds (SWRL-suggested or other), and (3) to analyze instructional problems and generate modifications designed to improve substandard results. The kit can be used by teachers as a self-monitoring mechanism or by administrators and supervisors with one or more teachers in a school or district.

The self evident need for monitoring instruction has been confirmed by SWRL experience. Pacing difficulties (e.g., delaying the initiation of instruction or moving too slowly through a program) have been especially noticeable (LaBouff and Bailey, 1971). Other difficulties related to basic classroom instruction have also been evident. However, the primary consideration in developing this type of instructional support system has not been the monitoring aspect (i.e., identifying substandard performance and pacing as it occurs during the year), but the improvement aspect. That is, consideration of what recourse teachers and administrators have, once problems are identified, how they can isolate the sources of apparent problems, and what modifications should be initiated to resolve each type of problem.

The monitoring and improvement procedures contained in the Instructional Improvement Kit represent an initial attempt to address these questions. The procedures are based on data gathered from numerous sources during the past few years (i.e., tests, teacher meetings, classroom observations, questionnaires). Subsequent tryouts in actual school settings will determine the kit's effectiveness in further improving pupil achievement in the Beginning Reading Program. In addition, the kit can serve as a prototype component for other instructional programs.

THE INSTRUCTIONAL IMPROVEMENT KIT

Use of the Instructional Improvement Kit involves working through a 20-page text and completing a series of practice items designed to

simulate actual monitoring and intervention procedures. Accompanying the text is a workbook that furnishes data for the practice exercises and contains answers and explanations to each of the items.

The kit is divided according to its two functions: (I) Program Assessment and (II) Instructional Improvement. In the first section, suggested procedures for monitoring the BRP are discussed and appropriate practice opportunities provided. The primary mechanism for monitoring the BRP is the Class Performance Chart. This chart allows a teacher or administrator to record actual class performance data and unit completion dates for each unit of the BRP and to compare these data with performance and pacing criteria established prior to beginning the program. School personnel may determine their own criteria, or they may use the SWRL-suggested criteria detailed in the text. In either case, these assessment procedures provide a simple yet effective means for determining the existence of instructional difficulties.

In the second section, procedures are outlined for isolating the source of apparent problems and for prescribing appropriate remedies. By examining data from Class Record Sheets and from the Class Performance Chart, it is sometimes possible to pinpoint the difficulty, be it related to pacing or performance. A Lesson Observation Data Sheet is included for assistance in identifying problems related to instructional procedures.

Throughout the kit, numerous practice opportunities are provided. Several of the items require following suggested procedures for completing the Class Record Sheet and the Lesson Observation Data Sheet. Other

items involve the analysis of simulated data and the prescription of appropriste intervention procedures for apparent difficulties.

Tryout of the Instructional Improvement Kit

A tryout of the Instructional Improvement Kit was conducted by the authors during a two-week period in June. Three kindergarten teachers, two principals, and two curriculum coordinators from school districts in the Los Angeles metropolitan area were invited to participate in the tryout. All participants were using the Beginning Reading Program in their schools.

In a series of individual sessions, each of the participants was asked to work through the kit and complete the practice items. They were encouraged to voice their comments, questions, and criticisms to the staff member conducting the tryout. These reactions were recorded in writing. Written responses to the practice items were also collected.

Each of the individual tryout sessions lasted approximately one and one-half hours. The results are summarized below.

Reactions of Teachers, Administrators and Supervisors

Response to the kit was enthusiastic. All participants favored the use of such a kit in implementing the Beginning Reading Program. Without exception, each of the participants found the use of performance and pacing criteria a helpful and sensible idea, and none objected to the particular SWRL-suggested criteria presented in the kit's monitoring procedures. All of the participants were particularly interested in the Class Performance Chart and Lesson Observation Data Sheet, which they found simple to use and directly applicable for program monitoring and intervention.

The tryout served to generate a number of comments related to the presentation of material in the text. The most significant and recurrent of these comments was the suggestion that the kit be given more "teacher-emphasis." That is, rather than risk intimidating teachers by proposing that supervisors monitor classes, the participants urged that the teacher's ability to monitor her own program should be stressed. This suggestion was more a question of presentation than practice, since all participants agreed that some teachers, particularly inexperienced ones, could greatly benefit from supervisory monitoring.

In consideration of all comments and suggestions made during the tryout, the Instructional Improvement Kit has been revised. A copy of the rewritten text is included in the Appendix of this report.

Appendix A

Instructional Improvement Kit

INSTRUCTIONAL IMPROVEMENT KIT FOR THE SWRL BEGINNING READING PROGRAM

An important advantage of research-based instruction, such as the SWRL Beginning Reading Program (BRP), is its proven success in actual classrooms. When using these carefully-tested programs, a teacher knows that children can be expected to achieve the kinds of results outlined in the objectives.

Yet even the best program can fall short of its specified objectives in any given classroom. If a problem exists, efforts must be made to improve the situation and to ensure maximum program results. Thus, it is the responsibility of both teachers and administrators to regularly check program effectiveness and to promote instructional improvement whenever necessary. This Instructional Improvement Kit provides the means to meet this responsibility.

The Kit is organized according to two main functions: (I) Program Assessment and (II) Instructional Improvement. During Program Assessment, data are collected and examined on a regular basis to determine whether instructional improvement is necessary. The simplified assessment procedures require no more than five minutes per class following each of the ten instructional units of the Beginning Reading Program. During Program Improvement, the causes of performance or scheduling problems are identified, and instructional solutions are generated and put into effect. The success of these solutions can then be determined through continued assessment of each subsequent unit.

While working through the Kit, you will have numerous opportunities to examine and practice the procedures described. A workbook is provided for this purpose.

I. PROGRAM ASSESSMENT

The most accurate and efficient means of assessing the success of a program is through measures of pupil performance. In the SWRL Beginning Reading Program, Criterion Exercises measure pupil performance every two to four weeks. Normally, individual scores on these Criterion Exercises help to identify children who need additional practice on certain outcomes. Yet, over-all class performance on the Criterion Exercises can also indicate how successfully the program is being implemented. For example, when more than 20 percent of the class consistently scores lower than 18 on the 20-item test, there may be cause to examine the basic instruction and to initiate improvement procedures.

In addition to pupil performance, another important measure of successful implementation involves program pacing---the rate at which the children move through the Beginning Reading Program. The BRP is designed such that a teacher should plan to devote approximately three weeks to each unit of the program (after Unit 1). Moving too quickly or too slowly through each unit can create serious consequences for children. Prolonged attention to a unit, for example, may penalize many children who could move at a faster rate (and perhaps complete the program), and may result in a loss of interest and motivation.

Or, an overly-accelerated pace may deprive some children of the time needed to master the basic reading skills. Like performance problems, pacing problems must be identified and corrected if children are to attain all of the intended objectives of the reading program.

The following section explains how to collect, summarize, and record pupil performance and instructional pacing data throughout the year.

USING THE CLASS PERFORMANCE CHART

To help identify instructional problems when using the BRP, a Class Performance Chart is included in this kit. This chart allows you to quickly and easily summarize and examine actual measures of pupil performance and instructional pacing on a systematic basis. The data needed to assess class progress with the Class Performance Chart are obtained from the teacher's Class Record Sheet for each of the ten Criterion Exercises in the Beginning Reading Program.

