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ABSTRACT
        To assess early literacy development in Renaissance
classrooms nationwide, the 2000 Early Literacy Survey was mailed to a sample
of 411 randomly selected Renaissance Model and Master pre-K-3 educators. This
population of teachers was chosen for the study because they have
systematically certified that their implementation of Reading Renaissance is
proper and accurate. Survey questions focused on the definition of reading as
specified by the Reading Excellence Act (REA), a law which is authorized to
teach every child to read by the end of third grade and provide early
intervention to children at risk of being inappropriately identified for
special education. REA also discusses the six dimensions of reading that
"must be used by all schools who implement reading strategies under REA."
Survey statements were formulated around the REA's definition of reading
using neutral, straightforward wording that would not bias responses. A
6-point Likert scale was used for scoring, where one was equivalent to 100%
disagreement and six was equivalent to 100% agreement. With a final response
rate of 65%, the 2000 Early Literacy Survey strongly indicates that Reading
Renaissance helps teachers address many of the critical prereading skills
(such as phonemic awareness, phonics, and fluency) that help ensure future
reading success for all students. (NKA)

Early Literacy Survey

How Renaissance Supports Reading Excellence Act (REA) Goals

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A School Renaissance Institute Monograph

ERIC

In 1998, the Reading Excellence Act (REA) was signed into law. This federal act focuses on early literacy and is designed to "teach every child to read by the end of third grade," (U.S. Department of Education, 1999). REA is authorized to carry out five basic purposes related to early literacy and requires adherence to a very specific definition of reading by all schools implementing reading strategies under the act.

After REA was passed by Congress, researchers at the School Renaissance Institute posed the following questions: 1) How does Reading Renaissance support REA's purposes and definition of reading? 2) How does Reading Renaissance, by focusing on early literacy skills, assist educators in teaching every child to read by the end of third grade?

Informal observations, alternative assessments, and one-on-one teacher-administered assessments are some of the methods used to measure early literacy skills. These various assessment tools are designed to address the differing needs of students. Because early literacy assessments vary so greatly, however, it is difficult to gauge early reading development on a national scale[1].

In an attempt to assess early literacy development in Renaissance classrooms nationwide, the 2000 Early Literacy Survey was mailed to a sample of 411 randomly selected Renaissance Model and Master pre-K–3 educators. This population of teachers was chosen for the study because they have systematically certified that their implementation of Reading Renaissance is proper and accurate.

With a final response rate of 65%, the 2000 Early Literacy Survey strongly indicates that Reading Renaissance helps teachers address many of the critical pre-reading skills—such as phonemic awareness, phonics, and fluency—that help ensure future reading success for all students.

| Methods |

Population

The population studied for the 2000 Early Literacy Survey consisted of Renaissance Model- and Master-certified pre-K–3 educators. The Renaissance Certification program recognizes educators who actively pursue a learning environment that incorporates proper Renaissance techniques, increases academic achievement, and decreases the number of at-risk students in the group. Model Certification requires the submission of Accelerated Reader (AR) data focusing on at least a nine-week time period and a checklist documenting the degree of implementation of Renaissance techniques. Master Certification, a more advanced certification program, requires the submission of standardized pretest and post-test scores covering at least an 18-week period in addition to the Renaissance checklist and other requirements. This certification process assures educators, administrators, and researchers that Model- and Master-certified classrooms, libraries, schools, and districts are implementing Reading Renaissance correctly.

Integrity of implementation is critical to the success of any educational program. In fact, demonstrating implementation integrity is one of the most important aspects of scientific and practical applications of programs in school settings (Gresham et al., 1993). Therefore, it was determined that only educators who have *verified proper implementation* of Reading Renaissance would be surveyed because they constitute the only accurate gauge of the achievements and limitations of the program.

Furthermore, to assure the information was received from the most current and applicable sources, the survey population consists only of Reading Model- or Master-certified pre-K–3 teachers who certified or recertified after September 1, 1999 (N = 3,166).

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[1]STAR Early Literacy, a computer-adaptive assessment tool that will be available in June 2001, is designed specifically to assess pre-reading and reading skills in a more systematic manner. Using criterion-referenced scoring, STAR Early Literacy allows educators to measure early literacy development and gauge student growth in numerous areas including phonics, phonemic awareness, vocabulary, and listening and reading comprehension. This assessment tool, which young children can use without teacher assistance, is animated, auditory, and interactive.

