The College at Brockport: State University of New York
Digital Commons @Brockport

Education and Human Development Master's Theses

Education and Human Development

8-2011

A Special Education Teacher's Use of Progress Monitoring

Louise V. Burgio
The College at Brockport

Follow this and additional works at: http://digitalcommons.brockport.edu/ehd_theses

Part of the Disability and Equity in Education Commons, and the Special Education and Teaching Commons

To learn more about our programs visit: http://www.brockport.edu/ehd/

A Special Education Teacher's Use of Progress Monitoring

By

Louise V. Burgio

August 2011

A thesis or project submitted to the

Department of Education and Human Development of

The College at Brockport, State University of New York

in partial fulfillment of the requirements for the degree of

Master of Science in Education

A Special Education Teacher's Use of Progress Monitoring

by

Louise V. Burgio

APPROVED BY:

_____   08, 16, 11

Advisor   Date

_____   08. 16. 11

Director, Graduate Programs   Date

Table of Contents

List of Tables

List of Figures

Chapter One: Introduction

"Remember the most important aspect of teaching is that assessment always drives your instruction," said Liz Rochand (pseudonym), an administrator who observed me during my student teaching. It has now been two years since I graduated from my undergraduate studies and I still have challenges with this aspect of teaching. For example, when teaching a unit I want to know if what I am teaching is positively affecting my students. What key points should I record on my anecdotal notes? Is the amount of times I assess benefitting my students? How? Writing workshop is challenging to know where to start and where to go. Do I focus on punctuation, run on sentences, organization of paragraphs? Mini-lessons are based off what the students need, but how should I collect that data and pinpoint where to start instruction in order to positively influence my students' literacy development. I want my assessment to drive my instruction for the individual needs of each student's progression in literacy development.

In my current teaching position, I am the special education teacher for six students in a 6-1-1 behavior management classroom. I have one adult aide who assists me with various classroom tasks (making materials and guiding the students throughout the day). Behavior management classrooms have a smaller teacher to student ratio. One of my responsibilities is to proactively implement interventions to promote positive student behaviors through positive reinforcement. I do this in a variety of ways: If a student is staying on task, participating, raising hand to speak, listening to others while speaking, and completing work within the time allotted

students are able to receive a raffle ticket. If at the end of the day the raffle ticket is chosen then the student has the privilege of picking a coded pumpkin (A, B, C, D, E) off our mystery board. Whichever code the student receives allows him to earn a coded coupon for either a five minute walk, five minutes in our break area (referred to as the cave), 10 minutes extra choice time, a homework pass or lunch in the room. Not only can the students earn a raffle ticket, but they are able to earn classroom dollars in which they can save up for the end of the week to purchase an item of choice from our classroom store (silly bands, movies, action figures, cards, games).

This is my second year in a 6-1-1 classroom. The behavior support system I have established within my classroom allows for instruction to take place. After being in a 6-1-1 classroom for two years, I feel confident in my behavior management system, therefore, during this study, I focused my attention to how my use of progress monitoring affects my students' learning. Howard (2009) defines progress monitoring as a series of snapshot assessments, such as running records, teacher observations, anecdotal notes, in order to gauge the level students are at and assisting with planning future instruction.

During the study, I had three students—Abby, Tanner and Tyra (all pseudonyms)–assigned to my caseload who are, learning disabled, multiply disabled, and have other health impairments. The Individuals with Disabilities Education Act (IDEA) (2004) defines a specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language,

spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

With my population of students, it is imperative that my use of progress monitoring and instruction benefit their learning moving them forward. My main goal as a special education teacher is to mainstream my students back into their regular education classrooms. This research study will allowed me to reflect on my teaching and my use of progress monitoring in order to more effectively assist my students' literacy progression.

In the next section, I provide a brief narrative of Abby, Tyra, and Tanner in order to provide a clear visual of their background and what they offer to our classroom.

Abby

During the study Abby was 11 years and 8 months old. In our classroom environment, Abby was always trying to help others with their academic tasks; she liked to be the classroom helper, and always assisted with helping others clean up. She is a kind hearted young girl who sought attention from peers and staff, yet faced challenges in maintaining relationships due to her need of control over situations. Although Abby showed an eagerness to help out in the classroom, she would get frustrated when an adult or peer did not want her help. She refused to listen to the individual and would try to help anyways.

Abby lives with her mother, her father, and paternal grandmother in a mobile home development. She has an older brother and sister who do not live with her, thus she lacks a developed relationship with her siblings. Despite the fact that Abby's siblings do not live with her, she would speak highly of her brother saying how smart he is and how he taught her how to ride her bike.

During the 2008-2009 school year, Abby was referred to a 15-1-1 classroom. During the 2009-2010 school year, she moved to another school district and was referred to an 8-1-1 classroom. After a month in the 8-1-1 classroom, Abby was referred to the Board Of Cooperative Educational Services (BOCES) program and entered my classroom in November of 2009. She completed the year in my classroom as a fifth grader and returned this past school year as a sixth grader.

Abby showed great interest in peer and staff interactions through her constant social participation in read alouds and her desire to play games during her choice time. She revealed excitement to participate in discussions about the book, often eagerly raising her hand. During choice times, Abby was the first to ask a peer or adult to play a board game with her. Based on those situations, social interactions were a motivator for learning.

Abby was classified as learning disabled after her re-evaluation testing at the end of the 2009-2010 school year due to her memory weakness, significant delays in literacy development and mathematical development. She received services for speech, by the speech pathologist, counseling, from the psychologist, and intervention beyond tier three, which I provided.

At times, Abby was great fun in the classroom. She joked around and laughed during social situations. Abby thoroughly enjoyed being read to, yet she struggled with not being able to control the topic of conversation. During the start of the study, we were reading *The Magician's Nephew* (C.S Lewis, 2005) the first book in the seven book series of The Chronicles of Narnia. Abby was eager to participate in discussions of what we read, often asking, "Can we read more . . ." or expressing her confidence in predicting the plot, saying "I bet my prediction is right and Polly disappeared because the yellow ring takes you to another place." Abby's strengths included participation during whole group discussions, yet working independently during independent reading and writing workshop at times were challenging for her.

According to the Developmental Reading Assessment (DRA) results, before the study, Abby was reading at a DRA level 24, which is the middle of second grade. She was able to make predictions when prompted, but was working on interacting with the text in order to increase her comprehension. She exposed excitement to partake in reader's theatre to increase her fluency and comprehension. During writing, Abby required one-to-one adult assistance to reflect on the writing process and think of ideas in order to start the writing process. She needed writing prompts to assist in thinking of writing topics. Also, she required graphic organizers; at the start of the study she used a 'hamburger' graphic organizer in order to develop a topic sentence, three detail sentences and a concluding paragraph. Abby's significant delays in reading, writing and mathematical computations have resulted in her classification of learning disabled. Abby would read for meaning and used her social

interaction with peers to discuss texts, make predictions and confirm predictions. I have observed her positively interacting with peers, smiling and joking with peers when engaging in writing activities, yet during independent work she faced challenges completing the writing process and engaging in the task at hand.

Tanner

Tanner is 11 years and 8 months old. Before the start of the study, Tanner was motivated through playing games, reading adventure genres and creative writing. He enjoyed playing video games at home, reading chapter books based on adventure and mystery, and interacting with staff and peers on his terms. Prior to the study, Tanner worked on a creative writing story about a boy who no one knew his name and performed heroic deeds. Tanner's goal was to develop this idea into a chapter book and get it published. His strength was writing about a topic he chose. When the topic was provided, Tanner refused to participate in the activity. Tanner required the use of graphic organizers and prompting during writing workshop in order to get started and continue the writing process. At times, he showed interest in his work, which enabled him to make progress. Tanner read at the sixth grade level, he was able to think beyond the text, make predictions, think analytically and make connections to what he was reading. At times Tanner would refuse to participate in reading activities saying, "What is the point?" "I am tired." He would put his head down displaying passive aggressive behaviors, tapping his desk refusing to communicate his

frustrations. Tanner had great potential in reading and writing activities, but at times his ODD and ADHD interfered with his progress.

Tanner lives with his mother. He has three siblings, two sisters who live with their paternal grandmother and one brother who live with Tanner's father. Tanner has had no contact with his siblings or father since he was six-months old. Tanner was legally adopted by his step father shortly after his biological father left. About six years ago, Child Protective Services ordered Tanner's stepfather to leave the home due to physical abuse causing Tanner to have Post Traumatic Stress Syndrome. Tanner now has no contact with his stepfather.

Tanner has an Individualized Education Program (IEP) for Attention Deficit Hyper active Disorder (ADHD) and Oppositional Defiant Disorder (ODD), classified as multiply disabled. From pre-school to the beginning of fourth grade he was in a general education classroom with a 1-1 aide to assist with academics. In February 2008 Tanner changed school districts and entered a 15-1-1 classroom receiving consultant services for literacy and math intervention. During the 2009-2010 school year, Tanner was suspended numerous times for physical behaviors, which led to his referral to my BOCES 6-1-1 behavior management classroom.

Tyra

At the time of this study, Tyra was 10 years and 8 months old. Tyra showed great interest in reading, playing games, interacting with peers and staff, playing computer games, and showed great drawing abilities. She benefitted from verbal

prompting and discussions while reading. She was able to interact with the text expanding upon ideas and predictions she made about the text. At times, in order to maintain attention while being read to, Tyra drew what she thought was happening in the text. She was eager to share her thoughts and drawings with the class and would partake in whole group discussions. According to the results of the DRA, Tyra was reading at a level 34 (middle of third grade) before the start of the study, and benefitted from stopping to talk about the text, which enabled her to self-monitor her comprehension. Preceding the study, we were working on fluency to increase comprehension during reader's theatre. During writing workshop, Tyra required prompting for ideas and topics to initiate her writing. She benefitted from the use of graphic organizers to write a complete paragraph with a topic sentence, at least three descriptive detailed sentences and a conclusion sentence. At the start of the study, she was working on a writing piece based on a tree house she wanted and explained, "I am going to be able to have my own house in a tree," showing her enthusiastic energy for writing according to this particular topic. When Tyra was passionate about her writing topic she put forth a lot of energy, yet required one-to-one adult support and prompting in order to stay on task and complete the task at hand.

She lives with her biological great aunt and great uncle with her biological sister. Before living with her great aunt and great uncle, Tyra experienced many living situations. She was taken from her mother's care in 2002 and entered the foster care system from 2002-2005 living in several foster care homes. She has not seen her biological mother, who has a life in another city with Tyra's eight other brothers and

sisters, in over a year. Her biological father is in prison, which limited her interactions with him.

Although she has been through many obstacles in her short life, she thoroughly enjoyed peer and adult interactions. She received a great amount of support from her great aunt and great uncle in regards to school and home. Her great aunt and great uncle would buy her new clothes and new shoes for performing well at school, they took her to get her hair done, and they allowed her to bring home our classroom pet on occasion. I kept in constant communication with Tyra's aunt through a daily communication book in which her aunt always responded with a signature or written response.

Tyra was referred to our BOCES program due to her emotional disabilities, physical behaviors, inappropriate interactions with others, stealing, and her significant delays in reading, writing and math. Her classification on her IEP is other health impairment for ADHD and emotional disturbances.

Definition of Terms

6-1-1:-Six students, one teacher, and one aide

Learning Disabled: The IDEA (2004) defines a specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations

15-1-1: Fifteen students, one teacher, and one aide

8-1-1: Eight students, one teacher and one aide

Tier 3 Intervention: is the step before special education classification. Five to ten percent of students need tier three intervention. According to Mary Howard (2009), tier 3 intervention occurs twice a week for 30 minutes, instruction provided to one to three students, and performed by an expert reading teacher.

BOCES: Board of Cooperational Education Services

ADHD: Attention Deficit Hyperactive Disorder

ODD: Oppositional Defiant Disorder

Problem Statement

Jerry Johns (2007) stated that "regular progress monitoring enables teachers and specialists to gauge progress or the lack of it and provide or make referrals for appropriate interventions" (para. 4). Progress monitoring is an ongoing assessment procedure that reveals whether or not students benefit from our interventions. Defined by Mary Howard (2009), progress monitoring supplements summative assessment data with teacher observations, anecdotal records, discussion, retelling, think-alouds, self-evaluation, response writing, and learning samples in which we can document and analyze answering questions such as

> What is the evidence that learning is or is not taking place? What does this evidence reflect about this child? What patterns are emerging that supports a broader instructional view? How can we interpret the data

to support this child's learning? How can we apply what we know about this child to instruction? What new evidence can we collect to demonstrate success? (p. 95)

As a special educator, I believe that it is vital to measure the progress of individual students in order to meet the student's individual goals and teach according to their individual needs.

Progress monitoring is needed to measure the growth of individual students and to judge if the strategies that are used are successful or if different interventions are needed (Ardoin & Christ, 2009). With my students, progress monitoring is an important technique to consistently measure their growth and drive instruction based on the assessments or progress monitoring performed throughout the week. Each of my students showed significant delays within his or her literacy development, thus I needed a strategic organized method for progress monitoring in order to successfully provide my students with the instruction they need to progress further in their literacy development. With that said, through this study I focused on the following research question: How does my use of progress monitoring influence my students' literacy development?

