

## **ABSTRACT**

Natalie P. Kelly, DEVELOPING A PROGRAM TO IMPROVE READING INSTRUCTION AND ACHIEVEMENT AT J. GLENN EDWARDS ELEMENTARY SCHOOL (Under the direction of Dr. William A. Rouse). Department of Educational Leadership, March 2019.

The reading deficiencies of 21st century students in today's classrooms are challenging our public school system and resulting in a national epidemic for the improvement of reading instruction and learning. Specifically at J. Glenn Edwards Elementary School (JGEES) in Lee County, NC the reading problem could not be ignored as the school was performing below the state and district averages. Therefore, this study was conducted to improve reading instruction and achievement at JGEES through the utilization of Improvement Science and the Plan, Do, Study, Act (PDSA) Cycle. The literature research and the stakeholder's input led to the development and implementation of the E-Trifecta: Engaging, Encouraging, and Empowering, Reading Program at JGEES for the purpose of improving reading. The program consisted of high engagement techniques with technology integration and high yield exemplary best practice instructional strategies. The full implementation of the E-Trifecta Reading Program in grades three through five at JGEES resulted in improved reading achievement scores as evidenced by the 1.3% increase in third grade, the 0.2% increase in fourth grade, and the 2.7% increase in fifth grade, from October 2018, to January 2019. Furthermore, a comparison of the prior year assessment scores from January 2018, to the current year assessment scores of January 2019, revealed a greater increase in reading achievement with third grade improving 9.9%, fourth grade improving 3.6%, and fifth grade improving 4.5%. The study results indicated that the implementation of a reading program centralized on engagement, encouragement, and empowerment with the use of technology and high yield exemplary best practices will result in improved reading instruction and reading achievement scores.



DEVELOPING A PROGRAM TO IMPROVE READING INSTRUCTION AND  
ACHIEVEMENT AT J. GLENN EDWARDS ELEMENTARY SCHOOL

A Dissertation

Presented to

The Faculty of the Department of Educational Leadership

East Carolina University

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education in Educational Leadership

by

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March, 2019

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## **DEDICATION**

This dissertation is dedicated to, my late granny, Nellie Rean Currin, whose bold faith and resilient attitude taught me how to press on like a lady, and to my supportive family: Kevin, Mama, Daddy, Farrah, John, Nathan, Hannah, Bryson, Granny, Papa, and Susan. You all have shown me unwavering love, support, and encouragement, and without you this accomplishment would not be possible.

Kevin, you have inspired me to follow through, and achieve my goals with “no excuses.” You have shown me that it is not what happens to you that matters, it is how you respond to it that truly matters, and this lesson has allowed me to be where I am today with you! You have shown me how to look for the positive in all that I do, and I love you bunches!

Mama and Daddy, it is your unconditional love and sacrifice that has made all of my dreams possible. You instilled in me the importance of faith, family, hard work, commitment, and perseverance, which has allowed me to achieve this accomplishment today! I hope that somehow one day I can live out your legacy of hard work and sacrificial love. I love you more than you will ever know!

John, Farrah, Nathan, Hannah, and Bryson, you are my joy and my inspiration for laughter! Farrah and John, you have shown me the love and support of family and friendship. We are family by blood but best friends by choice! Nathan, Hannah, and Bryson you are my ‘why’ as an educational leader, and the reason I am passionate about improving public education. I love you to the moon and back!

Susan, you are the worker bee that inspired me to just get it done! You have shown me the value of high energy and fun! You have taught me that you can work hard and succeed while also playing hard and having fun. I love you Aunt Su Su!

Granny and Papa, you set the example for hard work. You instilled in us all a strong dedicated work ethic and a value of family. You have shown me that with God and hard work you can reach your goals! I love you both very much!

## ACKNOWLEDGEMENTS

First and foremost I am thankful to God, only with God are all things possible. I thank God for giving me the wisdom, knowledge, and ability to complete this dissertation.

I am truly grateful and thankful to Dr. Art Rouse, my dissertation chair. Your wisdom, guidance, and support pushed me through, and ultimately helped me in completing this dissertation. I am forever grateful for your time and commitment in helping me successfully complete this journey. I could not thank you enough for your unselfish commitment and your unwavering support throughout this entire process. Thank you!