Sampling

On September 1, 2000, a random sample was drawn from the population of all pre-K–3 teachers who certified or recertified as Reading Model or Master educators after September 1, 1999. Teacher grade level was defined as the grade level taught during the 1999–2000 school year. Some certified teachers taught multiple grades or in multi-grade classrooms. To simplify the process and ensure that an adequate number of lower-grade teachers would be represented in the sample, these teachers were identified by the lowest grade taught. The total number of qualifying educators was 3,166. To ensure that the final survey data was representative of the entire pre-K–3 Model and Master population, different percentages of pre-K–3 educators were included in the sample. In total, 100% of pre-K, about 20% of K–1, and 10% of second- and third-grade teachers were included in the sample. The final sample size was 411.

Lowest Grade	Sample n	% of Sample	% of Population Strata	Population N	% of Population
pre-K	7	2%	100%	7	0.2%
K	73	18%	22%	334	11%
1	135	33%	17%	803	25%
2–3	196	48%	10%	2022	64%
Total	411	100%	13%	3166	100%

Total may not equal 100% due to rounding

Sampling and the Final Four Survey Questions

The final four questions of the survey were designated for only pre-K and kindergarten teachers because they specifically addressed the REA's purpose to "provide children in early childhood with the reading readiness skills and support they need to learn to read once they enter school" (U.S. Department of Education, 1999).

As stated before, all Model- and Master-certified educators were identified by the grade level they taught during the 1999–2000 school year. Using the 1999–2000 grade levels allowed researchers to focus on the point in time *and* grade in which Renaissance implementation was verified as correct. For this reason, the current (2000–2001) grade being taught by respondents was not asked on the survey, obligating respondents to self-identify as pre-K or Kindergarten teachers for the 2000–2001 school year.

Forty-five respondents answered the final four questions on the 2000 Early Literacy Survey. Of these, 35 were identified as teaching pre-K or kindergarten during the 1999–2000 school year. This implies that 35 of the survey respondents listed as pre-K and kindergarten teachers during the 1999–2000 school year identified themselves as pre-K or kindergarten teachers during the 2000–2001 school year. Because demographic information available for sampling was a year old and because respondents were permitted to self-identify, the answers given by the other ten respondents were included in the analysis.

Response Rate

The final response rate was 65%. The survey was first mailed on September 6, 2000. Thirty-six percent of the sampled population completed the survey after the initial mailing. The second wave of the survey was mailed on September 27, 2000, and solicited responses from an additional 13% of sampled educators. Less than 1% of respondents replied to a third mailing on October 17, 2000. The final 16% of needed responses was gained through a telephone campaign that began on October 18, 2000. Incentives were used in the first and second wave of the mail survey to boost response rates.

In total, 243 respondents completed the survey. Because respondents occasionally skipped questions, none of the survey questions have responses from all 243 respondents.

Ineligible Respondents

Thirty-five respondents were found to be ineligible, meaning that they were retired, moved to another school, or were otherwise unreachable. Subtracting these respondents reduced the sample to 376.

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Confidentiality

Names and other personal information were not requested within the survey. Respondent identification numbers were used to monitor the survey process and response rates. All data are kept separate from the respondent identification numbers by the researchers, who are the only individuals with access to the information.

Calling Campaign

On October 18, 2000, five researchers from the School Renaissance Institute used proper survey research techniques to execute a five-day calling campaign intended to raise the survey's response rate to 65%. Interviewers read the questions verbatim; repeated questions if necessary, but did not interpret or explain questions; read questions slowly and clearly; and gave only neutral feedback to respondents. All survey respondents were cooperative during the telephone interviews.

Survey Questions

Survey questions focused on the definition of reading as specified by the REA. This law is authorized to carry out five specific purposes:

- Teach every child to read by the end of third grade.
- Provide children in early childhood with the reading readiness skills and support they need to learn to read once they enter school.
- Expand the number of high quality family literacy programs.
- Provide early intervention to children who are at risk of being identified for special education inappropriately.
- Base instruction, including tutoring, on scientifically-based reading research (U.S. Department of Education, 1999).