To see how the chart is used, first look at the partially-completed Class Performance Chart for Teacher A on Page 1 of the Workbook. This chart shows sample performance and pacing data for a teacher who has grouped her kindergarten children into three ability groups. The number of children in each group has been marked in the left-hand column. (Of course, the chart is equally useful to teachers who teach the entire class as a single group or who provide individualized instruction in the BRP.) After each group completes a unit, Teacher A fills in pacing data and summarized Criterion Exercise data on the chart.

Summarizing Pupil Performance Data

Results of SWRL studies indicate that unless children score at least 18 correct on the Criterion Exercises during the year, they will not be reading well at the end of the year. Thus, one measure of program success is the number of children (or proportion of the class) who consistently score 18 or more correct on each unit's Criterion Exercise. For example, look at the pupil performance entry on Teacher A's Class Performance Chart for Group 1, Unit 1. The proportion "7/10" means that seven of the ten children in this group scored 18 correct or higher on the 20-item Criterion Exercise for Unit 1. Below the proportion "7/10" on Teacher A's chart is the figure "70%." This is the percentage equivalent of the proportion "7/10." Thus, 70 percent of Teacher A's Group 1 children scored at least 18 correct on the Criterion Exercise for Unit 1.

On the basis of previous tryouts of the BRP with over 100,000 children in all types of schools, SWRL suggests certain criteria which may be used to evaluate overall class performance in each unit of the program. For Unit 1, the SWRL-suggested criterion is 50 percent. This means that at least half of the children should score 18 or more correct on the Unit 1 Criterion Exercise. As the children become more familiar with the program and begin to build a base of reading skills, their performance should steadily improve, so that by completion of Unit 4, SWRL suggests that 80 percent of the children should be scoring 18 or higher on the Criterion Exercise.

Criteria like these represent minimum expectations of a class or group, and provide a means by which to evaluate progress and success in the program throughout the year. For this reason, it is essential to determine performance criteria at the beginning of the program. At the completion of each unit, actual class performance can then be compared with the pre-established criteria. When class performance criteria are not attained over a period of two or three units, it is an indication that instructional analysis and improvement may b[illegible]

You may decide to use the SWRL-suggested criteria, or you may want to determine your own criteria at the beginning of the program, based on previous experience with the BRP or on the particular characteristics of your class or school. Whatever criteria you decide to use should be recorded at the top of the Class Performance Chart under the heading "Performance Criteria." Since Teacher A is using the SWRL-suggested class performance criteria, she has recorded these on the chart. (See SWRL-suggested class performance criteria for all ten units on Teacher A's chart on Page 1 of the Workbook.) As her class completes each unit of the BRP, she can then record actual class performance on the chart and compare this with the criteria at the top of the chart.

Note that in Teacher A's class, pupil performance generally meets the SWRL-suggested criteria. Group 3, the lower-ability children, was a little low for Units 1 and 2, but improved to meet suggested criteria by Unit 3. Totals for all three groups combined (bottom row of chart)

indicate that the class as a whole performed at the expected levels for the first three units.

Recording Pacing Data

In order to complete the BRP during the kindergarten year, SWRL suggests that approximately five weeks be devoted to instruction on Unit 1, and that three weeks be scheduled for each of the remaining nine units---32 weeks in all. Therefore, if completion of all ten units is desired, the program should be started early in the school year and no later than mid-October. These program pacing suggestions are indicated at the top of the Class Performance Chart under each unit heading.

To allow sufficient time for completion of the program, a school or district should always agree in advance on the latest starting date for the program. (Many teachers begin the BRP the first or second week of school.) This date can then be recorded in the upper left-hand corner of the chart. In Teacher A's district, for example, the latest starting date was October 9 (see top left corner of Class Performance Chart for Teacher A) and Teacher A began the BRP before this date.

Similarly, completion dates for each unit of the BRP should be determined prior to beginning the program. To estimate the expected completion date for each unit, simply use a calendar and, beginning with the Unit 1 starting date, count the appropriate number of weeks suggested for each unit. (Remember to allow for school holidays and vacations.) Once your estimates are complete, record these dates at the top of the Class Performance Chart. As each unit is completed

during the year, record on the chart the date the Criterion Exercise was given. Then, compare this date with the expected completion date to determine if the class is maintaining the program completion schedule.

Some children, of course, may be able to move faster and a few may need to move more slowly, but generally most children will complete a unit and attain the intended outcomes in three weeks. Note the pacing differences among Teacher A's three ability groups. Group 1 (high ability) is completing each unit in about two and a half weeks. Group 2 is moving at a pace about equal to the recommended three-week-per-unit schedule, while Group 3 (lower ability) is requiring a little more than three weeks for completion of each unit. Rates of up to four weeks per unit do not constitute a serious problem for lower-ability children. Instances in which an entire class consistently devotes more than three weeks to each unit, however, should be examined.

Practice A:

This exercise provides an opportunity for you to practice using the Class Performance Chart by summarizing and recording data from a teacher's Class Record Sheet. Please complete the exercise at this time.

- Look at Teacher A's completed Unit 4 Class Record Sheet for Group 3 (Page 2 in the Workbook). Count the number of children scoring a total (T) of 18 or more on the Criterion Exercise (CE). Determine what proportion of the group this number represents (e.g., "5/10," "7/12," etc.), and calculate this proportion as a percentage (e.g., "50%," "58%," etc.). Enter these data in the appropriate place on Teacher A's Class Performance Chart (Page 1 of the Workbook).

- In addition, find the date the Criterion Exercise was given (see Class Record Sheet), and record this date on the Class Performance Chart.
- Finally, update the "Totals" row at the bottom of the chart.

When you are finished, check your responses with those shown on Page 3 of the Workbook.

DETERMINING WHEN INSTRUCTIONAL IMPROVEMENT IS NEEDED

By examining the information recorded on the Class Peformance Chart, a teacher or other school person can determine how successfully the program is being implemented and if instructional analysis and improvement procedures are needed. As was discussed earlier, pupil performance criteria (SWRL-suggested or other) and unit completion dates should be established and recorded before beginning the program. Then, following each unit's Criterion Exercise during the year, actual class performance and pacing data can be compared with these criteria to evaluate the progress of the program.

In many cases, it may be useful to use the Class Performance Chart to assess the progress of the BRP in several classes. Working together to record performance and pacing data after completion of each BRP unit, teachers and administrators can keep an on-going record of the program in their school. Look, for example, at the Class Performance Chart for School X, where the Beginning Reading Program is being conducted in four classes (Page 4 of the Workbook). Each of the four teachers (A, B, C, and D) has agreed with the principal to begin the SWRL program no later than October 9, and to pool performance and pacing data after each

unit. This information is recorded on the Class Performance Chart, where expected performance criteria and unit completion dates for the four classes have already been indicated. In addition, the number of pupils in each class has been noted in the left-hand column of the chart.

When classes are divided into groups, unit completion dates should be recorded separately for each group. This allows for a more accurate assessment of program pacing for each class. For example, as Class Record Sheets are submitted for each of the three groups in Teacher A's class, three completion dates are recorded for each unit---one for each group. Teacher B, on the other hand, began the program with all of her 32 pupils in one group, but started grouping her class after completion of Unit 1. Thus, there is one unit completion date for her class in Unit 1, but three dates for Unit 2 and subsequent units.