Significance of the Problem

My goal, when teaching Abby, Tanner and Tyra, was to mainstream them back into their grade level classroom. In order to meet this goal I needed to progress monitor more often than the required benchmark assessments of three times a year. If

I waited to progress monitor every marking period, November, February, April and June, I could miss essential teaching points, which could mean the difference between progress or lack thereof.

Students such as Abby, Tanner and Tyra have already experienced tier one, tier two, and tier three interventions (Howard, 2010), thus more intensive instruction with constant progress monitoring was required. Progress monitoring is in addition to assessment. Tier one, tier two, and tier three interventions are support systems derived from the Response to Intervention (RTI) framework (Howard, 2009). RTI is a framework that focuses on maximizing student achievement through early identification of learning or behavioral difficulties responding to unique needs of each child (Howard, 2010). The general education classroom is the tier one intervention with good first teaching implemented to meet eighty percent of student's needs, tier two intervention is more intense instruction provided within the classroom or in another location targeting ten to fifteen percent of students, while tier three interventions are supplemental to tier one and tier two interventions occurring in very small settings provided by a highly trained teacher of reading targeting five to ten percent of students (Howard, 2009). When students do not respond to these interventions referral to special education is considered (Howard, 2010). Therefore, it is critical to progress monitor students within special education programs to ensure their development with the goal of mainstreaming them back into the general education setting.

Purpose of the Study

The purpose of this study was to explore the significance of progress monitoring and how it influenced the literacy development of Tyra, Abby and Tanner. Mary Howard (2009) says it best, "We must supplement summative data with teacher observations, anecdotal records, discussion, retelling, think-alouds, self-evaluation, response writing, and learning samples we can document and analyze" (pp. 94-95). Progress monitoring should not just be busy work to collect data on each individual student and then put away for an administrator to check on. Progress monitoring through running records, probes, rubrics and anecdotal records provides evidence that learning is or is not taking place, it shows whether or not instruction is effective for an individual student, it displays patterns that emerge from students' learning, provides a foundation for instruction, and presents verification of success (Howard, 2009).

This study allowed me to determine the influence progress monitoring had on my students' literacy development through the collection of anecdotal notes, observations, reading rubrics, running records, artifacts and a teacher's research journal.

At the beginning of the eight-week research study, I pre-tested my students using the developmental reading assessment for reading (Beaver & Carter, 2003). Then at the end of my study I assessed the students to determine what, if any, impact my use of progress monitoring had on their literacy development. I used a research journal in which I recorded my observations of and reflections about progress

monitoring for the literacy activity, guided reading and read aloud, noticing how each student responded.

Rationale

This study explored my use of progress monitoring in order to find the most effective ways to organize and gather data to support two of my students' literacy development. I investigated the purpose and reliability of my use of assessment. I have chosen the three participants based on their individual needs for literacy instruction and their quality of attendance, yet two of the three students participated. The design of this study enabled me to authentically and systematically reflect on my use of progress monitoring and the impact it had my individual students.

Summary

As Fountas and Pinnell (2003), state, it is the teacher's responsibility to assess each child's individual needs. It is our duty, as Howard (2009) reminds us, to "collect data that yields high-quality information for instructional purposes rather than a mere window dressing of student progress" (p. 105). Thus, I needed to examine how I used progress monitoring to target each child's individual needs and how that process promoted progress and growth. As a special educator, it is my responsibility and a priority to constantly reflect on the collection of data and let that drive my instruction, targeting individual students' needs providing a purposeful literacy learning

environment. This eight week study enabled me to move closer to what Liz Rochand was encouraging me to do two years ago.

Chapter Two: Literature Review

Within the environment of classrooms, educators continue to research the best implementation of literacy instruction to target students' needs (Howard, 2009). According to Abbott, Wills, Greenwood, Kamps, Heitzman-Powell and Selig (2010) "reading disabilities that begin as an education issue become societal problems" (p. 4); reading difficulties are linked to poverty due to lack of literacy exposure (Allington & Walmsley, 1995). Abbott et al. (2010) recognize that readers with poor reading skills in first grade are more likely to be poor readers at the end of fourth grade.

As a special education teacher, it is my responsibility to provide the most beneficial literacy instruction targeting students' needs in order to provide appropriate literacy skills. I believe that it is the duty of teachers to prevent reading disabilities, to do so teachers need to be aware of the best ways to implement literacy instruction.

Throughout ongoing research, there have been many debates on the best practices of literacy instruction. Research, however, has shown there is no one best implementation of reading instruction to target students' learning needs (Wolsey, Lapp, & Dow, 2010), but in order to prevent curriculum and instructional setbacks, teachers need to monitor their students' progress. Mary Howard (2009) states in the introduction to her book that

> We are at a crossroads. We can either use response to intervention as
> an opportunity to rebuild a positive climate or allow it to transfer into

something that takes us even farther from the reason most of us became teachers.

In addition, teachers must know the population of students they are teaching in order to successfully implement a variety of techniques specific to their students (Tobin & McInnes, 2008). The purpose of this study was to implement instruction based on the needs of the students. The participants of this study were two teachers from Central Canada and their classrooms of students in grades 2/3. Both teachers believed in differentiating instruction according to their students' individual needs, interests, background knowledge, cultural diversity, and learning abilities or disabilities. Their instruction was based on responsive literacy teaching. Each teacher developed instruction using small flexible grouping, modeled, guided and scaffolded instruction. The classroom instruction was based on the balanced literacy approach, but only one teacher used guided reading at the student's instructional level.

Tobin and McInnes (2008) collected qualitative data through observational field notes, video recordings of each classroom, audio recordings of interviews with the teachers and collections of student assignments and literacy center materials. Both teachers were successful meeting all the students' individual needs while having all students work toward the same goal. The results give great strategies and ways to differentiate for a variety of learners. The implementation of literacy instruction should be implemented based on data collection targeting students' strengths and areas of need, using beneficial

interventions, using the best grouping strategies and the most beneficial instructional approach (Tobin & McInnes, 2008).

Students At Risk

Wills, Kamps, Abott, Bannister and Kaufman (2010) explain that students at risk for reading difficulties, and who have been labeled with an emotional disorder or have behavior management needs, have the highest chance of being unemployed, a poor work history, and more social adjustment problems, post graduation, than any other disability group. Therefore, students at risk benefit from a structured classroom environment in which teachers adapt instruction based on the collection of data to meet the individual needs of their students (Kamps, Abbott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpepper, & Walton, 2007; O'Day, 2009; Wills, Kamps, Abott, Bannister, & Kaufman, 2010; Wolsey, Lapp, & Dow, 2010).

Wills et al. (2010) found that students with an emotional behavioral disorder were more likely to participate in a structured environment with large group, small group, independent reading, read alouds, silent reading and writing. The findings indicated the students with emotional behavioral disorder scored higher than the comparison group on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) due to having 20 percent higher participation than the comparison group during read aloud within a more structured environment. The researchers found that planning instruction based on the collection of data is beneficial to students' needs. Abbott et al. (2010) supported the findings of Wills et al (2010) study when they found that

students at risk for reading do not benefit from grade retention, rather supports of planning instruction based on the students' individual needs through Response to Intervention (RTI).

Response to Intervention

According to Howard (2009), "In a single day, I learn the first of many life lessons from twelve students with unique needs, as they become my teachers. They teach me what they need, and it's all different. I know I have as much to learn from them as they will learn from me" (p.2), the foundation of understanding RTI. RTI is projected to assist educators in achieving student success through early identification of learning or behavioral difficulties through the collection of data. Based on this data, the teacher provides interventions and supports through a RTI framework to help teachers adjust their instruction to best meet their students' needs (Howard, 2010).

Based on the No Child Left Behind Act (NCLB) of 2000, the National Reading Panel (NRP) concluded that there are two key concepts of understanding reading instruction based on RTI: (1) The need of research based instruction and (2) the five components or pillars of effective literacy (phonemic awareness-the ability to recognize and manipulate spoken words by blending, deleting, and substituting these sounds, phonics-is letter to sound correspondence, or the ability to match sounds to letters in reading and spelling, fluency-ability to read orally with accuracy, speed, and expression using prosodic features such as intonation, phrasing, pace pausing, and

inflection, vocabulary-refers to knowledge of spoken and written words, both equally important, comprehension-refers to the reader's ability to understand and interpret text) (Howard, 2009). According to Howard (2009) and Allington (1995), RTI is a framework designed to prevent students from being referred for special education services.

The five pillars of effective literacy are targeted within a three tier structure of RTI. The first tier is the general education classroom based on good first teaching meeting 80percent of students' needs using flexible grouping and differentiated instruction. The second tier is supplemental instruction targeting the needs of individual students required by 10-15 percent of the student population, using small groups of two to five for thirty minutes daily (Howard, 2009). Kamps, Abott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpepper, and Walton (2007) and Howard (2009) state that first tier intervention relates to the primary teaching within the general education classroom, while second tier intervention is instruction in addition to the first tier. The third tier is strategic and intensive targeting of the needs of five to ten percent of the student population. Tier three is individualized or very small group of one to three for two thirty-minute daily sessions (Howard, 2009). According to Howard (2009), there is an ongoing debate between the relationship of tier three and special education. Some school districts distinguish a distinct difference between tier three and special education while others view tier three and special education as one in the same (Howard, 2009).

Some researchers suggest that educators need to provide interventions during the early school years, kindergarten through second grade (Abbott, Wills, Greenwood, Kamps, Heitzman-Powell, & Selig, 2010; Kamps et al., 2007). Abbott et al.2010, showed that at an early age, kindergarten level, students at risk for reading difficulties do not benefit from grade retention. Grade retention was based on factors such as academic achievement, student age and maturity. In Abbott et al.'s study, the parents, classroom teacher, administrator, and reading specialist or special education teacher met to discuss grade retention, and the parents had the final say of whether or not to retain their child. Abbott et al. found that students who received small group support in addition to the general education program were brought within average reading range. Fifteen students retained in kindergarten for an extra year were compared to fifteen students promoted to the first grade level, who received tier two intervention. At the end of the year, the researchers compared students' scores in regards to word identification, word attack, and passage comprehension. The students retained in kindergarten scored 91 on the word identification, 104 on the word attack, and 85 on the passage comprehension, while the promoted students scored 95 on the word identification, 104 on the word attack, and 87 on the passage comprehension. These results showed tier two interventions to be effective providing the support students needed to be brought within average reading range, retaining students and intervening using tier two intervention was not as beneficial as promoting students to first grade supplemented with tier two intervention.

While the previous study focused on kindergarten, Vaughn et al. (2010) targeted sixth grade students at risk for reading difficulty. This study took the intervention support one step further. Not only did the teacher provide primary instruction, known as the first tier, but the schools provided the teachers with professional development to effectively teach vocabulary and comprehension. In addition to the first tier intervention, the students at risk participated in tier two intervention supports, which emphasized word study and fluency. Vaughn et al. (2010) found that students who received tier two intervention outer performed students who did not receive tier two intervention, "as expected, students who received tier two intervention outer performed those in the comparison condition on several measures, including word attack, spelling, comprehension, and phonemic decoding efficiency" (p. 16).

More specifically, students receiving tier two interventions scored a mean average of 98.00 on word attack, 95.94 on spelling, 88.87 on comprehension, and 97.47 on phonemic decoding efficiency. Students who did not receive interventions scored a mean average of 96.44 on word attack, 92.75 on spelling, 88.32 on comprehension, and 94.87 on phonemic decoding efficiency. The results of this study showed that even at the intermediate level, students benefitted from additional support in reading.

While the finding of these two studies support the benefits of the RTI framework, Howard (2009) states that progress monitoring should occur most often in

tier two (at least once a month) and tier three (anywhere from once a month to twice a week).

Progress Monitoring

Progress monitoring is defined by Mary Howard (2009) as a series of snapshot assessments taken during instruction through methods and activities such as anecdotal records, discussion, teacher observations, running records, and work samples to help guide the teacher's future instruction to meet the individual needs of students. The findings of three different studies, which focused on progress monitoring, indicated positive results in increasing students' literacy skills.

Olinghouse, Lambert, and Compton (2006) based their study on the investigation of two different progress monitoring assessments: oral reading fluency (ORF) and the intervention aligned word list (IAWL). The IAWL is a word list derived from the Phonological and Strategy Training (PHAST) curriculum (Lovett, Lacerenza, & Borden, 2000). In between the progress monitoring assessments the students participated in the Phonological and Strategy Training (PHAST) curriculum. PHAST is a curriculum devised of 60 lessons using a combination of direct instruction and dialogue-based metacognitive training, providing (a) basic phonological awareness and letter-sound strategies for disabled readers and (b) specific training of five word identification strategies that offer different approaches

to the decoding of unfamiliar words and exposure to different levels of subsyllabic segmentation (Lovett, Lacerenza, & Borden, 2000).