The REA also discusses the six dimensions of reading that "must be used by all schools who implement reading strategies under REA." REA's definition is as follows:

> The term "reading" means a complex system of deriving meaning from print that requires all of the following:
>
> A. The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
> B. The ability to decode unfamiliar words.
> C. The ability to read fluently.
> D. Sufficient background information and vocabulary to foster reading comprehension.
> E. The development of appropriate active strategies to construct meaning from print.
> F. The development and maintenance of a motivation to read (U.S. Department of Education, 1999).

Survey statements were formulated around the REA's definition of reading using neutral, straightforward wording that would not bias responses. A six-point Likert Scale was used for scoring, where one was equivalent to 100% disagreement and six was equivalent to 100% agreement.

Response category labels were purposely not anchored to the Likert Scale so that educators would respond more independently to survey questions. In addition, an even-numbered Likert scale, without a "neutral" category, was employed to ensure that the deepest and strongest opinions of the population were captured. Because the respondents (educators) were not likely to feel neutral about reading, it was projected that omitting a neutral category would not skew the results.

As the survey results demonstrate, this assertion proved to be correct. The mean response for 14 of the 18 survey questions is in the 5.0–5.9 range. Furthermore, the mode, or most frequent score given, is 6 for every question except one. This demonstrates that respondents were not struggling to find a number in the 3–4 range that could represent a neutral viewpoint.

Read To, With, and Independently (TWI)

Many of the survey questions involve the Renaissance component, Reading To, With, and Independently (TWI). Directly influenced by Russian child psychologist Lev Vygotsky's theories of learning (Vygotsky, 1978), TWI is a systematic scaffolding approach that helps transition emergent readers into independent reading and independent readers into new genres and more difficult literature. Specifically, the approach involves a mixture of reading *to* a child at a level above her reading ability, in order to build vocabulary and comprehension skills; reading *with* a child at the upper end of her reading ability, to reinforce reading strategies and build confidence; and stepping back while a child reads *independently* in a range in which she is neither frustrated nor under challenged. As in the construction of a new building, scaffolding is used to support the young structure as it builds to higher and higher levels.

Table 1.0 contains the survey as it was presented in the mail and read to respondents over the telephone.

Results

Because a stratified sample was used to obtain data representative of all pre-K–3 Model- and Master-certified educators, survey questions 1–14 were weighted for analysis. The weighted data allowed researchers to accurately represent the opinions and attitudes of the entire Model and Master educator population. The means, standard deviations and standard errors of the means for all survey questions can be found in Table 2.0.

Questions 15–18 were designated for pre-K and kindergarten teachers only. Because pre-K and kindergartner teachers were randomly selected, because grade was not asked as a survey question, and because this population was allowed to self-identify, the results of 15–18 were not weighted. The data from these questions are representative of all pre-K and kindergarten Model- and Master-certified educators.

Become a Reader by the End of Third Grade

The first question, "Reading Renaissance helps teachers ensure that every student in the class will become a reader by the end of third grade," received a mean score of 4.95 and a modal score of 5 on the six-point Likert Scale.

Nearly three-quarters (74.8%) of all proper-implementing Renaissance educators agreed strongly that Reading Renaissance carries out this goal (36.1% of Model and Master educators rated it six and 38.7% rated it five).

Family Literacy—Parent-Child Interactions

Two questions concerning "high-quality family literacy programs" were included in the survey. Family literacy was named as one of the goals of the Reading Excellence Act and is defined as "parent and child interactive activities, early childhood education, adult literacy, and parenting education."

The second survey question asked respondents how much they agree that "Reading Renaissance helps teachers promote parent-child interactions around books and print." The mean score was 5.21. Over three-quarters (78.2%) of Model and Master educators strongly agreed with the question (52.6% = 6; 25.6% = 5).

Family Literacy—Parents Read To Children

"Reading Renaissance helps teachers encourage parents to read to their children," the third question on the survey, received a mean score of 5.12. A total of 76.3% of all Model and Master educators rated this question five or six.

Interestingly, 70.8% of all kindergarten teachers rated this question a six; and an additional 16.7% scored it a five. At a grade level where being read to at home is critical to reading development, it is encouraging that 87.5% of all kindergarten teachers strongly support the question.

Children's Verbal Interactions

Preventing Reading Difficulties in Young Children (Snow, Burns, and Griffin, 1998) is an influential research document that has guided much of the current thinking on early literacy education during the past few years[2]. The authors state that "ample attention should be paid to skills that are known to predict future reading achievement" and present examples of these skills. One of the author's recommendations is that "instruction should be designed to stimulate verbal interactions."