Performance data for each of the classes, however, should be expressed as a total class figure to facilitate comparison with the established performance criteria at the top of the chart. Therefore, until all children in a class have completed a unit, performance data for individual groups should be recorded in pencil and up-dated as the scores of other children are submitted. Once all children in a class have completed the unit and taken the Criterion Exercise, the class performance data can be finalized for that unit.

From the unit completion dates and from the number of pupils shown on the chart of School X, you can deduce that Teachers A and B decided to group their students into three ability groups (although

Teacher B did not do so until after Unit 1). Because performance data for Teacher C's class only indicate 10 pupils, it is clear that Teacher C has only part of her class (probably a high-ability group) participating in the program. In Teacher D's class, on the other hand, since only one unit completion date is given for all 28 pupils, it would appear that Teacher D has all pupils in the BRP and chose not to group her class.

In recording the data for Classes A and B, the teachers have expressed pupil performance as total class achievement for each unit, but have indicated individual completion dates for each group within a class. The data for Unit 1, for example, show that 53 percent of the students in Class A scored 18 or higher on the Criterion Exercise, while 38 percent of the students in Teacher B's class scored this high. Pacing data show that each of Teacher A's groups is progressing at a different rate, as are the groups in Teacher B's class (after Unit 1). All groups in these two classes are meeting the expected completion date for each unit.

Class B, however, is consistently falling short of the suggested class performance level over the four completed units. In Unit 2, for example, only 41 percent of Class B scored 18 or higher on the Criterion Exercise. By Unit 4, although only the top two groups have completed the Criterion Exercise, the data indicate that the SWRL-suggested class performance level of 80 percent is not being achieved. Therefore, it would probably be advantageous for Teacher B to consider instructional improvement procedures.

The ten students participating in the Beginning Reading Program in Teacher C's class are performing well on the Criterion Exercises, yet Teacher C is maintaining an unusually slow schedule with the program. By the completion of Unit 2, for example, the group is already several weeks behind the suggested completion date. It should be determined why Teacher C is moving so slowly with this group. It should also be determined why Teacher C is administering the program to only part of her class, since the Beginning Reading Program is designed for all kindergarten children.

Teacher D, like Teacher A, is keeping the expected pace and meeting class performance standards. Unlike the other teachers, however, she has not grouped her students by ability. No difficulties are apparent from the pacing and performance data; therefore, further analysis of instruction in Teacher D's class is not warranted at this time.

Practice B:

To aid you in determining the existence of instructional problems, practice exercises are provided. Please refer to the Class Performance Chart of School Y (Page 5 of the Workbook) in completing the exercises.

Examine School Y's Class Performance Chart on which performance and pacing data for three classes (E, F, and G) are being recorded. Respond to the following questions by circling the letter of the class (or classes) which best meets each description.

1. From the recorded data, which class (or classes) is not meeting suggested performance criteria? (E, F, G)

2. Which class (or classes) is not meeting expected unit completion dates for the first three units? (E, F, G)

3. Which class (or classes) is meeting criterion levels in both scheduling and performance? (E, F, G)

Check your answers with those on Page 6 of the Workbook.

This concludes the discussion of program assessment procedures. As has been pointed out, these procedures may be used by an individual teacher to check program progress in her own class, or by several teachers and administrators to assess the BRP in a number of classes in a school or district. Useful for any class regardless of the grouping practices or the number of pupils, these procedures provide an index for measuring the successful implementation of the Beginning Reading Program.

Although the assessment procedures will identify the existence of performance or pacing problems, further analysis is then necessary to isolate the actual source of the problem and to prescribe possible solutions. The remainder of this kit describes procedures for instructional analysis and improvement which can help to maximize the benefits of the BRP in any kindergarten classroom.

II. INSTRUCTIONAL IMPROVEMENT

IMPROVING INSTRUCTIONAL PACING

If children are to complete the Beginning Reading Program, they must begin early in the school year (mid-October or sooner) and they must complete the units within the time frame of the pacing schedule. Often, however, these two conditions are not met when teachers have misunderstandings about the program or about program pacing. Some teachers fear readiness problems and consequently delay the beginning of reading instruction for too long a time. Others have difficulty scheduling regular instructional time and keeping pace with the suggested unit completion dates. Delays like these prevent kindergarten children from realizing the full benefits of the BRP. Therefore, the following discussion is designed to respond to questions and apprehensions about scheduling the BRP as suggested.

Question 1: Can children be successful in a reading program in kindergarten? Don't they need more readiness work, such as the SWRL Instructional Concepts Program or learning the alphabet and letter sounds, before beginning the BRP?

Results of the Beginning Reading Program in a large number of schools indicate that only a very few children will not profit from early reading instruction in kindergarten. In fact, many children entering kindergarten have already mastered the basic skills similar to the objectives of the SWRL Instructional Concepts Program. If some children do need this program, it may be conducted concurrently with the BRP. Other readiness skills, such as letter names and sounds,

are contained in the BRP itself. Thus, children learn these skills at the same time they are learning to read and to sound out words. Furthermore, the longer instruction is delayed in the BRP, the fewer the opportunities will be for children to practice sounding out the reading words (word-attack skills).

Therefore, it is suggested that the teacher begin the BRP with all children and keep them in the program for at least three units. At this point, children who are not succeeding can be identified through performance on the Criterion Exercises. Those who are scoring below the mastery level of 18, but higher than 12, are acquiring some skills and should be allowed to continue in the program, although they will need additional practice and help. Those who are scoring less than 12 over three units may need to delay participation in the BRP until later in the year.

Question 2: How can the BRP be included in the schedule when there are so many other things to do in kindergarten?

Teachers must sit down and evaluate their proposed list of activities in terms of pupil outcomes, i.e., what skills will the children acquire as a result of time spent on this activity? When activities are considered in terms of desired pupil outcomes, it is unlikely that all other activities will take priority over reading. Thus, time can be shortened on some of these other activities so as to schedule at least 25 minutes of BRP instruction for each reading group or child daily. (SWRL has

developed a Kindergarten Curriculum Planning Kit to assist with this important task.) In addition, other activities, such as art or oral language, can be modified to complement the Beginning Reading Program.

Question 3: <u>There's too much for the children to learn in each unit. How can they move on to the next unit after only three weeks</u>?

Many times teachers require all children to master all content before proceeding to the next activity or unit. This usually means that the program is moving too slowly for most of the children. It is suggested that the teacher move at the three-week-per-unit pace, teaching one new instructional skill-activity per day, as listed in the Activities and Materials Guide. Each skill-activity listed (e.g., "Read the words <u>in</u> and <u>it</u>") provides the basis for a day's instructional lesson. Since there are always less than 15 of these in any one unit (usually nine or ten) including testing and remediation, it should be possible to complete each unit within three weeks, including a day or two for review. In addition, the program maintains constant review of previous unit content through the storybooks, i.e., children read and sound out words and elements from previous units.

<u>Practice C</u>:

Read the three case descriptions below and circle the letter of the best prescription for the particular pacing problem described.

1. It is early December and Teacher P has only started one group of eight students in the BRP. She says she is eager and willing for the rest of her class to begin the program,

but feels that they should complete the Instructional Concepts Program (ICP) first. What course of action would you recommend?

a. Since the ICP is already under way, complete it as planned before starting the BRP.

b. Continue with the ICP but begin the BRP nonetheless. After three units of the BRP, it will be easier to tell if any serious readiness problems exist.

c. Administer a standardized reading readiness test and begin the BRP with those children who pass. Those who don't pass should complete the ICP before beginning the reading program.