After testing 40 children with reading disabilities from grades two to five, the ORF results showed that, on average, students read 44.9 words correctly per minute before beginning the first lesson and gained 2.6 words per minute on each assessment. The IAWL results showed that, on average, students read 11.2 words correctly before beginning the first lesson and gained 3.1 words on each assessment.

In addition to the positive results of the study performed by Olinghouse et al., (2006), Stecker, Lembke, and Foegen (2008), found positive gains based on oral-reading fluency and maze fluency as assessment tools for monitoring student progress and aiding teacher with instructional planning. Oral-reading fluency refers to the number of words a student reads correctly in 1 minute. The results of this assessment inform the teacher of what students should be able to do by the end of the year, not what they know at the current time. Maze fluency targets independent reading strategies. In this assessment, students read a passage where every few words a blank is inserted and based on the child's use of independent reading strategies, the child chooses the best fit word for the blank. Maze fluency is usually used for upper elementary grades.

A one month progress monitoring graph of a student named Ellie showed an increase from an initial rate of 80 words correct per minute to 118 words correct per minute. Researchers attributed the increase to her teacher following a progress monitoring blue print: a five step process:

Step 1: Select Appropriate Measurement Materials

Step 2: Evaluate Technical Features

Step 3: Administer and Score Measures

Step 4: Use Data for Goal Setting

Step 5: Judge Instructional Effectiveness

Ellie's teachers, Mr. Albright and Ms. Ables, decided oral reading fluency was an appropriate measure for progress monitoring due to Ellie's assessment showing she read significantly fewer words correctly per minute than most fourth graders. Mr. Albright and Ms. Ables found that the technical features were appropriate for Ellie based on the research of the Technical Review Committee's evaluation on Oral Reading Fluency. The maze fluency was used because Ms. Ables administered this assessment to the rest of her class. Each teacher decided to assess Ellie every other week in order to record her strengths and areas of concerns on her progress monitoring graph each week in order to notice patterns. Based on her baseline data, the teachers set as her goal to reach 120 words by the end of the school year.

At first both teachers focused on comprehension skills during instruction, differences in text structure between narrative and information materials, while also addressing specific learning strategies for summarization. After viewing the data graphed in regard to Ellie's progression, both teachers noticed the teaching focus for Ellie was not effective, thus they changing their focus to teaching Ellie multisyllabic

word identification, decoding skills such as morphemic analysis, and repeated reading strategies four times per week to increase Ellie's reading rate.

Not only did these two studies confirm an increase in students' literacy development, so did Goetze and Burkett (2010)who studied 65 at risk readers in grades one, two and three, over a five month period, and found positive results with progress monitoring. This study did not focus on what interventions were implemented based on progress monitoring. It focused more on what the best tool for progress monitoring would be.

Goetze and Burkett (2010) found that although students progressed steadily when assessed using DIBELS, ORF students showed most improvement using whole texts. Identified struggling readers were assessed using the DIBELS, ORF and Running Records. Results displayed that overall the first graders increased their reading levels from a level B or 2 to a level D or 4, but the mean average documented for running records decreased (no quantitative data shown). Second graders increased their reading level from a level D or 4 to a level I or 8, and the running record showed an mean increase of 50.62 to 57. Third graders increased their reading level from a level E or 5 to a level K or 11, yet the data collected from running records was comparable to the first graders, showing a mean decrease. In general, the DIBELS ORF and increasing book levels were shown to be highly correlated within the study.

Summary

The findings from the studies presented in this chapter demonstrate the successfulness of progress monitoring and a positive correlation with students' increased literacy skills. In helping the students improve, Mary Howard (2009) states that we need to monitor their progress and guide our instruction to support their learning. Teachers need to provide interventions during the early school years in order to ensure their students' literacy progression and development (Abbott et al., 2010; Kamps et al., 2007).

Chapter Three: Study Design

I conducted this study to investigate how my use of progress monitoring influenced three of my students' literacy development. During the eight-week study, I monitored the students' progress through the use of a variety of assessments such as probes, running records, observations, and anecdotal records while students engaged in literacy activities such as guided reading and read aloud.

Participants and Context of the Study

I conducted this study in my 6:1:1 special education classroom in a rural school in western New York. Each child comes to my classroom from a district outside of our classroom's district, most of the students travel over an hour in order to participate in our BOCES program. During the study, I worked with four students, two boys and two girls. The students were in fourth, fifth and sixth grade participating in curriculums designed to their specific needs. For example, each student had specific needs and goals (see Table 3.1) within his or her IEP around which the curriculum is designed. Therefore, if a student's IEP goal for reading was to write a paragraph using correct grammar and paragraph structure, the student participated in centers practicing the purpose of a paragraph; grammar skills and/or the structure of a paragraph during the writing process (see Table 3.1).

Two of the four students participated in the study. One student who did not participate had sporadic attendance, which would have created an inconsistency in the data collection

Table 3.1: Participants' Demographics and IEP Goals

Student	Gender	Age	Grade	Counseling	IEP Goals
Tanner	Male	11 years 10mos.	6	1-1 counseling 30minutes 1xweek; group counseling 1xweek; writing, math and behavior goal in IEP.	Writing: (1) Tanner will compose a paragraph of at least five sentences that are clear, complete, and grammatically correct and pertain to one topic. Behavior: (1) Tanner will verbally discuss at least two ways of developing feelings of self-worth. (2) Tanner will use words, rather than physical behaviors or passive behaviors, to express feelings and needs to adults and peers.
Tyra	Female	11 years 10mos.	6	1-1 counseling 30minutes 1xweek; group counseling 1xweek; speech 1xweek individual, 1xweek group; reading, writing, math, behavior, and speech goal in IEP.	Reading: (1) Tyra will increase her reading decoding skills from the beginning of the 3rd grade level to the beginning of the 4th grade level. (2) Tyra will increase her reading comprehension skills from the beginning of the 3rd grade level to the beginning of the 4th grade level. Writing:

					(1) Tyra will write a mechanically correct paragraph about a given topic which contains an introductory sentence, 4 supporting sentences and a concluding sentence. **Behavior:** (1) Tyra will communicate and interact in a socially acceptable manner with peers (e.g., non-aggressive verbalizations or body language, appropriate eye contact, appropriate turn taking and listening without speaking). (2) Tyra will use effective coping strategies when faced with conflict situations (e.g., ignore, walk away, and request adult intervention).
Abby	Female	10 years 10mos.	5	1-1 counseling 30minutes 1xweek; group counseling 1xweek; speech 1xweek individual, 1xweek group; reading, writing, math, behavior, and speech goal in	**Reading:** (1) Using pictorial and contextual clues in classroom reading materials, Abby will define and decode vocabulary words accurately. (2) Abby will predict the outcome of a teacher presented story and verbally

				IEP.	identify the author's purpose for writing the story. Writing: (1) Abby will submit a written assignment on a topic requested by the teacher consisting of at least 5 complete sentences related to the topic. Behavior: (1) Abby will identify her own impulsive behavior and use her strategy to stop and think before responding. (2) Abby will communicate and interact in a socially acceptable manner with peers (e.g., non-aggressive verbalizations or body language, appropriate eye contact, appropriate turn taking and listening without speaking).

Process and the other student refused to participate. One student is a Caucasian female and the second student is an African American female. All of the participants are from low income families. The students were asked to take part in the study to provide documentation of how my progress monitoring influenced their literacy progress.

My Positionality as the Researcher

During the study I was enrolled in the beginning of my second year of graduate studies for a master's degree in childhood literacy. Before starting my graduate study program, I received two New York State initial teaching certificates from my undergraduate studies: elementary education grades 1-6 and students with disabilities grades 1-6. I completed two successful student teaching experiences, one in a suburban school district in a general education first grade classroom and the other in a culturally diverse urban school district in a special education setting of an 8:1:2, fourth, fifth and sixth grade classroom. Shortly after finishing student teaching, I received a long term substitute assignment in a suburban school district in an inclusive setting with a fourth grade classroom during the 08-09 school year. Following that school year, I substitute taught in two different school districts receiving a full time teaching position in November of 09 through Monroe 2 Board of Cooperative Educational Services (BOCES). I am now in my second year of teaching in a special education 6:1:1 behavior management fourth, fifth, and sixth grade classroom.

Since being employed by BOCES as a special educator, I have found myself constantly reflecting on my teaching and effectiveness as an educator. Continuously asking myself: Am I meeting my students' needs? Am I teaching material just to teach or does my instruction have purpose? Is what I am teaching, pertaining to my students' individual strengths and areas they need improvement? Hence, the focus on progress monitoring for this study.

I have been working with two of the four students in my class for two school years and one of the two students for two school years now. The past two school years my students and I have been able to develop a relationship on a personal level and academic level. I am able to read their body language to judge whether or not they are engaged in the lesson or if they need time away to re-group in order to focus on the task. Knowing my students truly allows me to be a more effective teacher. Progress monitoring provides better opportunities to get to know my students as learners; therefore I believe the use of progress monitoring was worth exploring and documenting.

Not only have I developed a curiosity for this system of data collection, but my district, BOCES, has as well. We have, as a whole district, been implementing the use of progress monitoring into our classrooms. Once a month we were required to have home based team meetings documenting meeting minutes on our students' individual areas of needs, the intervention in place, and the effectiveness of the intervention. As a district, all classroom teachers got together once a month for professional development directed toward progress monitoring. This continued throughout the course of the study. Thus far, I have learned how to implement specific probes to monitor my students' comprehension and how to organize team meetings using specific team meeting agenda minutes (Please refer to appendix A). The next meeting I learned how to graph the data collected.

Data Collection

I utilized a variety of data collection techniques to evaluate the impact of my use of progress monitoring on my students' literacy development. I gathered input based on my students' literacy goals from their Individualized Education Program (IEP) along with the New York State Learning Standards for grade level curricular areas, anecdotal records and observations, running records and probes, Developmental Reading Assessments(pre and post assessment), reading rubrics (pre and post assessment), and teacher research journal.

Anecdotal Records and Observations

During reading workshops I recorded anecdotal records based on my observations of my students in order to guide my future instruction. During each guided reading lesson I had an address label sheet available for key understandings and needs for instruction ideas to be recorded. I put each student's initials on the address label in order to keep track of which student I am observing. At the end of the day, I organized the address labels into an individual file for each student for reading in order to have an organized method for collecting data and analyzing data. During the lessons I documented key understandings, what objectives were met and what needs to be taught next lesson.

Running Records and Probes

Conducting running records once a week allowed me to monitor each individual student's reading strategies utilized while reading independently. Defined by Marie Clay (2005), "Running records capture what young readers said and did while reading continuous text, usually short stories. Having taken the record teachers can review what happened immediately, leading to a teaching decision on the spot, or at a later time as they plan for the next lesson" (p.50). Analyzing the results of a running record allowed me to understand my students' reading abilities based on their reading for meaning, syntactic awareness (reading grammatically correct), and grapho-phonics (ability to decode words based on phonics). This data provided me with information about the types of strategies that each student used successfully and what strategies I needed to teach the student.

Pre and Post Test

Even though I conducted daily assessments on each student, I also administered a pre-assessment and post-assessment to students to assess the effectiveness of my progress monitoring of each student's reading and writing abilities. The pre-assessment (DRA) assessed each student's independent, instructional and frustration level for reading. I assessed each student individually , through the use of running records on the selected passage, marking miscues (reading a word different from what is on the page) and recording their comprehension questions and answers, along with charting the fluency rubric (from a scale of 1-4

students are rated on their intonation, inflection, phrasing and pacing). I gave students feedback on their reading performance to include them on the learning process. I used the same assessment tool at the end of the study to compare the results of the pre-assessment with the post assessment.

Teacher Journal

I used a teacher journal in order to collect data through a narrative lens. I captured key understandings of the day and reflected on instruction and assessments that worked, while also reflecting on what needs improvement. The teacher research journal allowed me to be constant in my data collection, and provide information that I reviewed daily to guide my progress monitoring work with students.

Data Analysis

Initially, I administered a pre-assessment for each individual student's DRA level. The results of these assessments were put on file to be compared with the post assessments for each student's DRA level at the end of the research study. After analyzing the results of pre-assessments, I planned instruction based on each child's individual needs for example, if the student needed to strengthen his/her fluency I would plan a reader's theatre lesson.

Following the implementation of the first few lessons I collected data through anecdotal records, which allowed me to quickly identify the key points of the lesson in order to plan the next day's instruction. The pre-assessments, post-assessments and

running records were used as quantitative data while the observations, anecdotal records, teacher journal and probes were used as qualitative data.

I collected assessment data through the use of probes and running records to compare with the baseline data judging if progress has been made or not, while also assisting in crafting my next day's instruction. The constant analysis of assessment data provided me with information on whether or not my use of progress monitoring was successful or not and whether or not my students were responding to my instruction and assessments.