Because of this recommendation, "Reading Renaissance helps teachers stimulate children's verbal interactions" was the fourth question on the survey and received a mean score of 5.17. In total, 78.9% of Model and Master educators strongly agreed (46.8% = 6; 32.1% = 5) with the question.

Furthermore, demonstrating again the value of Reading Renaissance as an effective early literacy tool, 91.7% of kindergarten teachers scored this question in the five- to six-point range.

How Phonemes Are Connected to Print

The wording for the phoneme question came directly from REA's definition of reading. Survey question five read "Through extensive Read To, With, and Independently (TWI) guided reading practice, Reading Renaissance helps children develop the skills and knowledge to understand how phonemes, or speech sounds, are connected to print."

The phonemic awareness question received a mean score of 5.03. In total, 73.2% of Model and Master educators agreed strongly with the question (41.7% = 6; 31.5% = 5).

Furthermore, while Reading Renaissance does not prescribe a specific instructional method to teach this important pre-reading skill, respondents clearly indicated that its extensive TWI *guided* reading practice helps children develop phonemic awareness skills.

Decode Unfamiliar Words

Survey question six "Through extensive TWI reading practice, Reading Renaissance helps children learn how to decode unfamiliar words" specifically addressed part of REA's definition of reading concerning "the ability to decode unfamiliar words." It received a mean score of 4.90 and a modal score of 6. In total, 70.3% of Model and Master educators strongly agreed with the question (35.9% = 6; 34.4% = 5).

Enrich Vocabularies

When developing questions for any type of survey research, it is important that each question only covers one topic. "Double-barrel" questions ask respondents to give one answer to a two-part question. Focused survey questions provide survey results that accurately reflect specific topics. Therefore, the survey question about enriching vocabulary did not quote the REA's definition of reading: "Sufficient background information and *vocabulary* to foster reading comprehension" verbatim.

Instead, the wording for the vocabulary question came from the portion of *Preventing Reading Difficulties in Young Children* that states "ample attention should be paid to skills that are known to predict future reading achievement" and presents examples of these skills. The authors further recommend that "instruction should be designed to enrich children's vocabularies" (Snow, Burns, and Griffin, 1998).

For these reasons, question seven was as follows: "Through extensive TWI guided reading practice, Reading Renaissance provides opportunities to enrich children's vocabularies."

With an average score of 5.51, this question received the highest mean score in the survey. A total of 90.4% of Model and Master educators strongly agreed with the question.

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[2] In 1997, a group of experts in the field of education joined together to form the congressionally requested National Reading Panel (NRP). Its mission was to conduct a comprehensive literature review to determine the components necessary to create an effective reading instruction program. A progress report was submitted to Congress in February 1999. Before starting this immense project, "the National Reading Panel took into account the foundational work of the National Research Council Committee on Preventing Reading Difficulties in Young Children (Snow, Burns, and Griffin, 1998)" (NRP, 2000). The panel's report was released in the spring of 2000.

Further demonstrating the effectiveness of Reading Renaissance on emerging readers, 75.4% of first-grade teachers scored six for this question, a strong confirmation that Reading Renaissance guided reading practice does, in fact, provide opportunities to enrich children's vocabularies.

Fluency

Question eight stated "Through extensive TWI guided reading practice, Reading Renaissance helps promote students' abilities to read fluently" (taken directly from REA's definition of reading).

Its mean score was 5.44. In total, 89.6% (63.5% = 6; 26.1% = 5) of Model and Master educators strongly agreed that Reading Renaissance, through guided reading practice, promotes student's abilities to read fluently.

Comprehension

Question nine, "Through extensive TWI guided reading practice, Reading Renaissance fosters reading comprehension," focused on reading comprehension, which was part of the phrase "sufficient background information and vocabulary to *foster reading comprehension*" in REA's definition of reading.

One of the highest-rated questions on the survey, this question received a mean score of 5.50, with 75.4% of first-grade teachers rating it six. Looking at the whole sample, 68.9% of all educators rated this question six; 20.3% rated it five.

Because one of the main goals of Reading Renaissance is to foster reading comprehension through teacher-guided reading practice, it is not surprising that 89.2% of Model and Master educators strongly agreed with the question.