2. It is early November and Teacher Q has not yet started the BRP with any of her children. She says that she is glad to have the program, but there are so many other activities to include that there's not enough time for the BRP. She hopes that she can squeeze it in by January or February. What should she do?

a. Abandon the other activities immediately and try to catch up in the BRP by devoting twice the suggested instructional time to reading each day. By February she should be able to reactivate earlier activities.

b. Finish what she's doing now and set a starting date for the BRP as soon as time permits.

c. Make a list of anticipated outcomes for all daily activities. Then reschedule activities according to outcome priorities. By planning instructional time effectively, reading instruction can be included daily.

3. After the completion of two BRP units, Teacher R is four weeks behind the suggested unit completion pace. She says that she is devoting 30 minutes to reading instruction each day, but there is not enough time in three weeks for the children to really learn all of the material. What should she do?

a. Plan on introducing one new skill-activity per day, as listed in the Activities and Materials Guide. Allow one or two days for review of all activities at the end of the unit. Move right along at this pace.

b. Increase instructional time to 60 minutes per day. This will allow enough time for all children to master unit content before proceeding on.

c. Continue as before. With a solid framework in the early units the children will be able to increase their pace later and cover more material.

Check your answers with those shown on Page 6 of the Workbook.

IMPROVING PUPIL PERFORMANCE

When class performance criteria are not attained for two or three consecutive units of the Beginning Reading Program, the instruction needs to be analyzed and modified so as to increase the amount of learning that takes place. While the Class Performance Chart may indicate the existence of an instructional problem, it will not identify the specific source of the difficulty. Therefore, the questions below can serve as guidelines in isolating an instructional problem and in determining the most effective remedy.

Question 1: Which individuals in the class consistently do not score at least 18 on the Criterion Exercises?

Criterion Exercise scores for each child are recorded on the Class Record Sheet for every unit. By examining these scores, it is possible to identify any children who consistently do not score at least 18 on the Criterion Exercise for each unit. It may be that most of the class is regularly meeting performance criteria, while a smaller, distinct portion of the class is not. In such a situation, these latter children

could be grouped and given additional instruction each day. If necessary, they could also move at a slightly slower pace (up to four weeks per unit), while the rest of the class moves ahead.

You may also want to consider the feasibility of a staggered day to allow more time for instruction with smaller groups of children. Many kindergartens have found this an effective way to improve pupil performance on the BRP.

Another possibility for additional instruction is the SWRL Tutorial Program. With this program, the teacher receives a kit which she can use to quickly train interested, older children or adults to individually tutor low-performing kindergarten children on the BRP outcomes. The Tutorial Program has proven successful in improving reading performance, particularly when it is difficult for the classroom teacher to provide all of the necessary remediation. If, however, more than just a few children, or different children each unit, account for low class performance on the Criterion Exercises, then other problem sources and correctional procedures need to be identified.

Question 2: On which outcomes do children score low?

Again, by examining the Class Record Sheet, it may be apparent that particular outcomes contribute more to low class performance than do others. If more than one-fifth of the class consistently scores less than four on a particular outcome, the teacher should

review instructional procedures for that outcome immediately. (These procedures are described on blue Procedure Cards in the BRP Resource Kit.) The teacher may want to ask another teacher or administrator to observe an actual lesson and to compare the teacher's own procedures with those on the procedure cards.

Possibly, the teacher's own procedures adequately correspond to those on the Procedure Card. If this is the case, the cause of the low pupil performance probably lies elsewhere. However, if the teacher's own procedures do not match those on the card, she should make every effort to adhere more closely to the program procedures during the next unit. Subsequent Criterion Exercise scores for that outcome should be carefully examined to see if improvement takes place.

Outcome 3 of the BRP, Word Attack, for example, usually produces lower scores than the other three outcomes. This is because Word Attack is a more difficult skill to learn. When providing word-attack instruction, teachers sometimes will not require children to actually vocalize word elements before saying the word; that is, if the skill-activity is "Sound out and read the words mit, sit, and meet," for example, the teacher may be accepting single-word responses such as "sit" and "meet", rather than "sss it, sit," or "mmm-eet, meet." Unless children receive a lot of practice in sounding out and reading words aloud, many will have difficulty developing the ability to sound out new words when reading. A review of the Procedure Card for word attack should reveal any procedural discrepancies that may have

been overlooked. It will also be worthwhile to review the teacher training film and filmstrips provided with the BRP. (The last part of the General Instructional Procedures filmstrip, for example, contains a good description of word-attack drill.)

Question 3: How much new content are children expected to learn at one time?

In the Activities and Materials Guides, the content for each unit is broken up and listed as separate skill-activities. While a skill-activity (e.g., "Read the words in and it," or "Say the sound made by th, n, and an.") may include more than one new sound or word for the children to learn, there are never more than four of these new responses and usually only two or three in any skill-activity. As listed, these skill-activities provide an ideal amount of content for a daily lesson. Therefore, when teaching a unit, the teacher should plan and conduct an instructional lesson on no more (or less) than one new skill-activity per day, with additional practice on previously-introduced skill-activities throughout. By following this procedure, there will be adequate time to cover all content in a unit within three weeks and still spend several days reviewing. Significant variations from this procedure may deprive children of adequate practice on all unit content or may cause the class to fall behind the pacing schedule.

Practice D:

Read the following class descriptions and circle the letter of the best answer to each problem.

1. Teacher X has determined, from low class scores, that she has a performance problem in her class. She examines the Class Record Sheets for the last three units, and finds that 12 of her 35 students have not scored 18 or higher on any of the three Criterion Exercises, while the other students have. What should Teacher X do?

   a. Teach the three units to her class again.

   b. Remove these 12 children from the program.

   c. Regroup the class so that the 12 students can receive additional instruction, and perhaps move at a slightly slower pace.

2. At the completion of Unit 3 of the BRP, Teacher K's class is far below the SWRL-suggested performance criteria, with only 25 percent of the children scoring at the mastery level of 18. (See Class Record Sheet for Teacher K on Page 7 of the Workbook.) Teacher K examines her Class Record Sheet more closely and concludes that her problem is:

   a. She has grouped her students poorly.

   b. Most of the low performances are due to Outcome 3 (Word Attack).

   c. She is moving too fast in the program.

3. To remedy the situation, Teacher K should:

   a. Teach Unit 3 again.

   b. Review the teacher procedures for Word Attack.

   c. Slow down the pace of the program.

4. The Activities and Materials Guide for Unit 5 includes the following skill-activities:

4. Say the sounds made by un and r.

5. Sound out and read the words fun, sun, and run.

6. Read the words sun, them, us, and what.

Now look at the following lesson descriptions and circle the letter of the one in which the teacher has most closely adhered to recommended instructional procedures.

a. Introduce the sounds made by un and r. Sound out and read fun, sun, and run.

b. Introduce fun, sun, and run. Have the children practice sounding out and reading fun, sun, and run.

c. Introduce the words them and us. Have the children read them and us.

Please check your answers with those shown on Page 8 of the Workbook.

Question 4: During instruction, are individual children receiving frequent practice opportunities that are appropriate to the lesson outcome?

Acquiring reading skills requires lots of practice by each child. Furthermore, if the effects of this practice are to be reflected in the child's reading and in his Criterion Exercise scores, this practice must be related to the program outcomes and content. Therefore, teachers must provide frequent and appropriate practice for each individual child.