Along with my constant analysis of data I kept a teacher research journal in order to log what worked and what needed to change. This journal allowed me to look at patterns of progression or lack of, key skills needed to be taught to the students and/or skills they have mastered. I recorded quotes by my students that allowed me to look deeper into their thinking.

Procedures of Study

I began my research study by asking the three participants and their parents/guardians for informed consent (see Appendix B) for reading, based on the Developmental Reading Assessment (DRA) in order to have a baseline assessment from which I may be able to gauge their development over the eight week research study. Based on the results of the pre-assessments, I determined what types of lessons would benefit each individual student's reading abilities. Then I conducted weekly comprehension checks using the five point Narrative Comprehension Rubric (Keene & Zimmerman, 1997) on each student during reading instruction.

Throughout this research study I kept a teacher research journal in which I documented results of my progress monitoring over the eight weeks. Analysis of the results enabled me to see any patterns that have occurred during reading workshop in regards to the literacy development of my individual students. Finally, at the end of the eight weeks, I conducted a post assessment in reading based on the DRA with each student.

Criteria for Trustworthiness

Throughout my study, I used multiple data collection procedures, such as observations, anecdotal records, running records, and a teacher research journal, which allowed me to triangulate my findings to ensure validity. The teacher research journal provided referential adequacy recording language from the participants and concepts. In addition, during the eight week study, I took many, daily observations, which enabled processes of prolonged engagement and persistent observation.

Limitations

Primary limitations to this study comprise of demographics and sample size. The population of students I have chosen for this study come from different backgrounds. Abby lives in a suburban town within a trailer park, Tyra lives in a rural town with her Aunt and Uncle, and Tanner lives in a rural town with his mother. Each student was transported to our rural school. Tyra is African American, Tanner and Abby are Caucasian. The demographics of the students are limitations because

they all have different experiences that formed their individual self with different home lives. My research study consisted of two students from my classroom since Tanner was unable to participate. Also, the study is only eight weeks long, providing a limited amount of data to be collected and analyzed. Conducting research over the eight week period is a limitation due to the dependence on the students' cooperation, attendance and behavioral situations. Whereas a research study performed over a longer time period would allow for more patterns and results. These are the limitations that need to be taken into account when viewing the findings of this study.

Chapter Four: Findings

The purpose of this study was to explore the significance of my use of progress monitoring and how it influenced the literacy development of Tyra, Abby and Tanner. Progress monitoring is used to measure the growth of individual students and to judge if and how the strategies that are used are successful or if different interventions are needed (Ardoin & Christ, 2009). I expected to be able to progress monitor the areas of reading, writing and spelling to gauge the individual success of my students. The results indicated otherwise.

In this chapter, I present a brief summary of my experiences with Tanner, and the case studies of Tyra and Abby in which I draw upon pre and post assessment data from the Diagnostic Reading Assessment (DRA) (See Appendix C), excerpts from my research notes and observations, and the results of the Narrative Texts, which I used to assess the students' ability to inference.

Table 4.1: Student Demographics and Results of Pre and Post Assessment

Student	Age	Gender	Pre-Assessment	Post-Assessment
Abby	12	Female	24	38
Tyra	11	Female	34	38
Tanner	12	Male	Unknown	Unknown

Table 4.1 displays the students' age, gender, and pre and post assessment information at their independent reading level according to the Developmental Reading Assessment (DRA) (Beaver, 1997). According to the protocol for the DRA,

a student should be instructed at the independent level, not instructional or frustration level (independent 98-100 percent, instruction 97-98 percent, frustration 96 percent or below). A level 24 is the beginning of a second grade level, a level 34 is a beginning of the third grade level and a level 38 is an end of third grade level. I offer more details in the individual case studies that follow.

When I started the data collection process I planned to create three case studies; however, I was only able to successfully complete two case studies. As explained in Chapter 1, I taught a population of students with specific emotional needs that at times, trump academic needs. During the time of the study, Tanner was a 12 year old child who we (the teachers from Tanner's home school district and I) were planning to mainstream into a sixth grade literacy program, however, his behaviors prevented him from moving forward with my program. Tanner was displaying intense needs for a program change. He was unable to attend classes during the months of January and February. At the conclusion of the study Tanner was waiting to enter a 90 day residential evaluation program.

Before starting this eight week study, my goal was to collect data that helped me see how my use of progress monitoring effected the literacy development of my students over all literacy dimensions (writing, guided reading, read alouds, independent reading). Soon before starting this study, I met with my literacy coach to present my goals for the study. She said,

> Louise those are some great goals, but for progress monitoring to be
> successful, instead of progress monitoring many areas, you should

have a main focus in one area. For example if you want to progress

monitor comprehension, try one area like making predictions, if that is

the area of need for your children (Research Journal,12/6/10).

Based on her suggestion, I determined that Tyra and Abby needed supports to

aide their comprehension abilities, especially in the area of inferencing. Thus, I re-

vamped my ideas and performed a pre-assessment using Flat Stanley (Brown, 2003)

(DRA 24) and the five point comprehension rubric for Narrative Text (Keene &

Zimmerman, 1997). As the name implies, the five point comprehension rubric is

based on a five point scale. A level of five indicates that a student "develops

predictions, interpretations, and/or conclusions about the text that include connections

between the text and the reader's background knowledge or ideas and beliefs." A

level of four indicates that a student can, "draw conclusions and/or makes predictions

and can explain the source of the conclusion or prediction." A level three indicates

that a student "draws conclusions or makes predictions that are consistent with text or

background knowledge." A level two indicates that a student "attempts a prediction

or conclusion, but inaccurate or unsubstantiated with text information," A level of one

indicates that a student gave "no response/inference." I chart the growth of each

student's progress making inferences at the end of each case study according to the

comprehension rubric for Narrative Texts.

During the eight week study, Tyra and Abby participated in a guided reading

lesson together. The format of my guided reading groups was centered around the

particular strategy we are working on that day. In the lessons, we focused on making

inferences, supporting our thinking with background knowledge and evidence from the text. Each lesson was 20-30 minutes. The first ten minutes were spent activating background knowledge, before reading the book we would use a book preview to spark thinking beyond the text and discussion (see Appendix D). After activating Tyra's and Abby's background knowledge we would look at the chapter and I would spend about five minutes providing a chapter preview to support the students' comprehension abilities. While reading for the next five to ten minutes I would guide the students' reading by praising them for interacting with the text to encourage reading for meaning. At the end of each guided reading lesson Tyra and Abby would talk about what they thought, wondered or predicted about the text. Once or twice a week they would formally record their inferences using the graphic organizer assigned at that time (I include an example of the graphic organizer in Abby's Case Study).

Case Studies

Abby

Throughout the 2009-2010 and 2010-2011 school years I had the opportunity to work with Abby throughout her fifth and sixth grade years instructing her in all academic areas within our self contained 6-1-1 classroom. She had been classified with a learning disability due to significant areas of delay in all academic and behavioral areas.

During the study, I created a very structured environment in order to support Abby's learning. For example, she had a specific individualized schedule divided into timed sections with the activity she participated in (thus if she was confused with what she was expected to do at 10:20 am she could look at her schedule and look at the 10:15-10:30 am section). Use of the schedule aided Abby's ability to make transitions between activities, centers, lessons and specials. I used a timer to prompt Abby in preparing for a transition. All materials had a designated area in the classroom, which provided Abby with consistency and aided her ability to move to the designated location for the next task.

With this structured routine, predictable environment and reading strategies Abby already possesses, Abby was able to participate in the eight week study with limited interruptions while acquiring more reading skills and strategies. After introducing Abby to the idea behind the study, she and I used a calendar to mark down the books we were going to read, the dates of the assessments, and the materials that might be used, but could change based on the needs of her learning. (see Table 4.2 for an example of the calendar)

Table 4.2: Abby's and Tyra's January Book Calendar

January

Week 1	Read *Flat Stanley*	Read *Flat Stanley*	Read *Flat Stanley*	Read *Flat Stanley*	Read *Flat Stanley*
Week 2					
Week 3					
Week 4					

We aimed to read *Flat Stanley* (Brown, 2003) (DRA 24) first. After the completion of *Flat Stanley*, I conducted a benchmark assessment with Abby using reading A-Z, *The Buffalo Hunt* (Bush, 2002) (DRA level 28) to assess her level of reading and document her growth. She assessed at a DRA level 28, which was one level above Flat Stanley. We decided to read *The Littles Go Exploring* (Peterson, 1999) (DRA 28). At the end of the eight weeks I conducted a post assessment to assess Abby's progress in DRA levels and comprehension as a whole.

Throughout my observations, Abby displayed the ability to read for meaning, re-read for meaning and accuracy, use pictures when available to interact, and cross check while reading. During a book preview, she asked questions, such as "If Stanley is flat, how does Stanley eat?" These strategies showed me that Abby was aware that reading involves making meaning of text. She was able to make predictions and form thinking from the pictures, yet at the beginning of the study Abby needed to develop strategies and skills that would help her support her thinking with background knowledge relating to her thinking and support with evidence from the

text. For example, before reading *Flat Stanley* (Brown, 2003), Abby stated, "I think Arthur will blow Stanley up with an air pump or a bike pump because of the picture on page 62." Abby's prediction here showed that she was able to predict what might happen (interacting with the text), yet it was challenging for her to support her thinking with background knowledge and detail from the text.

Abby participated in whole group lessons with five other students during read aloud, where I would model the strategy of using a post-it-note, which I had divided into two sections and label: My Thinking on one side and My Supporting Evidence on the other. At this point, the students within the whole class and I were reading The Chronicles of Narnia Series, *The Lion The Witch and The Wardrobe* (Lewis, 1950). After each reading I would model, with the students' help, how to complete a post-it-note and record my thinking. For example, on one side of the two sectioned post-it-note I would write, "I am thinking Lucy is going to leave Narnia through the closet and tell her sister and brothers about the magical place she discovered." On the second section of the post-it-note I would write my supporting evidence, "I think this because Lucy stated she had to get back home to her sister and brother who are probably wondering where she is. This shows that she is thinking about her family even though she is in Narnia." Throughout the year, the students practice this skill as a whole, independently and through guided lessons supporting their thinking beyond the text while also supporting their thinking with evidence from the text.

I conducted the progress monitoring over the eight weeks during my guided reading group with Abby and Tyra. During our first two weeks I chose to use *Flat*

Stanley (Brown, 2003) because both girls had read the book before. My goal at this point of the study was to use a familiar book to introduce the new strategy of inferencing. During our first assessment, Abby used the post it note strategy I had modeled earlier. She divided a post it note into two sections, on one side wrote what she was thinking about the text (before reading it) and on the other side she titled the evidence that formed her thinking.

According to the results of the Comprehension Rubric for Narrative Texts (Keene & Zimmerman, 1997), Abby scored a three (draws conclusions or makes predictions that are consistent with text or background knowledge). During our discussion of the text of the *Flat Stanley* (Brown, 2003) text during the first week of the study (Research Journal, 1/6/11), Abby wrote on a post it note, "I think the art thieves will take Stanley instead of the good art because Stanley is helping to catch the two dangerous art thieves." Abby's comment showed me that she was able to make a prediction based on what she remembered from reading the book, her prediction was consistent with the text, but it did not show that she had the skill to expand her thinking and support her thinking with specific information from the text.

After this session and throughout the rest of the study, I consistently modeled how I used a post-it-note to form my thinking and support it with evidence from the text to provide Abby with an example of how she could infer while she was reading.

During the second week of the study, I tried implementing a graphic organizer from The Comprehension Tool Kit (Harvey & Goudvis, 2005). This graphic organizer was a table divided into three columns: clues, background knowledge, and

inference (see Appendix E). I modeled how to use this graphic organizer during whole group read aloud sessions and during three different guided reading lessons (Research Journal, 1/11/11, 1/19/11, & 1/26/11). Abby stated, "The art thieves are stupid because they said their names." She wrote this in all three columns (clues, background knowledge, inference) of the graphic organizer. This statement showed that Abby is getting the idea of sharing her thinking and telling why, yet according to the Comprehension Rubric she scored a level two (attempts a prediction or conclusion, but inaccurate or unsubstantiated with text information). She stated her opinion of the thieves, but left out information such as background knowledge that influenced her thinking and the location of the information within the book to support her thinking. This showed me that I needed to stick to a simpler graphic organizer (such as the post-it-note strategy with only two sections) and master that the best we can first. Therefore, we continued to use the post-it-note form for the next six and a half weeks while being introduced to another graphic organizer created by Abby and Tyra (see Appendix F). Within those six and a half weeks Abby scored consistently at the level three on the rubric.

