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TECHNICAL REPORT

CETT ANDINO

**Basic Education and Policy Support (BEPS) Activity
Contract No. HNE-I-00-00-00038-00**

Technical Report
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In each of the work groups and across the teams, there are several issues that need to be resolved:

1. Identify the components that will be included in the professional development. It is critical that all beginning reading components are included in the professional development to ensure teachers are equipped to provide a comprehensive reading program.
2. Once components have been identified, skills within each component have to be identified and a scope and sequence for skill and knowledge development within and across components is crucial for the development of materials and evaluation.
3. Materials and professional development components address teaching practices appropriate for the general classroom as well as information on how to provide remediation for students who are falling behind. These materials and strategies should be based on research for struggling readers and include instructional features such as the use of explicit and systematic instruction, modeling and guided practice, corrective feedback, and multiple opportunities to practice.
4. Determine what will be evaluated. There are two interrelated but specific areas to be evaluated: student progress and growth in reading and writing and teacher use of new reading practices. Each requires a specific set of measures and care should be taken not to overlap in their assessment. For example, for student progress and growth in reading, progress monitoring, benchmark, and outcome measures can be used. Teacher use of new practices can be assessed through the use of observation measures, intervention validity measures, self-reports, and surveys.
5. Identify common goals for student outcomes across sites so that all teachers and students are working towards common goals that meet the standards of all three countries. This should include benchmarks and end of year goals for each of the three grades.
6. Targeted teacher characteristics and practices should be identified and measures developed to assess change and sustainability.

7. There is potential for compiling data and developing reports to inform future PD. The applied research team can, with possible assistance from the technology team, develop a data base for data gathering and for conducting across site analysis on the efficacy of the project using student and teacher data collected by the evaluation team.
8. A system of checks and balances needs to be developed as the project evolves to ensure that all three areas are working toward the same goals.

For specific teams:

Materials:

1. Determine what core information will be provided across components? Such as for each component the training will provide a definition, a short description of its importance to reading development, a short description of how it fits in to reading development, scope and sequence for teaching the component, effective strategies and activities, instructions on how to monitor progress, instruction on how to use the information from progress monitoring to inform instruction and provide remediation for students that are not meeting benchmark.
2. Identify appropriate content for each component. What will be for teachers and what will be supplemental for trainers (speaker notes)?
3. Provide material in the appropriate format.
4. Develop or identify appropriate activities and strategies for each component including instructions for trainers and practice activities.
5. Will features of instruction be integrated into each component or will it be a separate section?
6. How will remediation be addressed within each component? How will it be linked to progress monitoring? How will additional strategies and/or activities for this component be addressed?
7. There will need to be a section for teachers on putting it all together once all the components have been provided.

Technical assistance available for:

- the identification of scope and sequence of skills and knowledge in each component and the integration across components

- the identification of activities and strategies for each component
- the identification and development of appropriate remediation strategies
- feedback on any materials developed or identified

Professional Development:

1. Determine format for professional development for teachers:

- What materials will be used to present content? Possibilities: overheads, video, handouts, booklets/manuals
- How much time will be spent on each component? This will provide a guideline to materials team regarding how much information is needed for each component. Also an idea of how to format information (bullets vs. connected text), where to provide examples, and the number of strategies and activities needed. Although the format for the components will be similar, some components will require more time since they are more complex. For example, phonological awareness and oral language development require less time than comprehension.
- How will instructional strategies be presented? Demonstration and practice, video, both?
- What materials will teachers take away with them? They will need clean copies of materials to use in their classrooms.

2. Identify additional materials for trainers:

- Speaking points and information for trainers for each of the components that they will share with teachers but will not necessarily give.
- Materials to conduct practice activities.

Technical assistance available for:

- the development of a professional development format
- the development of PD materials

Evaluation:

Once content is developed and scope and sequence for each component is developed:

1. Identify appropriate, measurable end of the year goals for first graders in each of the components as well as at least two benchmarks. If these are not available, develop or

find a measure that teachers can use to inform their instruction. If developing, who will identify the critical skills at each point for each component?

2. Align progress monitoring measures with content provided in PD to measure students' progress. Who will train teachers on their use?
3. Are outcome measures for students aligned with instructional content? What end of year measures will be used? Who will administer them?
4. Will baseline data on students be collected? What measures will be used?
5. Will fidelity measures be used to assess the quality teacher of implementation? If so who will provide critical characteristics of practice, strategies, and activities for the development of the measure?
6. Will other data be collected on teachers?

Technical assistance available for:

- the identification of existing tools for measuring early reading skills
- the identification and development of teacher observation and fidelity of implementation measures
- feedback on any measures developed or identified

Applied Research:

1. Develop a line of systematic research to document the efficacy of the project in terms of student outcomes and teacher use of new practices.
 - Identify research questions to be answered and measures and procedures for gathering data.
2. Develop a data base system for collecting data across sites.
3. Coordinate with other teams to capitalize on the use of data collection already taking place.

Technical assistance available for:

- the identification of existing tools for measuring early reading skills
- the identification and development of teacher observation and fidelity of implementation measures
- feedback on any measures developed or identified
- feedback on the development of research designs to capitalize on existing data

- feedback on the development of research designs