To be certain that the teacher herself is providing adequate opportunities for appropriate practice on lesson outcomes, a review

of the General Instructional Procedures contained in the Teacher's Manual is suggested. It will also be useful to look again at the teacher training filmstrip on General Instructional Procedures.

In addition, it is helpful to have someone (e.g., another teacher, a principal, or a supervisor) compare these general procedures with the teacher's actual classroom instruction during an observation session. Included in this kit is a Lesson Observation Data Sheet which can be used to record and summarize relevant data from a Beginning Reading Program lesson. The sheet can be used to record an entire lesson, or part of a lesson (e.g., a flashcard drill on new words prior to reading a storybook). Once the data are recorded and summarized, the teacher and the observer can then use this information as a basis for examining and evaluating instructional procedures and for suggesting modifications or improvements for any apparent problems.

To familiarize yourself with the Observation Data Sheet, look at the sample completed sheet from a lesson by Teacher M, recorded by Observer N (Page 9 of the Workbook). Read through the directions on the sheet at this time.

In this example, Teacher M was providing flashcard instruction on the Unit 4 skill-activity, "Sound out and read the words mad, that, and Nat." The summarized data at the bottom of the sheet shows that 75 percent (30 out of 40) of the response opportunities provided by Teacher M were appropriate to the lesson outcome. This is a fairly acceptable proportion, especially if the ten response opportunities

classified as non-lesson-related involved either reading individual sounds (m, n, th, ad, or at), or sounding out previously practiced word attack words (e.g., man, Nan). Had Teacher M allowed children to merely read each word, rather than actually sound it out before reading, ("mmmm-ad, mad"), then all such response opportunities would have been considered inappropriate.

The response rate of four words per minute (40 response opportunities in ten minutes, or one every 15 seconds) is a little bit low. SWRL studies have found that it is not unrealistic to obtain at least six responses per minute (one ever ten seconds) when introducing new words or sounds in a flashcard drill. Teachers should strive for this rate of response in flashcard instruction. Other types of instructional lessons may necessitate slightly slower response rates.

Teacher M elicited responses from individuals rather than groups 80 percent of the time. This is quite good. The program procedures suggest calling on individuals at least twice as often as groups.

Only half of Teacher M's children were given two or more individual response opportunities. This is not acceptable instructionally and may be a reason why Teacher M is obtaining low performance from her class. She will need to try and call on <u>each and every</u> child more often.

<u>Practice E</u>:

To give you practice in using the Lesson Observation Data Sheet, the following exercise is provided.

- Find the script for Teacher R's class (Pages 10-12 of the Workbook). Then tear out and complete the Observation Data Sheet for Teacher R (Page 13 of the Workbook). As you read through the script, mark the tallies as directed. Then fill in the totals at the bottom of the sheet and calculate the percentages as indicated. Later, compare your completed sheet with the sheet on Page 14 of the Workbook.

Persons using the Lesson Observation Data Sheet may have trouble initially "keeping up" with the instruction in an actual classroom situation. When using it for the first time or two, it might be best to focus only on appropriate practice opportunities. (Do not make a "map" of students, but simply designate each response opportunity as either lesson-related or non-lesson-related.) Or, you can focus only on the response rate. (Simply tally all response opportunities and divide by the number of minutes.) More data could be recorded each time, as the observer becomes more proficient.

A very effective way to increase pupil learning by increasing the number of appropriate response opportunities is to use the Parent-Assisted Learning Program (PAL). This SWRL-developed support program to the BRP provides special parent practice exercises which are administered to the children at home each week. Parent training materials are provided, and the program has been well-received by teachers, children, and parents alike.

SUMMARY

The assessment procedures described in this kit provide the means to evaluate the implementation and progress of the Beginning

Reading Program. By maintaining a constant check on class performance and program pacing, a teacher, supervisor, or administrator can identify the existence of instructional problems that may interfere with program success. The Class Performance Chart is a simple but effective mechanism for monitoring the BRP in one classroom or in several classrooms within a school or district.

This kit has also reviewed some of the most common sources of problems in implementing the BRP. Suggestions for responding to these problems have also be discussed.

To assist you in following these assessment and improvement procedures, several Class Performance Charts have been included for your use. A summary of procedures can be found on the back side of the charts. In addition, several Lesson Observation Data Sheets are included to help you identify causes of instructional difficulties.

WORKBOOK

FOR THE

INSTRUCTIONAL IMPROVEMENT KIT

...it
...ting Date October 9

SWRL BEGINNING R[illegible]ING PROGRAM
CLASS PERFORMANCE CHART

Name [illegible]

Class or Group (Number of Pupils)	Unit Number and Number of Weeks Suggested for Instruction									
	Unit 1 (5 wks.)	Unit 2 (3 wks.)	Unit 3 (3 wks.)	Unit 4 (3 wks.)	Unit 5 (3 wks.)	Unit 6 (3 wks.)	Unit 7 (3 wks.)	Unit 8 (3 wks.)	Unit 9 (3 wks.)	Unit 10 (3 wks.)
	Performance Criteria/Expected Completion Date									
	[illegible] / Nov [illegible]	[illegible] / Nov [illegible]	[illegible] / Dec [illegible]	[illegible] / Jan [illegible]	[illegible] / Feb 14	80% / Mar 7	80% / Mar 28	80% / Apr 25	[illegible] / May [illegible]	[illegible] / June 6
Group 1 (10 pupils)	[illegible] / Oct 25	8/10 80% / Nov 10	[illegible] / Dec 1	[illegible] / Dec 20	[illegible]/10 100% / Jan 17					
Group 2 (10 pupils)	5/10 50% / Nov	[illegible]/10 60% / Nov 22	8/10 80% / Dec 13	9/10 90% / Jan 19						
Group 3 (10 pupils)	4/10 40% / Nov 8	5/10 50% / Dec 1	[illegible]/10 [illegible] / Jan 5							
Totals: (performance only)	16/30 53%	19/30 63%	24/30 80%							

Practice A

CLASS ROSTER

Teacher's Name: Teacher A
Group 3

UNIT 4

FIRST YEAR COMMUNICATION SKILLS
CLASS RECORD SHEET

COMPLETION DATE: Jan 31

STUDENT NAME	CE OUTCOMES					PRACTICE EXERCISE			
	1	2	3	4	T	a	b	c	d
1 Avery, J.	4	4	5	5	18				
2. Branco, R.	4	5	3	4	16				
3. Boyle, D.	5	4	4	5	18				
4 Davila, S.	5	5	4	5	19				
5 Garcia, M.	5	5	5	5	20				
6. Jessup, K.	4	4	2	5	15				
7 Smith, T.	5	5	5	5	20				
8 Thomas, W	4	4	5	5	18				
9 West, H.	4	5	4	5	18				
10. Yarborough, C.	5	5	4	5	19				

NUMBER SCORING 5/5

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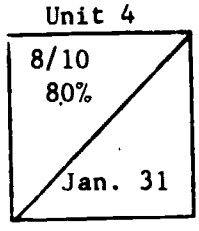
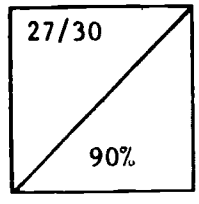
Practice A - Answers:

You should have recorded the following information in the places shown below:

Group 3:



Totals:



SWRL BEGINNING R[illegible]ING PROGRAM

CLASS PERFORMANCE CHART

[illegible]t
[illegible]ting Date OCTOBER 4

Name [illegible]