Over the next six and a half weeks, I reflected on the results of the progress monitoring data and realized that Abby was scoring a solid three out of five, when forming inferences. During this six and a half week period we completed *Flat Stanley* (Brown, 2003) and started *The Littles Go Exploring* (Peterson, 1999). Before beginning *The Littles Go Exploring*, Abby assessed at a DRA level 28 after she completed a benchmark assessment, using reading A-Z, *The Buffalo Hunt* (Bush,

48

2002) (DRA level 28). Abby maintained a level three. Therefore, Abby and I reflected on the rubric and how to progress her thinking from a three to a four on the rubric, and Abby, Tyra, and I viewed and discussed the rubric during our guided reading sessions while reading *The Littles Go Exploring*. We compared and contrasted the words on the rubric under the score of a three and the words under the score of the four. Abby questioned, "Ummm, Ms. Burgio, I don't even know what this word means, pointing to the word 'source.'" We discussed the words under each score on the rubric and came up with a graphic organizer that would support our thinking and where in the book we found this information. We developed a three part graphic organizer.

At the top of the page we put Thinking. In the middle of this page we asked Where did you find this information? At the bottom of the page we included Evidence/clues from text: I think this because. . .

Directions: Write what you think and the evidence from the text. Explain where you got this information.

Figure 4.1: Abby's Completed Graphic Organizer for *The Littles*

Name Abby   Date 2/16/11

Thinking: *I think tom will light one firework at a time for a signal.*

Where did you find this information? *I found my information on page 41. "If they saw any danger in the water, they would signal to the boat.*

Evidence/clues from text: I think this because *"if they saw any danger in the water, they would signal to the boat."*

According to this example, Abby would have scored a three based on the comprehension rubric for Narrative Texts; Draws conclusions or makes predictions that are consistent with text or background knowledge. Abby stated her own personal thinking (conclusion/makes prediction) is consistent with the text. She stated that the Littles would use the firework they had as a signal and supported it with a direct quote from the text. When recording her thinking, in order to score a level four she would need to support her thinking with her own background knowledge and a source from the text.

We completed the graphic organizer together as a small group with my guidance and prompting, thus Tyra and Abby could use this as an example for the rest of the book. The next lesson, the end of the eighth week, Abby scored a four with my prompting. In section three of the graphic organizer Abby wrote, "I think the raft will sink when Tom gets into the raft." I observed that it was challenging for her to write why she thought this. Orally she stated, "Well if it is made of glass it is going to be heavy and sink" (Research Journal, 2/18/11) I prompted her by asking her why might it sink? Abby ended up writing, "I think this because it's made of glass. I looked at the picture on page 39 and it looked like glass." Orally, Abby showed strengths by stating her thinking and supporting her thinking with evidence, yet when putting her thoughts into written form it was challenging for her to remember what she stated previously and organize her thoughts.

Throughout the eight week period Abby showed progress. When I assessed her with the DRA assessment at the end of the eight week study, she achieved a DRA level 38, which is the end of the third grade, beginning of fourth grade. Throughout the course of the study, Abby showed strength when stating her thinking and supporting her thinking from the text with evidence orally. When she was expected to transfer her thinking into a written response, Abby required prompting from me to assist in forming complete thoughts, sentences, and making sure she explained her background knowledge and supporting evidence.

Figure 4.2: Abby's Progress Monitoring Data

Comprehension - Inferencing

1/26 Tabby was able to orally state thinking scoring a 4, written documentation showed a 3

refused to participate 2/3, 2/4

Legend: 12/13/2010, 1/6/2011, 1/11/2011, 1/26/2011, 2/3/2011, 2/4/2011, 2/8/2011, 2/9/2011, 2/16/2011, 2/18/2011
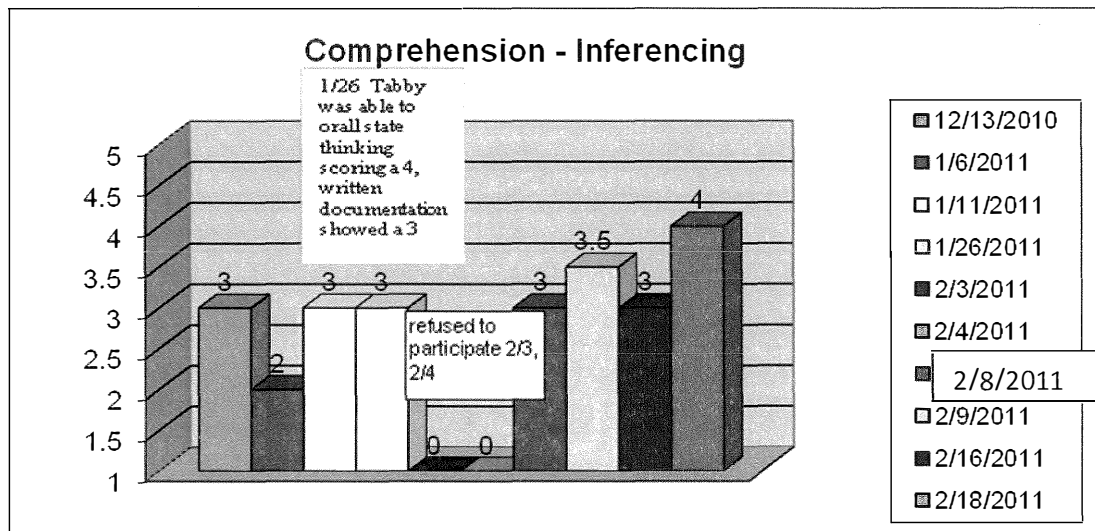
Overall, as shown in Figure 4.2, Abby made progression over the eight week study. The written captions on the chart show Tabby's strength orally stating an inference versus written communication. At the end of the study she was able to score a four through written communication, which is a direct result from the progress monitoring and responsive teaching.

Tyra

Throughout the 2010-2011 school year I had the opportunity to working with Tyra, instructing her in all academic areas within our self contained 6-1-1 classroom. She has been classified with other health impairment due to significant areas of delay in all academic, behavioral areas and Attention Deficit Hyperactivity Disorder (ADHD). When Tyra first arrived into my classroom, she reached a Developmental Reading Assessment (DRA) reading level 28 (end of second grade), displaying a strength of interacting with the text, and self monitoring for understanding by re-reading and self correcting. Her performance showed that she would benefit from learning comprehension strategies that would enable her to independently read for meaning.

During the study, Tyra participated in a very structured environment (similar to Abby) in order to support her learning. She followed the same routine as Abby. For example, she had a specific individualized schedule divided into timed sections with the activity she participated in (if she is confused with what she is expected to do at 10:20 a.m. she could look at her schedule and then at the 10:15-10:30 a.m. section).

The schedule provided Tyra with a guide during transition between activities, centers, lessons and specials. I used a timer to prompt Tyra in preparing for a transition. The materials were placed in designated areas in the classroom, which provided Tyra with consistence and aided her ability to move to the designated location of the next task.

With a structured routine, predictable environment and the range of reading strategies Tyra already displayed, she was able to participate in the eight week study with limited interruptions during transitions and focus on gaining new knowledge. After introducing Tyra to the idea behind the study, we used a calendar (see Table 4.2) to record the books we were going to read, the dates of the assessments, and the materials that might be used, but could change based on the needs of her learning.

We aimed at reading *Flat Stanley* (Brown, 2003) (DRA 24) first. After the completion of *Flat Stanley,* Tyra participated in a benchmark assessment using reading A-Z, *The Buffalo Hunt* (Bush, 2002) (DRA level 28) to assess her level of reading to document her growth. She assessed at a DRA level 28, which was a level above Flat Stanley. We decided to read *The Littles Go Exploring* (Peterson, 1999) (DRA 28). At the end of the eight weeks I did a post assessment using the DRA to assess Tyra's progress in DRA levels and comprehension as a whole. She assessed at a DRA level 38 (the end of third grade beginning of fourth).

At the start of the study, I observed that Tyra displayed the ability to read for meaning, re-read for meaning and accuracy, used pictures when available to interact and cross check while reading. During a book preview, she asked questions such as "How did Stanley get flat and how does Stanley get unflat?" (Research Journal,

12/13/10). The strategies Tyra used showed that she was able to make predictions based on the cover of the book, which prepared her to read for meaning. She was able to make predictions and form thinking from the pictures, yet at the beginning of the study, like Abby, Tyra exhibited the need to develop strategies and skills that would support her abilities to think about her background knowledge and provide evidence from the text. For example, before reading *Flat Stanley* (Brown, 2003) Tyra stated, "I think that maybe the art thieves take Stanley instead of the precious are pieces" (Research Journal, 12/13/10). Tyra's prediction showed she was able to predict what might happen (interacting with the text), yet it was challenging for her to support her thinking with background knowledge, a detail from the text's supporting evidence and the location of where she got this information within the text. Therefore, from the progress monitoring data, I determined that it was my responsibility to provide her lessons with how to support her thinking. Hence, I had Tyra participate in whole group lessons during read aloud where I would model using a post-it-note divided into two sections with my thinking on one side and my supporting evidence on the other. After multiple lessons of modeling how to use the post-it-note strategy, Tyra began to use the strategy through guided reading lessons to form inferences (Research Journal, 1/6/11). Tyra's post-it-note strategy comes to life below where I quoted her written inference cited January 6, 2011

I conducted progress monitoring over the eight weeks during my guided reading group with Abby and Tyra. During our first two weeks I chose to use *Flat Stanley* (Brown, 2003) because I knew both girls were familiar with the story having

54

had read the book before. My goal at this point of the study was to use a familiar book to introduce the new strategy of inferencing.

During our first assessment (using *Flat Stanley*), Tyra divided a post it note into two sections, and on one side wrote what she was thinking about the text (before reading it) and the evidence that formed her thinking on the other half of the post-it-note. After previewing the book Tyra wrote, "I think Stanley will find the art thieves for the policemen and Mr. and Mrs. Dart will get their art pictures back because it is really important to Mr. and Mrs. Dart's art project" (Research Journal,1/6/11). According to the results of the Comprehension Rubric for Narrative Texts (Keene & Zimmerman, 1997), Tyra scored at level three: draws conclusions or makes predictions that are consistent with text or background knowledge. Tyra documented her thinking during the first week of the study using a post-it-note sectioned in two, with one side labeled 'Thinking' and the other side labeled 'Evidence'. Her thinking showed an attempt to make a prediction and use evidence to support her thinking, yet she needs to learn strategies and lessons that would enable her to support her thinking with direct quotes or events from the text.

After this session and throughout the rest of the study, I consistently modeled how I would used the basic form of a post-it-note to formulate my thinking about and understanding of the text and to demonstrate how to support my thinking with evidence from the text to provide Tyra with an example of how she might infer while working with a text.

From constantly monitoring and analyzing the progress monitoring data, I could see that Tyra would benefit from more scaffolding. Thus, during the second week of the study, I tried implementing a graphic organizer from The Comprehension Tool Kit (Harvey & Goudvis, 2005), as I did with Abby. This graphic organizer was a table divided into three columns: clues, background knowledge, and inference (see Appendix E). I modeled how to use this graphic organizer during three, whole group read aloud sessions and during three different guided reading lessons (Research Journal, 1/11/11, 1/19/11, & 1/26/11).

On January 11, 2011 we finished Flat Stanley (Brown, 2003) and Tyra completed the three column graphic organizer (see Table 4.3).

Table 4.3: Tyra's Completed Graphic Organizer for *Flat Stanley*

Clues	Background Knowledge	Inference
Stanley was happy when he was letting Arthur fly him in the air. He had a smile on his face while he was in the air.	Stanley was happy about when he was fat because he can fit in a crack under every single crack in the house.	Stanley is happy.

Tyra's entry in the Clues column indicates that she was able to record her thinking and use evidence of how she formed her thinking, yet she still required clarity of the meaning of 'Background Knowledge.' The data here shows that she is looking at two different pictures within the text, on two different pages, and using this

information to record her thinking in each column (clues and background). This progress monitoring data shows me that Tyra would benefit from lessons on how to use her own background knowledge to support one area of the text and how to choose one picture instead of two different pictures. In the Inference column, Tyra used the clues of the picture within the text and recorded an inference based on that same picture of the book.

According to the comprehension rubric (Keene & Zimmerman, 1997) Tyra scored a level 3.5 because she made a conclusion based on evidence of the text and put effort towards explaining the source in which she took information from (the picture in the book), but she still needed more modeling on how to express her thinking, supporting her thinking with details and background knowledge clearly. This showed me that Tyra had the ability to use her knowledge and strategy from the post-it-notes putting effort towards transferring that skill to the graphic organizer, but that she would benefit from additional practice using the post-it-note strategy. Therefore, we continued to use the post-it-note form for the next six and a half weeks while being introduced to another graphic organizer created by Abby and Tyra (see Figure 4.1).

After completing *Flat Stanley* (Brown, 2003), Tyra reached a DRA level 28 when she completed a benchmark assessment, using reading A-Z, *The Buffalo Hunt* (Bush, 2002) (DRA level 28). The next lessons (over the course of six and a half weeks) were based on the book *The Littles Go Exploring* (Peterson, 1999) (DRA 28). During a book preview Tyra showed her ability orally that she was able to

independently score a three on the comprehension rubric, "I think by the look of their faces they are screaming like they had bumped into something (Research Journal, 1/19/11)." This statement showed me that Tyra was using the text and pictures as supporting evidence to form her thinking/inference.