Construct Meaning from Print

Worded to reflect REA's definition of reading, question ten read "Through extensive TWI guided reading practice, Reading Renaissance helps children develop appropriate active strategies for constructing meaning from print."

This question received a mean score of 5.22. In total, 82.6% of educators strongly agreed with the question (49.5% = 6; 33.1% = 5).

Motivation to Read

One of the reasons Reading Renaissance has been so successful is because it motivates students to read, thereby helping students realize their personal reading goals. A major component of Reading Renaissance is its Reading Motivation System (RMS). Capable of aligning an entire student body behind reading, an RMS relates academic tasks to the desires students bring with them to school. Reading-motivation techniques include frequent constructive feedback, individual goal setting, and well-managed cooperative work.

As expected, question 11: "Reading Renaissance develops and maintains children's motivation to read" was rated very highly by respondents (5.40 mean score). The fact that 87.3% of Model and Master educators strongly agreed (63.5% = 6; 23.8% = 5) confirms that Reading Renaissance correlates well with the REA regarding motivation. Interestingly, 71.8% second-grade teachers rated this question a six.

Special Education Identification

One of the REA's goals is to "provide early intervention to children who are at risk of being identified for special education inappropriately."

Accelerated Reader, a component of Reading Renaissance, is a computer-based learning information system that manages student reading practice, monitors growth, identifies reading difficulties, and provides continual feedback to the teacher and student.

The goal behind a learning information system such as Accelerated Reader is to provide teachers with current, objective information on each student in the classroom, allowing them to make data-driven decisions about student progress and instructional needs.

In total, 60.8% of educators strongly agreed that "Reading Renaissance provides early intervention to children who are at risk of being identified for special education inappropriately" (34.5% = 6; 26.3% = 5). An additional 21% of educators rated this question a value of four.

With a mean score of 4.72, Renaissance Model and Master educators indicated on question 12 that Reading Renaissance and Accelerated Reader are tools that can be used to monitor reading development and provide early intervention to children who are at risk of being misidentified for special education.

Talk about Books

Survey questions 13, 15–18 addressed the REA purpose to "provide children in early childhood with the reading readiness skills and support they need to learn to read once they enter school."

Question 13, "Reading Renaissance encourages students to talk about books," was written to focus on the implementation of one of the reading readiness skills. Its wording came directly from Snow, Burns, and Griffin (1998): on page 12 the authors discuss the "skills that are known to predict future reading achievement" and suggest that "kindergarten instruction should be designed to encourage talk about books."

With a mean score of 5.44, 88.8% of Model and Master educators strongly agreed with the question (62.6% = 6; 26.2% = 5).

Note: the Duolog Reading survey question, number 14, will be discussed at the end of this section.

Pre-K and Kindergarten Survey Questions

The following final four questions of the survey (questions 15–18) were answered only by pre-K and kindergarten teachers because they specifically address REA's purpose of providing "children in early childhood with the reading readiness skills and support they need to learn to read once they enter school."

Knowledge about Print

The wording for question 15, "Reading Renaissance helps teachers develop student knowledge about print, including the production and recognition of letters," was extracted directly *Preventing Reading Difficulties in Young Children* (1998).

The pre-K and kindergarten teacher respondents gave this question a mean score of 5.27. In total, 82.6% of pre-K and kindergarten educators strongly agreed with the question (52.2% = 6; 30.4% = 5).

Mechanisms of Reading

Again using *Preventing Reading Difficulties in Young Children* for guidance, question 16 was written to address the REA's purpose to "provide children in early childhood with the reading readiness skills and support they need to learn to read once they enter school." It reads: "Reading Renaissance generates familiarity with the basic purposes and mechanisms of reading."

A mean score of 5.50 was received from pre-K and kindergarten educators. In total, 84.7% of pre-K and kindergarten teachers strongly agreed with the question (63.0% = 6; 21.7% = 5).

Sound Structure of Words

Question 17, "Through extensive TWI guided reading practice, Reading Renaissance provides practice with the sound structure of words" was also from Snow, Griffin, and Burns (1998). As stated by the authors, to "provide practice with the sound structure of words" is a skill "known to predict future reading achievement" and should be incorporated in kindergarten instruction.

Pre-K and kindergarten teacher respondents provided a mean score of 5.32. In total, 76.0% of respondents strongly agreed with the question (54.3% = 6; 21.7% = 5).