Class or Group (Number of Pupils)	Unit Number and Number of Weeks Suggested for Instruction									
	Unit 1 (5 wks.)	Unit 2 (3 wks.)	Unit 3 (3 wks.)	Unit 4 (3 wks.)	Unit 5 (3 wks.)	Unit 6 (3 wks.)	Unit 7 (3 wks.)	Unit 8 (3 wks.)	Unit 9 (3 wks.)	Unit 10 (3 wks.)
	Performance Criteria/Expected Completion Date									
	50% / NOV 10	60% / DEC 6	[illegible] / [illegible]	70% / [illegible] 31	80% / FEB 23	80% / MAR 16	80% / APR 11	80% / MAY 4	[illegible]% / MAY 25	80% / JUNE 15
TEACHER A (30 PUPILS)	16/30 53% / Oct 25, Nov 1, NOV 8	19/30 63% / NOV 15, NOV 22, DEC 1	24/30 80% / DEC 1, DEC 13, JAN 5	30/30 100% / JAN 17						
TEACHER B (32 PUPILS)	12/32 38% / NOV 1	13/32 41% / NOV 15, NOV 29, DEC 1	12/32 38% / DEC 8, DEC 20, JAN 5	8/32 40% / JAN 5, JAN 12						
TEACHER C (28 PUPILS)	9/28 32% / NOV 23	9/28 32% / DEC 20								
TEACHER D (28 PUPILS)	15/28 54% / OCT 27	18/28 65% / NOV 17	20/28 72% / DEC 13	23/28 82% / JAN 17						
Totals: (performance only)	52/100 52%	59/100 59%								

st
ting Date [illegible]

SWRL BEGINNING R[illegible]ING PROGRAM

CLASS PERFORMANCE CHART

Name [illegible]

Class or Group (Number of Pupils)	Unit Number and Number of Weeks Suggested for Instruction									
	Unit 1 (5 wks.)	Unit 2 (3 wks.)	Unit 3 (3 wks.)	Unit 4 (3 wks.)	Unit 5 (3 wks.)	Unit 6 (3 wks.)	Unit 7 (3 wks.)	Unit 8 (3 wks.)	Unit 9 (3 wks.)	Unit 10 (3 wks.)
	Performance Criteria/Expected Completion Date									
	[illegible] / [illegible]	60% / Dec 6	[illegible] / [illegible]	[illegible] / Jan 31	80% / Dec 23	80% / Mar 16	[illegible] / Apr 11	[illegible] / May [illegible]	[illegible] / May 25	80% / June 15
Teacher E (32 pupils)	[illegible]/12 [illegible]% / [illegible]	4/12 33% / Dec 11	6/12 [illegible]% / Jan 17							
Teacher F (30 pupils)	20/30 66% / Nov 1 Nov 8 Nov 10	25/30 83% / Nov 22 Dec 1 Dec 6	25/30 83% / Dec 13 Jan 5 Jan 10	9/10 90% / Jan 12						
Teacher G (32 pupils)	[illegible]/32 [illegible]% / Nov 10	16/32 [illegible]% / Dec 6	15/32 47% / Jan 5							
Totals: (performance only)	35/74 47%	45/74 61%	46/74 62%							

Practice B - Answers:

1. E and G 2. E 3. F

Practice C - Answers:

1. Correct: (b.) Since participation in the BRP is the best measure of reading readiness, Teacher P should begin the program as soon as possible with the rest of her class. She will probably find, as many other teachers have, that the number of children who do succeed in the program will far surpass her original expectations.

Incorrect: (a.) The ICP, if used, should be conducted concurrently with the BRP, not as a pre-requisite to it. Further delay in initiating the BRP will only reduce the possibility of program completion.

(c.) A standardized reading readiness test may incorrectly identify a child as "not ready," when in fact that child might succeed very well in the BRP, if given the opportunity.

2. Correct: (c.) There are always more activities than time; thus, priority planning and scheduling are critical to an effective instructional program.

Incorrect: (a.) There is no reason to abandon other activities that may also be worthwhile, nor is it realistic to expect that in order to "catch up" children can absorb twice as much of the BRP content as the program intends.

(b.) To continue on the same schedule means waiting even longer to begin the BRP.

3. Correct: (a.) The pace suggested for the BRP is a reasonable one which allows sufficient time for children to acquire content in each unit and ensures completion of the program's ten units. Even those children who do not at first achieve mastery on a particular Criterion Exercise will learn from the Practice Exercises and from built-in review in subsequent units.

Incorrect: (b.) Prolonged instructional time is unnecessary; there should be sufficient practice time in the 30-minute session for learning to take place.

(c.) It has not been shown in the past that by spending more time on the early units, the program pace will increase later in the year.

Practice D

CLASS ROSTER

Teacher's Name: [illegible]
Group 3 1+2

UNIT 3

FIRST YEAR COMMUNICATION SKILLS
CLASS RECORD SHEET

COMPLETION DATE: Dec. 15

STUDENT NAME	CE OUTCOMES 1	2	3	4	T	PRACTICE EXERCISE a	b	c	d
1. Abram, A	5	5	3	5	18				
2. Becher, [illegible]	5	4	2	5	16				
3. [illegible]	5	3	0	4	12				
4. Figuères, C	5	4	2	5	16				
5. Hambleton, B	5	4	1	5	15				
6. Johnson, P	5	4	3	5	17				
7. Rourke, K	5	5	4	5	19				
8. Sonneghet, P	4	4	0	5	13				
9. Turner, L	4	5	2	4	15				
1. Adams, B	5	4	3	5	17				
2. Allen, B	5	4	3	5	17				
3. Beckett, [illegible]	4	5	2	4	15				
4. Dowd, D	4	5	0	3	12				
5. Fennessy, M	4	5	0	4	13				
6. Gable, K	4	5	0	4	13				
7. Klemow, B	5	5	2	5	17				
8. Loero, D	5	5	3	5	18				
9. Naughton, B	5	3	1	4	13				
10. Sousa, M	5	5	4	5	19				
11. Weiss, E	4	5	2	5	16				
NUMBER SCORING 5/6	13	11	0	13	[illegible]				

Practice D - Answers:

1. Correct: (c.) It is quite probable that these 12 children will be successful in the program, when instruction is modified to meet their needs for additional practice or for a slower pace.

   Incorrect: (a.) It is unnecessary to repeat the unit to the class, since many of the children did reach mastery on the Criterion Exercises.

   (b.) The 12 children should not be removed until they have had a fair opportunity to work at a slower pace or with additional practice and remediation.

2. Correct: (b.) Scores on the Class Record Sheet indicate that the children are having particular difficulty with Outcome 3.

   Incorrect: (a.) Grouping is not a problem since the first group is performing no better than the second.

   (c.) Since the scores were adequate for all outcomes except Word Attack, it is unlikely that program pacing is responsible for the difficulty.

3. Correct: (b.) Teacher K should go over the teacher procedures and materials for Word Attack, Outcome 3.

   Incorrect: (a.) Teacher K would accomplish little by re-teaching the unit, unless she makes some modification in teaching procedures.

   (c.) Slowing down the pace of the program will not accomplish much either, except perhaps to frustrate or bore the children.

4. Correct: (b.) This lesson description most closely follows the suggested procedure of teaching no more or less than one new skill-activity per day.

   (a.) This lesson description includes new content from more than one skill activity.

   (c.) This lesson description does not include all content from one skill-activity.