Within the six and a half weeks, according to the five point comprehension rubric (Keene & Zimmerman, 1997), Tyra's inferences were incomplete (lacking supporting detail and connections with the text) scoring a two out of five independently and a three out of five with prompting according to the comprehension rubric (Keene & Zimmerman, 1997), on January 26, 2011.While using the post-it-note strategy, Tyra stated, "I think it is grandpa little's room because it has a table in the attic room" (Research Journal,1/31/11). After Tyra discussed her thinking with me she was able to explain why the table is evidence that it was Grandpa Little's room, "because the table is tiny. There was tiny furniture in their apartment and Grandpa Little is tiny" (Research Journal, 1/31/11). Tyra's comment showed that she understood how to communicate her thinking when forming an inference with prompting from me.

Over the next six and a half weeks, I continued to reflect on the progress monitoring data and realized that with more lessons Tyra was going to be able to independently form an inference and perhaps score a level four on the comprehension rubric (Keene & Zimmerman, 1997). Therefore, Tyra and I reflected on the rubric and how to progress her thinking from a level three with prompting, to a level four without prompting on the rubric. Abby, Tyra, and I viewed and discussed the rubric

during our guided reading sessions while reading *The Littles Go Exploring* (Peterson, 1999). We compared and contrasted the words on the rubric under the score of a three (the word consistent with text means their thinking has to relate to what they read) and the words under the score of the four (source of the conclusion means where in the book they found information to help with their thoughts). During our discussion Abby questioned, "Ummm, Ms. Burgio, I don't even know what this word means, pointing to the word 'source,'" which lead to a discussion with Tyra and Abby about the meaning of the words to help better understand how to score according to the rubric. We then came up with a graphic organizer that the girls could used to support their thinking and where in the book they found the information. We developed a three part graphic organizer shown in Figure 4.1.

On February 3, 2011 Tyra utilized her three part graphic organizer (see Figure 4.3).

Figure 4.3: Tyra's Completed Graphic Organizer for *The Littles*

Name *Tyra*   Date *2/3/11*

Thinking: *I think Grandpa Little is smart because he knows about electricity and electrical.*

Where did you find this information? *On page 17 it said Grandpa Little is smart and has a lot of good ideas.*

Evidence/clues from text: *I think this because "Uncle Pete, Uncle Nick said that Grandpa Little is smart because he knows electricity."*

Based on the content, Tyra scored a level four based on the comprehension rubric for Narrative Texts; Draws conclusions or makes predictions and can explain the source of the conclusion or prediction (Keene & Zimmerman, 1997). Tyra stated her own personal thinking (conclusion/makes prediction) that is consistent with the text and where in the book she got this information.

Tyra consistently scored a four throughout the remaining weeks of the study displaying the ability to record her inferences through written response and oral. In a conversation with Tyra on February 8, 2011, she stated, "I think they are going to try and find Grandpa Little in the dark woods because on page 23 they were asking, 'Where could Grandpa Little be?'" (Research Journal, 2/08/11). Not only did this statement show that Tyra was able to independently form an inference, she was also able to carry on a clear conversation, stating her inference with supporting details from the text along with where in the text she found this information.

During the eight week study, Tyra grew from requiring prompting and scoring at levels of twos and threes to independently scoring at levels of fours according to the comprehension rubric (Keene & Zimmerman, 1997). When I assessed her with the DRA assessment at the end of the eight week study, she achieved a DRA level 38, which is the end of the third grade, beginning of fourth grade level. Throughout the course of the study, Abby developed strength in areas of oral language skills by stating her thoughts and in the area of written language through recording her inferences in written response. She not only developed her use of her background knowledge, but she was able to explain the source of the conclusion/prediction/

60

inference. Tyra also displayed the ability to transfer the strategies she has learned into

literature discussions, clearly explaining her thoughts and ideas supporting them with

evidence from the text.

Figure 4.4: Tyra's Progress Monitoring Data
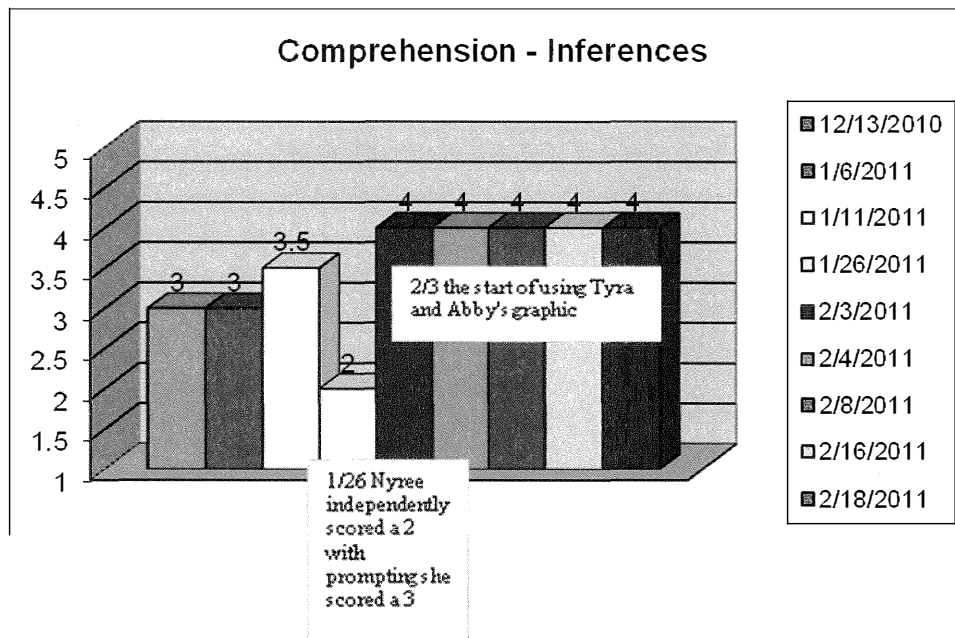
Overall, as shown in Figure 4.4, Tyra made progression over the eight week

study. The written captions on the chart show Tyra's strength of making an inference

with prompting and starting on February 3, 2011 her progression when using the

student created graphic organizer. The last four weeks of the study she was able to

score a four through written communication, which is a direct result from the progress

monitoring and responsive teaching.

Cross Case Analysis

Research Question: How does the use of my progress monitoring influence the literacy development of my students?

When looking across the two case studies, I noticed more similarities among the strategies and approaches from progress monitoring when responding to my students' individual learning styles and their needs as literacy learners. Below I offer a cross-case analysis based on three themes found between Abby and Tyra.

Student Created Materials Creating Ownership of Learning

During the study of progress monitoring, I constantly base my instruction for the next day on the students' responses and my interactions with them during the previous lesson. Before the study, I planned an outline of where I wanted the students to go and how to reach the comprehension goal set for each of them. Based on each student's performance on the weekly comprehension, my anecdotal notes documented in my teacher research journal and the oral feedback at the end of the guided reading lesson, I would target specific growth areas that Tyra and Abby that would benefit in the next lesson. For example about two weeks into the study, I realized that Abby required prompting and strategies on how to support her thinking with clear details from the text, thus the focus of the next lesson. Abby, Tyra and I used three different graphic organizer strategies throughout the study. The first two were created by me.

When using these graphic organizers I saw that the students were only able to achieve levels of two or three on the Comprehension rubric. Therefore we implemented the student created graphic organizer.

Abby and Tyra showed higher levels of progress when we implemented the use of the graphic organizer they created together during the third week of our guided reading group. Tyra's progress happened more abruptly. When she started to use the graphic organizer her comprehension score went from a level three to a level four according to the rubric (Keene & Zimmerman, 1997). Unlike Tyra, Abby's organizer t showed different results. Abby refused to participate in the assessment the day we implemented the graphic organizer (Research Journal, 2/3/11). And she refused to participate in the assessment the following day (Research Journal, 2/4/11). After not participating in two sessions, Abby put effort towards the four assessments throughout the last two weeks of the study.

Both students participated in the study using one type of graphic organizer, but then the graphic organizer changed. Tyra showed progressions immediately while Abby required some time to adjust to the change of the graphic organizer. This change in both students' behavior and attitude demonstrates the importance of students' ownership when they are learning. Abby and Tyra didn't orally state or make a comment about their feelings of the graphic organizer, but she results show that students' ownership provides better results than teacher created materials.

Students Took Responsibility Developing Their Skills of Inferencing

After reviewing the two case studies it is obvious the responsibility each student had for her own learning toward the end of the study based on the results of the comprehension rubric after the implementation of the student created graphic organizer. Both Abby and Tyra were scoring threes and higher according to the comprehension rubric (Keene & Zimmerman, 1997). Responsibility for their learning was evident throughout the end of the study when my students formed their inferences and predictions using evidence from the text while stating where in the book they found the information to support their thinking. My use of progress monitoring showed me the need to teach my students how to become independent in their learning according to the comprehension rubric (Keene & Zimmerman, 1997) and the study showed this was successful. At the beginning of the study, each student was able to express her thoughts and predictions yet displayed that she needed strategies and scaffolds for how to support her thinking with the text she was reading. Due to my use of progress monitoring, the needs of my students, assessments and conversations throughout the study, I learned of my students' awareness of how to use their strategies of making inferences while supporting their thinking with evidence from the text and showing the source they found the information. Including my students in on their learning and helping them become aware of how to form a quality inference resulted in their responsibility for their own learning. Responsibility for their learning will, I anticipate, allow them to use these strategies throughout their

schooling. They were able to take the inference strategy they learned from the lessons and apply it to their reading.

Small Grouping Provided More Learning Opportunities

The small group arrangement during Tyra and Abby's guided reading lesson allowed me to give each of them equal opportunities to make predictions, inferences, converse with each other and share their thinking. Through working together, Tyra and Abby were able to hear each other's thoughts, getting ideas from one another in order to form their own thoughts. They worked together to create the graphic organizer and used it to increase their comprehension of the story they were reading. . They were both able to learn from one another, for example, when Abby asked about the word "source," Tyra was able to benefit from hearing the meaning to help her better understand how to form a more detailed prediction/inference. I perceive that the conversations between the students, and among the students and me, in a small group are more beneficial than a conversation between teacher and student in a one to one setting.

Progress Monitoring Promoted Quality Conversations

When reviewing the Abby's and Tyra's comments it is hard not to notice the additional detail used within the conversations. Each student was more aware of her own learning and was interested in what each student was reading along with sharing

what each individual has read. The excerpt from the conversation below took place in early February (Research Journal, 2/09/11):

> Ms. Burgio: What do you think might happen?
>
> Abby: Hey I think Tom is going to say, 'I'll go and Lucy might say I'll go too, because in chapter 1 on page 9-13 Lucy and Tom were the ones who found Grandpa Little's secret room.
>
> Ms. Burgio: Wow that is a great point! Since Tom and Lucy found the secret room, they should be the ones who go on the adventure to find Grandpa Little. I really like how you supported your thinking with evidence from the text and showed me where you found this information.
>
> Abby: Well if I found a secret room of my grandpa's, I would find him and yell at him.
>
> Tyra: I think they are going to try and find Grandpa Little in the dark woods because on page 23 they were asking where could Grandpa Little be?
>
> Ms. Burgio: Great use of details in your thinking Tyra! Since Tom and Lucy are questioning where Grandpa Little could be and they are also talking about the dangers of the dark wood, you made a great inference that they might go exploring for Grandpa Little in the dark woods.

Through their conversations the students not only expressed what they were thinking, but they were able to support their thinking with evidence from the text along with the source of the text in which influenced their thinking. According to the Comprehension Rubric for Narrative Texts (Keene & Zimmerman, 1997), Tyra and Abby would have scored four out five. During the beginning of the study they both scored in the two to three levels when conversing about the books they were reading.

As a participant in the conversations, it is apparent that I was prompting their thinking and guiding the conversation. My goal was to promote thinking, not give them the answers to ensure their ability to carry this skill on throughout their life. Not only would I ask open ended questions, but I would praise them for what they did well when conversing, for example when I said great use of details. This reinforced their ability to support their thinking with clear evidence from the text. Thus, progress monitoring not only provided the support for students to advance in reading levels, but when they spoke about the book as well.

Summary

Overall, Abby and Tyra displayed growth during the eight week study. As I reflected on the data collected, it was apparent to me how much individual growth that took place. The students progressed in their independent reading level, which transferred to progression in other subject areas such as math. Even though Abby's and Tyra's reading levels are below their grade level, their individual growth shows they made improvement and are on the right track to keep moving forward.

Chapter Five: Conclusions and Recommendations

Throughout this study, I explored how my use of progress monitoring influenced Abby's and Tyra's literacy development. My use of observations, assessments, and anecdotal notes has e shown me the importance of responding to individual children's needs and strengths to guide my instruction.

Within this chapter I discuss the conclusions I have drawn from the study, implications the study's findings hold for students and for my continued development as a teacher, and recommendations other researchers might consider based on my findings.

Conclusions

From my research I have found that progress monitoring positively influenced Abby and Tyra in a variety of ways: My use of progress monitoring increased student's reading achievement, promoted quality conversations, and provided students with a sense of ownership.