Reading Readiness Skills

Questions 13, 15–17 addressed one of the REA's purposes to "provide children in early childhood with the reading readiness skills and support they need to learn to read once they enter school." The previous questions had addressed some highly recommended ways in which the REA purpose could be implemented.

In question 18, however, pre-K and kindergarten teachers were asked to comment on the REA purpose directly: "Through extensive TWI guided reading practice, Reading Renaissance helps children in early childhood develop the reading readiness skills they need to learn to read once they enter school."

It should be noted that during the telephone survey, some pre-K and kindergarten teacher respondents thought that this question was difficult to answer because they consider their students to already be in school. Survey interviewers probed respondents when this concern was raised and told them to respond to the question in whatever way was most meaningful to them.

This question received one of the highest mean scores in the survey: 5.47. In total, 84.8% of pre-K and kindergarten respondents strongly agreed with the question (58.7% = 6; 26.1% = 5).

Duolog Reading

Question 14 asked respondents to rate how often they use Duolog Reading in their classrooms. This question was included because one of the purposes of REA is to "base instruction, including tutoring, on scientifically-based reading research."

While it is a *fact* that Reading Renaissance is a research-based program, asking survey respondents their *opinion* about whether Reading Renaissance is research-based would not be an appropriate way to measure this. Therefore, a question about the frequency with which respondents use Duolog Reading, a research-based tutoring technique, was asked on the survey.

Duolog Reading is a paired reading technique that uses a form of guided, repeated oral reading (Topping, 1995; 2001). As a supplemental part of Reading Renaissance, Duolog Reading can be used as a tutoring technique or as part of the reading curriculum. The purpose of question 14 was to evaluate the frequency in which Model and Master educators use Duolog Reading.

Respondents indicated they are using Duolog Reading to some degree (mean score of 4.17 and modal score of 6). A total of 45.9% of educators rated this question in the five to six range, indicating a strong use of Duolog Reading in their classrooms. (The remaining scores were 17.4% = four, 12.1% = three, 5.8% = two, 11.9% = one, and 6.8% didn't answer the question.)

Conclusion

The 2000 Early Literacy Survey was designed and executed in adherence with accepted survey research methodology. Its goal was to determine how well Reading Renaissance: 1) supports the Reading Excellence Act's purposes and definition of reading, and 2) assists educators in teaching every child to read by the end of third grade.

Renaissance Model- and Master-certified pre-K–3 educators comprised the sampled population used in the survey. Renaissance Certification is a systematic evaluation process that measures the proper implementation of the Reading Renaissance program. Because fidelity of implementation is critical to any program, it was determined that only educators who have verified proper implementation of Reading Renaissance can accurately assess the achievements and limitations of the program.

The 2000 Early Literacy Survey asked respondents to rate their agreement to survey questions using a six-point Likert Scale, where one was 100% disagreement and six was 100% agreement. Of the 18 items on the survey, 14 of them received an average score in the 5.0–5.9 point range, indicating strong agreement with the survey questions.

The survey questions asked of all respondents that received the highest mean scores discussed: "enriching children's vocabulary" (5.51), "fostering reading comprehension" (5.50), "promoting abilities to read fluently" (5.44), "encouraging students to talk about books" (5.44), and "developing children's motivation to read" (5.40).

The survey questions answered by only pre–K to K teachers that received the highest scores focused on "generating familiarity with the mechanisms of reading" (5.50) and "helping develop reading readiness skills" (5.47).

This report clearly demonstrates that Reading Renaissance is consistent with the Reading Excellence Act's definition of reading. Early literacy educators have shown that Reading Renaissance, when implemented properly, greatly helps teachers address many of the critical pre-reading, emerging reading, and beginning reading skills that ensure future reading success for all students. Most importantly, it has been demonstrated that Reading Renaissance helps educators construct a foundation of early literacy skills that will help to ensure that every child can read by the end of third grade. Information from survey respondents confirms that Reading Renaissance is a valuable tool for achieving the important goals of the Reading Excellence Act.

Table 1.0

Early Literacy Survey

Please respond to the following statements based on your knowledge of and experience with Reading Renaissance and your reading program. Your answers are confidential. Thank you for taking the time to complete this survey.