Beginning Reading Program Instructional Improvement Kit

Lesson Observation Data Sheet

Teacher M Observer N Date 2-11

Skill-activity from Activities and Materials Guide (list here):

Sound out and read the words mad, that, and not (Unit 4).

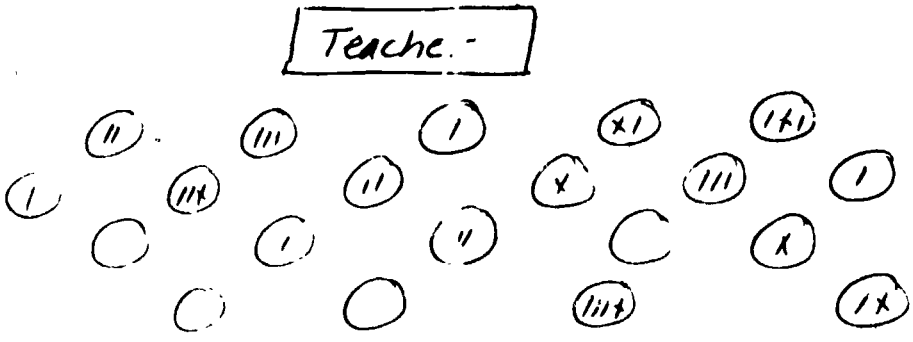
Directions:

1. Before the lesson begins, prepare the observation sheet below by drawing a circle for each pupil to indicate his respective seating location during the lesson.
2. Record time lesson begins.
3. During the lesson, each time an individual child is called upon to respond, place a tally mark (/) in the circle representing this child. If more than one child is called upon to respond at once, tally this next to "Group Response Opportunities."
4. Whenever a non-lesson related response is requested (i.e., requests behavior and/or content response different from the skill-activity listed), cross the tally mark to form an "X" (X).
5. Record the time the lesson ends.

Time Lesson Began: 9.10 Time Lesson Ended: 9.20 Number of Minutes: 10

Group Response Opportunities: // X // X / X

Individual Response Opportunities:



6. After the lesson, calculate the following information:

Appropriate Practice: Number of lesson related response opportunities divided by total number of response opportunities. $\frac{30}{40} = .75$ % of lesson related response opportunities

Response Rate: Total number of response opportunities divided by number of minutes devoted to lesson. $\frac{40}{10} = 4$ response opportunities per minute

Individual Response Proportion: Number of individual response opportunities divided by total number of response opportunities. $\frac{32}{40} = 80$ % of individual response opportunities

Number of Individual Responses: Number of children making at least two individual responses, divided by total number of children. $\frac{10}{20} = 50$ % of pupils making at least two individual responses

SAMPLE INSTRUCTIONAL SEQUENCE FOR TEACHER R

TEACHER: Here are our new words boys and girls. Let's practice reading them, and then we can have our new storybook. (Holds up we.) This new word is we. Everyone, what's this word?

CLASS: We.

TEACHER: Good. The word is we. Here's our next new word. (Holds up will.) Jimmy, can you please read this word?

JIMMY: Www--ill, will.

TEACHER: Good Jimmy. I like the way you sound out and read new words. The word is will. What's this word, class?

CLASS: Will.

TEACHER: What's this word, class? (Holds up we again.)

CLASS: We.

TEACHER: That's right. We. (Holds up will.) What's this word, Nancy?

NANCY: Will.

TEACHER: Right Nancy. What's this word, Roger?

ROGER: Will.

TEACHER: Very good. (Holds up we.) What's this word, Kathi?

KATHI: Was.

TEACHER: Look at the word Kathi. This word is we. What is the word?

KATHI: We.

TEACHER: That's right. Here is our last new word, class. (Holds up with.) Can you read this new word, Donna?

DONNA: (Unable to read the word.)

TEACHER: Look at the word Donna. It is with. What is the word?

DONNA: With.

TEACHER: Right. What is this word, Roger?

ROGER: With.

TEACHER: O.K., Roger. (Holds up we.) Read this word, Nancy.

NANCY: We.

TEACHER: Good. (Holds up will.) What's this word, Jimmy?

JIMMY: Will.

TEACHER: That's right Jimmy. (Holds up with.) What's this word, Nancy?

NANCY: With.

TEACHER: Fine, Nancy. (Places all three flashcards on the chalk tray, and points to we.) Read this word, Roger.

ROGER: We.

TEACHER: Right. Read this word, Donna. (Points to with.)

DONNA: With.

TEACHER: Good, Donna. Now you know this word. (Points to will.) Read this word, Kathi.

KATHI: Will.

TEACHER: Right. (Rearranges order of words on chalk tray. Points to with.) Read this word, Jimmy.

JIMMY: With.

TEACHER: Very good, Jimmy. (Points to we.) Read this word, Donna.

DONNA: We.

TEACHER: Right. (Points to will.) Read this word, Nancy.

NANCY: With.

TEACHER: Look at the word Nancy. It is will. Read the word.

NANCY. Will.

TEACHER: Right. How do you spell the word with, Donna. (Has removed all flashcards.)

DONNA: W - i - t - h.

TEACHER: Right Donna! Very good. (Holds up with.) Read this word, class.

CLASS: With.

TEACHER: Good. With. (Holds up we.) Read this word, Everyone.

CLASS: We.

TEACHER: Right. We. (Holds up will.) Read this word, class.

CLASS: Will.

TEACHER: O.K. Will.

Lesson Observation Data Sheet

Teacher R Observer _____ Date _____

Skill-activity from Activities and Materials Guide (list here):

Read the words we, will, and with (Unit 4, Skill Activity 10)

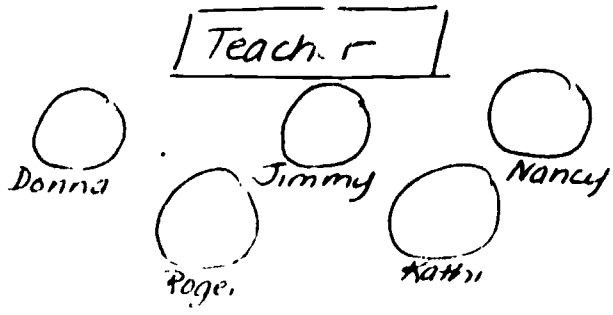
Directions:

1. Before the lesson begins, prepare the observation sheet below by drawing a circle for each pupil to indicate his respective seating location during the lesson.
2. Record time lesson begins.
3. During the lesson, each time an individual child is called upon to respond, place a tally mark (/) in the circle representing this child. If more than one child is called upon to respond at once, tally this next to "Group Response Opportunities."
4. Whenever a non-lesson related response is requested (i.e., requests behavior and/or content response different from the skill-activity listed), cross the tally mark to form an "X" (X).
5. Record the time the lesson ends.

Time Lesson Began: 2:10 Time Lesson Ended: 2:15 Number of Minutes: 5

Group Response Opportunities: _____

Individual Response Opportunities:



6. After the lesson, calculate the following information:

Appropriate Practice: Number of lesson related response opportunities divided by total number of response opportunities.		% of lesson related resp opportunitie
Response Rate: Total number of response opportunities divided by number of minutes devoted to lesson.		response opp tunities per minute
Individual Response Proportion: Number of individual response opportunities divided by total number of response opportunities.		% of indivi response opp tunities
Number of Individual Responses: Number of children making at least two individual responses, divided by total number of children.		% of pupils ing at least individual sponses

Beginning Reading Program Instructional Improvement Kit

Lesson Observation Data Sheet

Practice E - Answers:

Teacher R Observer K Date 3-3

Skill-activity from Activities and Materials Guide (list here):

Read the words we, will, and with (Unit 4, Skill-Activity 10).