Use of Progress Monitoring Provided Me with a Clear Purpose

Before beginning the study, I was a teacher who knew that assessment should drive instruction, but I never had a set purpose and clear format for collecting data. During the study I used anecdotal notes, a teacher research journal, and assessments, which I could refer back to when planning lessons to target key learning goals for the students, as shown in chapter four when I talked about reviewing the comprehension rubric with Tyra and Abby to

help them further their thinking in order to score a three or four on the comprehension rubric. I made that specific lesson plan based on the notes I took and the data I collected. I was able to look across consecutive days looking for progress, lack thereof or a plateau. I noticed each student hit a plateau, which meant I needed to change what I was doing. Through my use the data collection I was aware of the needs of my students were in order to progress their reading comprehension. With the variety of data, I was able to interpret the data to develop instruction to target and support each student's learning. I graphed data to develop and teach my lessons, I also was able to visually see the progress each student was making and share it with stakeholders (parents, districts, and supervisor).

As I stated previously, progress monitoring should not just be busy work to collect data on each individual student and then put away for an administrator to check. It should be used to display patterns of learning and a foundation of instruction to allow success (Howard, 2009). The students' assessment data alone shows that my use of progress monitoring positively influenced their literacy development in regards to comprehension.

Use of Progress Monitoring Increased Students' Reading Achievement

After viewing all of the data I noticed that both Abby and Tyra increased their instructional Developmental Reading Assessment (DRA) scores. Over the course of the eight week study Abby increased four reading levels and Tyra increased one. When speaking with my principal about Abby's and Tyra's progress he stated, "Our general education population usually advances two reading levels within one school year" (Interview, 02/16/11). Abby has already exceeded this statistic. This data shows progress monitoring is essential when teaching students assisting them to reach their learning goals. My responsive teaching,

assessing weekly, driving instruction based on the assessment, and modifying the lessons to fit each student's needs have shown to be successful. In the short time of working with each student they were able to make the gains they did due to authentic teaching using their input and responding to their individual needs, for example, as stated in Chapter four, when we implemented the student created graphic organizer. With more lessons derived from each student's learning style, targeting comprehension, and progress monitoring I am confident both girls will only continue to make advancements in their reading.

Implications for Student Learning

Application of New Skills When Making Inferences

Abby and Tyra had similar needs and strengths at the beginning of the study. Their growth was evident throughout the study. Tyra and Abby were able to transfer their acquired skills of inferencing from guided reading to writing reading responses after listening to read alouds. Each day the students enjoyed sitting wherever they wanted in the classroom to listen to me read a story. For example, after listening to *The Lion The Witch and The Wardrobe* (Lewis,1950) Abby stated, "I think that Aslan is going to bring Lucy and Susan to help free the people and Mr. Tumnus because in the beginning of the book Aslan helped free Edmund" (Research Journal, 2/17/11). Abby's comment indicates that she was using the knowledge she learned during our guided reading group and applying it to other areas of learning. One day during a math lesson, Tyra stated, "Ms. Burgio look. I think this word problem is telling me to multiply because a key word says twice, just like when we are reading and use key words to help us with our thinking."

70

Students benefit from progress monitoring when the skills and strategies are purposeful and authentic enabling them to transfer the skills across all academic areas. Students need to know that math, science and social studies are all a part of reading and writing. Everything students are learning are connected and overlap, therefore progress monitoring is valuable in finding patterns of how to assist students in making the connections across all subject areas and in the reality of life. Students show they are able to naturally make the connections, yet at times teachers help by pointing out the obvious.

Use of Progress Monitoring Fosters Students' Responsibility for Learning

Throughout the study, the two students participated in assessments graded according to the Comprehension Rubric (Keene & Zimmerman, 1997). Since Abby and Tyra were aware of the rubric and what would help them improve their inferencing skills, the girls would try to form their thinking and support it with evidence along with where in the book they found the information to align with the rubric. This resulted in Abby and Tyra taking responsibility for their learning, self-monitoring their discussions and inferences expanding on their thoughts thinking beyond the text. Consequently, Abby and Tyra's comprehension improved according to the Comprehension Rubric and data charted in Chapter four. On February 16, 2011, I asked Abby how she thinks progress monitoring has helped her become a better reader. Abby stated, "It helped me become a better reader because when I tell people what I am thinking they can follow along and understand what I am telling them about in the book. I get to have conversations with Tyra" (Research Journal, 02/16/11). When I asked Tyra how she thinks progress monitoring has helped her become a better reader she

answered, "I can tell you where I got my information in the book and support my thinking with evidence (Research Journal, 2/16/11).

These conversations and data showed me that students would benefit from being aware of their progress and take ownership in their own learning from seeing the progress monitoring results. Therefore, all students should be involved in their learning and the standards they are expected to meet. Sharing rubrics with students before, during and after the completion of an assignment will most likely improve their ability to use strategies that are taught to them because they know the clear expectations that are set.

Use of Progress Monitoring Sets a Purpose for Learning

During the study I found that progress monitoring set a purpose for the students when learning and sharing their learning. Each lesson the students would review their inference from the previous lesson and discuss how they would achieve a well thought out inference according to that day. The purpose of the lesson provided structure for the students so they weren't left guessing what was expected of them. Providing a specific structure for the lesson will give students a chance to focus their learning on the given objective in order to meet the set goal. It may be beneficial for students to reflect on previous lessons on objectives and goals they have already achieved to provide a foundation getting them where they want to end up.

Implications for My Teaching

Application of New Skills Across Subject Areas

My use of progress monitoring helped me become aware of how to make connections for my students when using comprehension strategies for making inferences. The comprehension strategies are transferrable strategies, which provide students with skills of how to look for supporting details while clearly explaining their thoughts. As shown during chapter four, when Tyra and Abby both made an inference (shared their thinking), while supporting each thought with evidence from the text. The students were able to transfer this strategy thus my use of these strategies during other subjects. Tyra showed me that strategies to help make inferences can be used in math, thus I would use this knowledge and strategy with all the students. For example, during a math lesson, Frank was solving a math story problem. He was having trouble deciphering if the problem was asking him to add or subtract. Therefore, I said, "think about when we are reading and we look for clues in the text to support our thinking. What clues in the story problem tell you to add or subtract?"

After my interaction, Frank was able to look at the key phrase "how many more," stating that the clue was telling him to subtract. Frank's discovery showed him and me that the strategies the students learn in reading can easily be applied to other subject or content areas.

I recognize that modeling strategies for students that they can transfer across content areas unifies all subjects for them, and enables them to form connections across all content areas. During the study I made resources for students in math and science to support and encourage them to support their thinking with clues and evidence from the lesson in which

they were participating. Just as we used graphic organizers to support thinking within the reading process, students used a key word list to help them identify what clues within story problems would help them identify the correct operation to use to solve the math problem. The key word list in math had subheadings with key words under each subheading, for example:

- Addition: In all, altogether, sum of

- Subtraction: How many more, less than, fewer than

During science I provided a note guide for experiments with gases. The students recorded the results that took place with gases and would compare results, using the clues provided to determine what mystery gas we tested. This activity showed students the importance of using their evidence from the experiment to support how each student determined the name of the gas. In science, just as in reading, it was important when forming a thought to support that thought with evidence. Progress monitoring provides me with the ability to be a purposeful and effective teacher across all subject areas.

Use of Progress Monitoring Establishes a Responsibility for Teaching

My use of progress monitoring has shown me that my teaching and how I teach is in my hands. When I first started out teaching I wasn't aware on how to make assessment purposeful. I would perform assessments and then put them in a file for our supervisor to view. I knew that assessments showed me the progress the students were making, but I wasn't aware of the week to week progress students were capable of making through responsive teaching. Now, I am aware of how to develop lessons that are student centered and are designed to assist students with better and faster progression. The results of the assessments

are not only put into folders for my supervisor, I chart them weekly on a graph with detailed notes to gauge progression or lack thereof with reasons why. This helps me plan lessons responsibly targeting and reaching specific learning goals for individual students. The use of assessment data and procedures has proven that responding to students' ideas and the way they learn will improve their learning. If I taught to keep my students busy throughout the day without taking responsibility for their learning, thinking it is their problem if they learn or not, they might never make any progression.

Before conducting this study, I was aware that it was my responsibility to teach them, but I didn't clearly understand that it was on me whether they made progression or not. Since I began monitoring my students' progress on a weekly basis, and sharing that information and data with them, graphing the data, and taking notes, the students have improved their reading achievement scores, comprehension scores and conversation skills. The positive results confirm that when I take responsibility for the way I approach my teaching and how I respond to my students' learning, the students make significant progress

Use of Progress Monitoring Sets a Clear Purpose for Teaching

Because I was progress monitoring I went into every lesson with a set purpose and goal of where I wanted the students to be and what strengths I wanted to build on. Having this carefully formatted enabled me to communicate clearly and directly with clear expectations. My use of progress monitoring also enabled me to establish a routine and sequence with the students. At the start of each lesson Abby and Tyra knew they would start off with a discussion about the book using their inference strategy to support their conversation, then participate in the reading of the book and complete each lesson with a new inference using

their graphic organizer. With the purpose set for the lesson, I was able to work as the facilitator of the lesson's content and support and guide the students' thinking, rather than talking at them or forming their thinking for them. A clear format and goals helped me help each student improve her learning.

Recommendations for Future Research

The findings of my research study demonstrates the positive effects that progress monitoring had on students' literacy development, and will benefit my future work and that of other teachers. The use of progress monitoring is a substantial teaching method of data collection and analysis, which allowed me to respond to students learning while being responsible for the progress of each individual student. Below I offer two recommendations for further research related to progress monitoring.

Students at Risk

According to Wills, Kamps, Abott, Bannister and Kaufman (2010), students at risk for reading difficulties, and who have been labeled with an emotional disorder or have behavior management needs, have the highest chance of being unemployed, a poor work history, and more social adjustment problems, post graduation, than any other disability group. The findings from my study indicate the progression of students when I respond to certain learning needs while progress monitoring. I think further research is vital to support teachers on why progress monitoring is important and how it can help make educators better while supporting students' needs. This study has revealed that students with disabilities (at risk) profit from progress monitoring. Since this study was only eight weeks long it would be

beneficial for educators to continue this research with a wider group of study and as a longitudinal study to provide more information on progress displaying more patterns. The data will be more reliable and valid over a longer period of time.

Response to Intervention (RTI)

I conducted this study over an eight week period in my 6-1-1 behavior management classroom in a tier three setting according to the RTI model (Howard, 2009). RTI is projected to assist educators in achieving student success through early identification of learning or behavioral difficulties through the collection of data. From my study I was able to identify specific learning needs and respond to these needs based on the analysis of my data collection. Progress monitoring is a crucial way of collecting data and teaching students to help meet set goals. Teachers would benefit from further research in regards to progress monitoring effects on RTI to help students receive the strategies they need to mainstream back into a tier one level classroom.

Final Thoughts

Helping each individual student reach a specific goal requires effective and responsive teachers. I have found through this research study that it is essential for me to collect clear and organized data on a consistent basis in order to gauge progress or the lack of it in order to implement appropriate interventions and lessons. My use of progress monitoring

showed me that what works for some students might not work for others or may take more repetition and different lessons. Therefore, I will continue to research new and creative ways to assist individual students to a set and met goals. I have noticed that because of progress monitoring I was able to respond to each student's learning style while helping her make continued progress. I look forward to using progress monitoring to assess students and guide my instruction with my future students.

Appendix A: Monthly Progress Monitoring Team Meeting Template

Meeting Date: 11/30/10
Meeting Participants: Louise Burgio (teacher), Linda Buehler (teacher's aide), Delores Hooper (SBA), Holly Lisi (mental health provider)
Student(s) discussed: Tabitha Kolb
Previous Level of Performance: 96% accuracy level at DRA 30 fountas and pinnell N.
Targeted Academic: Tabby has been completing graphic organizers making predictions and tracking her thinking supporting her ideas with evidence from the text.
Progress Monitoring Measure: She has filled out graphic organizers. We are working on Flat Stanley, but the text is not finished therefore we have not done any formal progress monitoring assessments.

Description of Intervention: Tabby will utilize her comprehension strategies. Her SMART goal: S-Making prediction based on text features in Flat Stanley M-discusses and writes what she thinks and why A-Tabby chooses to predict, think or wonder then uses evidence from the text features to support thinking R-yes this will increase comprehension skills when reading other books (a transferable skill) T-Until finishing book preview. **Start date:** 11/1/10 **End date:** we will check on the progress at our next meeting-Tuesday December 21.	**Persons Responsible:** Teacher: Louise Burgio

Outcome: Tabby required adult assistance to preview the book and a graphic organizer to guide instruction. She was able to make a prediction, but required adult support in order to support with evidence. Flat Stanley is a level M DRA 30 **Current Level of Performance:** DRA level 30; Fountas and Pinnell M-

Follow up:
   X Continue intervention/monitor-comprehension strategies
   ☐   Modify intervention/monitor
   ☐   New intervention _____
   ☐   Refer to IST Team

Appendix B- Informed Consent Form for Observation of Student

Dear Parent/Guardian,

The purpose of this research project is to explore the ways in which my use of progress monitoring (data collection) influences your child's development in literacy. The person conducting this research is a graduate student at SUNY Brockport. If you agree to have your child participate in this research study, your child will be observed during periods of play in the classroom.