1. Reading Renaissance helps teachers ensure that every student in the class will become a reader by the end of third grade.

2. Reading Renaissance helps teachers promote parent-child interactions around books and print.

3. Reading Renaissance helps teachers encourage parents to read to their children.

4. Reading Renaissance helps teachers stimulate children's verbal interactions.

5. Through extensive Read To, With, and Independently (TWI) guided reading practice, Reading Renaissance helps children develop the skills and knowledge to understand how phonemes, or speech sounds, are connected to print.

6. Through extensive TWI guided reading practice, Reading Renaissance helps children learn how to decode unfamiliar words.

7. Through extensive TWI guided reading practice, Reading Renaissance provides opportunities to enrich children's vocabularies.

8. Through extensive TWI guided reading practice, Reading Renaissance helps promote students' abilities to read fluently.

9. Through extensive TWI guided reading practice, Reading Renaissance fosters reading comprehension.

10. Through extensive TWI guided reading practice, Reading Renaissance helps children develop appropriate active strategies for constructing meaning from print.

11. Reading Renaissance develops and maintains children's motivation to read.

12. Reading Renaissance provides early intervention to children who are at risk of being identified for special education inappropriately.

13. Reading Renaissance encourages students to talk about books.

14. I use Duolog Reading in my class.

FOR PRE-K AND KINDERGARTEN TEACHERS ONLY

15. Reading Renaissance helps teachers develop student knowledge about print, including the production and recognition of letters.

16. Reading Renaissance generates familiarity with the basic purposes and mechanisms of reading.

17. Through extensive TWI guided reading practice, Reading Renaissance provides practice with the sound structure of words.

18. Through extensive TWI guided reading practice, Reading Renaissance helps children in early childhood develop the reading readiness skills they need to learn to read once they enter school.

Additional comments _____

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| Table 2.0 |

SURVEY QUESTIONS		Number Who Answered Questions	Mean Response Scores	Standard Error of Mean	Standard Deviation
1	Reading Renaissance helps teachers ensure that every student in the class will become reader by the end of third grade.	242	4.95	0.07	1.12
2	Reading Renaissance helps teachers promote parent-child interactions around books and print.	242	5.21	0.06	1.07
3	Reading Renaissance helps teachers encourage parents to read to their children.	242	5.12	0.07	1.13
4	Reading Renaissance helps teachers stimulate children's verbal interactions.	241	5.17	0.06	1.02
5	Through extensive Read To, With, and Independently (TWI) guided reading practice, Reading Renaissance helps children develop the skills and knowledge to understand how phonemes, or speech sounds, are connected to print.	242	5.03	0.06	1.07
6	Through extensive TWI guided reading practice, Reading Renaissance helps children learn how to decode unfamiliar words.	242	4.90	0.07	1.13
7	Through extensive TWI guided reading practice, Reading Renaissance provides opportunities to enrich children's vocabularies.	242	5.51	0.06	0.97
8	Through extensive TWI guided reading practice, Reading Renaissance increases students' abilities to read fluently.	242	5.44	0.06	0.97
9	Through extensive TWI guided reading practice, Reading Renaissance fosters reading comprehension.	242	5.50	0.06	0.97
10	Through extensive TWI guided reading practice, Reading Renaissance helps children develop appropriate active strategies for constructing meaning from print.	242	5.22	0.06	1.03
11	Reading Renaissance develops and maintains children's motivation to read.	242	5.40	0.06	1.07
12	Reading Renaissance provides early intervention to children who are at risk of being identified for special education inappropriately.	236	4.72	0.08	1.32
13	Reading Renaissance encourages students to talk about books.	242	5.44	0.06	0.95
14	I use Duolog Reading in my class.	226	4.17	0.06	1.72
	FOR PRE-K AND KINDERGARTEN TEACHERS ONLY				
15	Reading Renaissance helps teachers develop student knowledge about print, including the production and recognition of letters.	45	5.27	0.16	1.05
16	Reading Renaissance generates familiarity with the basic purposes and mechanisms of reading.	44	5.50	0.13	0.85
17	Through extensive TWI guided reading practice, Reading Renaissance provides practice with the sound structure of words.	44	5.32	0.14	0.93
18	Through extensive TWI guided reading practice, Reading Renaissance helps children in early childhood develop the reading readiness skills they need to learn to read once they enter school.	45	5.47	0.11	0.73

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