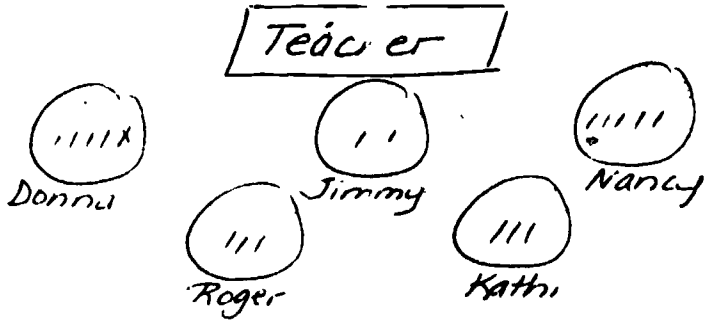
Directions:

1. Before the lesson begins, prepare the observation sheet below by drawing a circle for each pupil to indicate his respective seating location during the lesson.
2. Record time lesson begins.
3. During the lesson, each time an individual child is called upon to respond, place a tally mark (') in the circle representing this child. If more than one child is called upo to respond at once, tally this next to "Group Response Opportunities.
4. Whenever a non-lesson related response is requested (i.e., requests behavior and/or content response different from the skill-activity listed), cross the tally mark to form an "X" (X).
5. Record the time the lesson ends.

Time Lesson Began: 2:10 Time Lesson Ended: 2:15 Number of Minutes: 5

Group Response Opportunities: / / / / / /

Individual Response Opportunities:



6. After the lesson, calculate the following information:

Appropriate Practice: Number of lesson related response opportunities divided by total number of response opportunities. 24/25 = 96 % of lesson related respo opportunitie

Response Rate: Total number of response opportunities divided by number of minutes devoted to lesson. 25/5 = 5 response oppo tunities per minute

Individual Response Proportion: Number of individual response opportunities divided by total number of response opportunities. 19/25 = 76 % of individ response opp tunities

Number of Individual Responses: Number of children making at least two individual responses, divided by total number of children. 5/5 = 100 % of pupils ing at least individual r sponses

Post Testing Date _____

SWRL BEGINNING READING PROGRAM

CLASS PERFORMANCE CHART

Name _____

Class or Group (Number of Pupils)	Unit Number and Number of Weeks Suggested for Instruction									
	Unit 1 (5 wks.)	Unit 2 (3 wks.)	Unit 3 (3 wks.)	Unit 4 (3 wks.)	Unit 5 (3 wks.)	Unit 6 (3 wks.)	Unit 7 (3 wks.)	Unit 8 (3 wks.)	Unit 9 (3 wks.)	Unit 10 (3 wks.)
	Performance Criteria/Expected Completion Date									
Totals: (performance only)										

SUMMARY OF INSTRUCTIONAL IMPROVEMENT PROCEDURES

PROGRAM MONITORING

1. Before beginning the year, decide on pupil performance criteria and estimate completion dates for each unit of the Beginning Reading Program. (Pupil performance criteria are stated in terms of the percentage of the class scoring at least 18 correct, 90%, on each unit's Criterion Exercise. Unit completion dates are dates by which each unit's Criterion Exercise should be administered if the program is to be completed by the end of the year. SWRL suggested performance and pacing criteria are indicated at the bottom of the page.) Write the performance criteria and completion dates at the top of the Class Performance Chart.

2. As each unit is completed, look at the Class Record Sheet and note the date when the Criterion Exercise was given. Record this date on the Class Performance Chart in the lower right half of the box for the appropriate unit and group or class. Then, from the scores on the Class Record Sheet, determine the proportion and percentage of the class or group that attained 18 correct or higher on the Criterion Exercise (e.g., 7/10, 70% or 20/25, 80%). Record this information on the Class Performance Chart in the upper left half of the appropriate box.

3. Compare performance and pacing data for each unit with the previously established criteria and completion dates at the top of the Class Performance Chart. If these data do not compare favorably with the established criteria over a period of two or three units, conduct Program Improvement according to the procedures below.

PROGRAM IMPROVEMENT

Pacing

1. Begin the Beginning Reading Program no later than mid-October in order to have enough time to complete the program during the year.

2. If the program completion is desired, follow the recommended guidelines for program pacing through all units of the BRP.*

3. Following the BRP Activities and Materials Guides, teach approximately one new skill-activity each day. (This will normally allow two or three days for review within the three-week period.)

Performance

1. Identify children who consistently do not score at least 18 on the Criterion Exercises. Place these children in a separate group (if you haven't already) and give them additional practice and assistance.

2. Identify any particular outcomes on which more than one-fifth of the class consistently scores less than 4. (See Class Record Sheet for each unit.) Review instructional procedures for these outcomes (Teacher's Manual, filmstrip-tape, film).

3. Never introduce more than one new skill-activity during a lesson. (Several previously introduced activities, however, can be reviewed in a single lesson.)

4. Provide frequent and appropriate practice for each individual child. Review general instructional procedures (Teacher's Manual, Filmstrip-tape), and have a supervisor or another teacher observe a lesson using the Lesson Observation Data Sheet.

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*SWRL-suggested performance and pacing criteria.

Unit	1	2	3	4	5	6	7	8	9	10
Performance Criteria	50%	60%	70%	80%	80%	80%	80%	80%	80%	80%
No. of Weeks	5	3	3	3	3	3	3	3	3	3

Beginning Reading Program Instructional Improvement Kit

Lesson Observation Data Sheet

Teacher _____ Observer _____ Date _____

Skill-activity from Activities and Materials Guide (list here):

_____

Directions.

1. Before the lesson begins, prepare the observation sheet below by drawing a circle for each pupil to indicate his respective seating location during the lesson.
2. Record time lesson begins.
3. During the lesson, each time an individual child is called upon to respond, place a tally mark (/) in the circle representing this child. If more than one child is called upon to respond at once, tally this next to "Group Response Opportunities."
4. Whenever a non-lesson related response is requested (i.e., requests behavior and/or content response different from the skill-activity listed), cross the tally mark to form an "X" (X).
5. Record the time the lesson ends.

Time Lesson Began: _____ Time Lesson Ended: _____ Number of Minutes: _____.

Group Response Opportunities: _____

Individual Response Opportunities:

6. After the lesson, calculate the following information:

Appropriate Practice: Number of lesson related response opportunities divided by total number of response opportunities.	_____	% of lesson related response opportunities
Response Rate: Total number of response opportunities divided by number of minutes devoted to lesson.	_____	response opportunities per minute
Individual Response Proportion: Number of individual response opportunities divided by total number of response opportunities.	_____	% of individual response opportunities
Number of Individual Responses: Number of children making at least two individual responses, divided by total number of children.	_____	% of pupils making at least individual responses

REFERENCES

Niedermeyer, Fred C., "Developing Exportable Teacher Training for Criterion-Referenced Instructional Programs," Technical Report 22-2, March, 1970.

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Sullivan, Howard J. and Labeaune, Carol, "Improving Reading Achievement Through Parent-Administered Summer Instruction," Journal of Elementary Education, January, 1971, pp. 279-285.

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