In order for your child to participate in this study, your informed consent is required. You are being asked to make a decision whether or not to allow your child to participate in the project. If you would like for your child to participate in the project, and agree with the statements below, please sign your name in the space provided at the end. You may change your mind at any time and your child may leave the study without penalty, even after the study has begun.

I understand that:

a. My child's participation is voluntary and s/he has the right to refuse to answer any questions.
b. My child's confidentiality is guaranteed. Her/his name will not be recorded in observational notes. There will be no way to connect my child to the observation. If any publication results from this research, s/he would not be identified by name. Results will be given through the use of pseudonyms, so neither the participants nor the school can be identified.
c. There will be no anticipated personal risks or benefits because of participation in this project.
d. My child's participation involves participating in regularly scheduled play in her/his first grade classroom.
e. The researcher will be observing my child's interaction with others for approximately 30 minutes three times a week. The researcher will sit at a desk close to where children are playing and record observations on an observational sheet.
f. The results will be used for the completion of a thesis paper by the primary researcher.

g. Data from the observations will be kept in a locked filing cabinet by the investigator. Data and consent forms will be destroyed by shredding when the research has been completed.

I understand the information provided in this form and agree to allow my child to participate as a participant in this study. I am 18 years of age or older. I have read and understand the above statements. All my questions about my child's participation in this study have been answered to my satisfaction.

If you have any questions, you may contact:

Primary Researcher:

Meghan Neary

Graduate Student, SUNY Brockport

Thesis Advisor:

Dr. Sue Novinger

SUNY Brockport

snovinge@brockport.edu

(585)395-5935

Signature of Parent_____ Date: _____

Child's Name_____

DRA Observation Guide You -Don't Look Beautiful to Me *Level28 -- ~~>..*

Name_____   Date_____

Teacher_____   Grade_____

Text selected: ☐ Teacher   ☐ Student

Accuracy Rate_____ Comprehension Level_____ Phrasing and Fluency_____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: In this story, You Don't Look Beautiful to Me. Mother Skunk thought Little Skunk was beautiful. But the other animals didn't think so. Please read the first five paragraphs aloud to see what you think might happen in this story.

Student reads the first five paragraphs aloud. If it is an appropriate level, continue with the next question.

T: What do you think might happen in this story?

Prediction(s)
Student

• Gathers limited information
• Gathers some information
• Gather pertinent information

• Predicts next possible event or action
• Predicts several possible events or actions with prompting
• Predicts several possible events or actions without prompting

T: Now it's time to read and enjoy this story by yourself.
When you're done, please come to me and I'll ask you to tell
me the important things that happened in the story.

Student reads the rest of the story silently and then gives a retelling with the book closed.

COMPREHENSION AND RESPONSE

Close the book before the retelling and then say:

T: Start at the beginning and tell me the important things that happened in this story.

Highlight or underline information included in the student's retelling on the story overview. Please note the student does not need to use the exact words in order for you to underline the statement, idea, action, or event. Place "TP" by information given in response to a teacher prompt.

Characters: Mother Skunk, Little Skunk, Little Rabbit, Little Deer, Little Snake, **Setting/Places depicted in story**: In the forest, on a rock

Story Overview

1. Little Skunk on rock-Mother Skunk said,"You are so beautiful,"
2. Little Skunk ran off to talk to his friends.
3. Little Skunk met Little Rabbit-told him what his mother said about his being so
   beautiful. Rabbit made fun of Little Skunk's long tail and short ears-"You're not
   beautiful at all."
4. Little Skunk met Little Deer and told him what his mother said. Little Deer said,
   "You're awfully small and I bet you can't run fast with those short legs. You don't
   look beautiful to me."
5. Little Skunk met Little Snake-told what his mother said. Little Snake said,
   "You're much too fat and your skin doesn't have pretty designs on it. You don't look
   beautiful to me."
6. Little Skunk went home sobbing to Mother Skunk and told her what everyone said.
   He wanted to know which was better-his legs or Deer's legs, his tailor Rabbit's

83

tail.

7. Mother Skunk said neither. "All animals are beautiful in a different way." Then she
helped him understand by having him compare different things-rock and tree.

Use one or more of the following prompts to gain further information.

1. *Tell me mare.*
2. *What happened at the beginning?*
3. *What happened after_(an* event mentioned by the student)?
4. *Who else was in the story?*
5. *How did the story end?*

Use these questions only if the following information was omitted from the retelling.

1. *What was Little Skunk's problem?*

2. *How was Little Skunk's problem solved?*

INFERENCE

T: What did Little Skunk learn?

RESPONSE

T: Tell me what you liked about this story.

T: What does this story make you think of?

MAKING CONNECTIONS
The student links to:

• Personal experience • Other media or events	• Other literature • Other_____

DRA COMPREHENSION RUBRIC
Circle the number to the left of one statement in each row that best describes the student's retelling. Then add the circled numbers together to obtain a total score. Circle the total score (from 6-24) where it appears in the row of numbers at the top of the rubric to determine the level of comprehension.

Very little Comprehension 678 9	Some Comprehension 10 11 12 13 14 15	Adequate Comprehension 16 17 18 19 20 21	Very Good Comprehension 22 23 24
1 Tells 1 or 2 events or key facts	2 Tells some of the events or key facts	3 Tells many events, in sequence for the most part, or tells many key facts	4 Tells most events in sequence or tells most key facts
1 Includes few or no important details from text	2 Includes some important details from text	3 Includes many important details from text	4 Includes most important details and key language or vocabulary from text
1 Refers to 1 or 2 characters or topics using pronouns *(he, she, it, they)*	2 Refers to 1 or 2 characters or topics by generic name or label *(boy, girl, dog)*	3 Refers to many characters or topics by name in text *(Ben, Giant, Monkey, Otter)*	4 Refers to all characters or topics by specific name *(Old Ben Bailey, green turtle, Sammy Sosa)*
1 Responds with incorrect information	2, Responds with some misinterpretation	3 Responds with literal interpretation	4 Responds with interpretation that reflects higher-level thinking
1 Provides limited or no response to teacher questions and prompts	2 Provides some response to teacher questions and prompts	3 Provides adequate response to teacher questions and prompts	4 Provides insightful response to teacher questions and prompts
1 Requires many questions or prompts	2 Requires 4-5 questions or prompts	3 Requires 2-3 questions or prompts	4 Requires 1 or no questions or prompts

ORAL READING AND STRATEGIES USED

Record the student's oral reading behaviors on the record of oral reading below, or take a running record on a blank sheet of paper as the student reads page 5. Number the miscues that are not self-corrected.

Page 5

Little Snake curled and uncurled himself while he stared at Little Skunk. "You're much too fat," he said loudly. "And your skin doesn't have any pretty designs on it. You sure don't look beautiful to me." And he wiggled away.

Little Skunk hurried back to Mother Skunk.

"Oh, mother," he sobbed. "You told me I was beautiful. But Little Rabbit said my tail was too long, and my ears were too short. Little Deer said my legs should be longer. And Little Snake said I was too fat. I'm not beautiful at all." And he cried harder.

"Of course you are," said Mother Skunk, patting his head.

"Well, which is better," asked Little Skunk, "my tail or Little Rabbit's, my legs or Little Deer's?"

"Neither one is better," Mother Skunk said. "Your tail is right for you, and Little Rabbit's tail is right for him. Your legs are right for you, and Little Deer's are right for him. All of the animals are beautiful. But each is beautiful in a different way."

"How can we al be beautiful if we're different?"

Circle accuracy rate: Word Count 181

o	100	99	98	97	96	95	94	93	92	91	90	89	88
Miscues	0	1-2	3-4	5-6	7-8	9	10-11	12-13	14-15	16-17	18-19	20	21

Phrasing and fluency
Student reads:
    :J word by word
    :J in short phrases at times
    :J in short phrases most of the time
    (] in long phrases at times;
        inconsistent rate

::I in long phrases most of the time;
    adequate rate
[] in longer phrases; rate adjusted
    appropriately

Intonation
Student reads with:
    :J no intonation; monotone
    o little intonation; rather monotone
    o some intonation; some attention
       to punctuation; monotone at times

o adjusts intonation to convey
    meaning at times; attends to
    punctuation most of the time
o adjusts intonation to convey
    meaning; attends to punctuation
[] begins to explore subtle intonation
    that reflects mood, pace, and tension

At difficulty
Student problem solves using:
    o picture
    o letter/sound
    o letter sound clusters
    o syllables
    o rereading

':J multiple attempts
O pausing
[) no observable behaviors
Appealed for help: times
Was totd/qiven: words

Analysis of miscues and self-corrections
Miscues interfered with meaning:
    :J no
    ::I at times
    ::I sometimes
    ,:J often
::I self-corrects most significant miscues

::J self-corrects all significant miscues

Student:
0 detects no miscues
:J self-corrects a few Significant miscues
Q self-corrects some significant miscues
0 self-corrects most significant miscues

    quickly

    quickly

87

Appendix D-Book Preview

Name_____

Date_____

Directions: Use the Following two column chart to activate your reading skills.

Text Features	What do you notice? Think? Wonder?
Title	
Cover	
Back Cover	
Inside Back Cover	
Table of Contents	
What else?	
Prediction	

Appendix E-3 Part Graphic Organizer

Name_____   **Date**_____

Clues	Background Knowledge	Inference

Appendix F-Student Created Graphic Organizer

Name_____   Date_____

Directions: Write what you think and the evidence from the text to support your thinking. Explain where you found this information.

Thinking

_____

_____

_____

_____

_____

Where did you find this information?

_____

_____

_____

_____

_____

Evidence/clues from text: I think this because

_____

_____

_____

_____

References

Abbott, M., Wills, H., Greenwood, C. R., Kamps, D., Heitzman-Powell, L., & Selig, J. (2010). The combined effects of grade retention and targeted small-group intervention on students' literacy outcomes. *Reading and Writing Quarterly*, *26*, 4-25.

Allington, R.L., & Walmsley, S.A. (1995). No quick fix:Rethinking literacy programs in america's elementary schools. New York:Teachers College Press.

Ardoin, S. P., & Christ, T.J. (2009). Curriculum-based measurement of oral reading: Standard errors associated with progress monitoring outcomes from dibels, aimsweb, and an experimental passage set. *School Psychology Review, 38*(2), 266-283.

Beaver, J.M., & Carter, M.A. (2003). DRA: Developmental reading assessment. Pearson Education,Inc.

Burkett, J.A., & Goetze, S.K., (2000). Progress monitoring with whole text: A comparison study of running records and curriculum-based measures.

Howard, M. (2010). Moving forward with RTI: Reading and writing activities for every instructional setting & tier. Portsmouth, NH: Heinemann.

Howard, M. (2009). RTI from all sides: What every teacher needs to know. Portsmouth, NH: Heinemann.

Johns, J. (2007). Monitoring progress in fluency: Possible unintended consequences. *Reading Today, 24*(6), 1-18.

Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Wills, H., Longstaff, J., Culpepper, M., & Walton, C. (2007). Use of evidence-based, small group reading instruction for English language learners in elementary grades: Secondary-tier intervention. *Learning Disability Quarterly, 30*(3), 153-168.

Lovett, M. W., Lacerenza, L., & Borden, S. L. (2000). Putting struggling readers on the PHAST track: A program to integrate phonological and strategy-based remedial reading instruction and maximize outcomes. *Journal of Learning Disabilities, 33,* 458-476.

Olinghouse, N.G., Lambert, W., & Compton, D.L. (2006) Monitoring Children with reading disabilities' response to phonics intervention: Are there differences between intervention aligned and general skills progress monitoring assessments? *Council for Exceptional Children,* 73(1), 90-106.

Stecker, P.M., Lembke, E. S., Foegen, A. (Winter, 2008). Using progress-monitoring data to improve instructional decision making. *Heldref Publications*, 52(2), 48-58.

Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D., Barth, A., Romain, M., & Francis, D. J. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review*, *39*(1), 3-21.

Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D. P., Dickinson, S., & Blozis, S. A. (2003). Reading instruction grouping for students with reading difficulties. *Remedial and Special Education, 24*(5), 301-315.

Wills, H., Kamps, D., Abbott, M., Bannister, H., & Kaufman, J. (2010, February). Classroom observation and effects of reading interventions for students at risk for emotional and behavioral disorders. *Behavioral Disorders*, *35*(2), 103-119.

Wolsey, T. D., Lapp, D., & Dow, B. (2010, March). Reading practices in elementary schools: Format of tasks teachers assign. *Journal of Research in Innovative Teaching*, *3*(1), 105-116.