I am forever thankful to Dr. Johynne Waller. Thank you for being the voice of encouragement that reassured me throughout this process. I appreciate your unwavering support, and your willingness to always help and assist. You are truly the example of a Godly servant, and I am blessed to work with you. Thank you for serving on my dissertation committee and thank you for being the model example of a servant leader!

Thank you to Dr. James McDowelle, you were my constant! Your consistent encouragement and your common sense wisdom truly guided me from to start to finish throughout this entire dissertation and doctorate process. You have truly been a blessing to me, thank you!

Finally, to my friends, family, and colleagues thank you for being who you are, and for being there for me throughout this process. Your consistent encouragement and positive reminders truly helped me to achieve this accomplishment!

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## **CHAPTER 1: INTRODUCTION**

### **Problem History and Background**

The dynamics of today's world have greatly changed, and we are now a technology dominant and dependent society. The 21st century society is producing children who are becoming tech savvy learners before they even begin elementary school (Bonner, Budacki, Irigoyen, Kabali, Leister, Mohanty, & Nunez-Davis, 2015). The children of today have become accustomed to being entertained and engaged through technology, and as educators, we are not prepared for this type of learner, and we are not familiar with this type of student. The U.S. Department of Labor predicts that 65% of today's school children will have jobs that do not even exist, in today's world (Herman, 1999). Education must stay relevant for students and teachers cannot continue to just substitute instructional methods; they must redefine them (Castek, Dwyer, & Harrison, 2010). The same teaching and learning that has been occurring will not allow new age children to *plug in* to school, and become academically successful students. Couros (2015) sums it up best in his book *The Innovator's Mindset* when he says "right now we have many twenty-first-century schools with twentieth-century learning" (p. 3).

Educators need to be advanced and equipped with the best practice teaching strategies because overall our students' literacy skills are not at a proficient level (Miller, 2009). According to the National Center for Education Statistics, only 36% of fourth graders and thirty-four percent of eighth graders were at or above proficiency on the NAEP (National Assessment of Educational Progress) Reading Assessment (NCES, 2015). Therefore, on average, sixty-five percent of school age children are not at a proficient level in reading. The idea of a National Assessment of Educational Progress (NAEP) first gained popularity in 1963. A grant-funded committee was created in 1964 to explore education assessments, and the first national

assessment was held in 1969. State assessments began on a trial basis around 1990, and now the NAEP is a bi-yearly standardized national assessment used for reading (Jones, 1996).

In addition to the rise of national and state reading assessments, technology availability and technological advances have also increased throughout the past thirty years; therefore, technology is another impacting factor on education and reading instruction in today's classroom (Castek et al., 2010). Computers have been in a majority of classrooms throughout the United States since the 1980s; however, improved learning with enhanced instruction has hardly evolved in these last thirty to forty years (Castek et al., 2010). Although our schools across the country are slowly changing to the approach of integrated technology instruction, our students are rapidly becoming accustomed to our technologically based interconnected world, thus creating a broad gap of teaching and learning between students and teachers (Castek et al., 2010).

In order to engage and instruct technology-dependent learners in reading, we must adapt and redesign our literacy instruction. Our educators need to teach reading and literacy skills to the millennial students, who already use technology as a self-teaching tool. The underlying problem is the majority of schools today are not adequately teaching and engaging the increasingly tech savvy students that are in their classrooms; therefore, the result is a decline of learning (Harper & Martinez, 2008). From 2013 to 2015, eighth graders across the United States actually decreased by two points on the average Reading NAEP Assessment Score, and fourth graders remained the same (NCES, 2015). The educational community must catch up with the advanced world we live in so our students' literacy rate does not continue to remain stagnant or, even worse, decline. The need to determine the most effective ways to teach literacy for technologically advanced students is of utmost priority for the public school system and the nation.

## **Description of Problem**

It is imperative that educators possess the skills, techniques, and strategies needed to improve reading instruction and student learning for the 21st century student, especially in the state of North Carolina (Palmer, 2015). Literacy instruction for today's technologically advanced student is a problem in North Carolina's Elementary Schools (Palmer, 2015). In 2016, third graders in NC scored 1.3% less, fourth graders scored 0.8% less and fifth graders increased only 0.9% on the NC Reading End-Of-Grade test compared to 2015 (see Table 1), overall signifying a decline in students' reading achievement.

The college and career readiness standard set by NC equals a proficiency score of a three, four, or five on the Reading End-Of-Grade Test. In 2015, not one grade level in grades three through eight met at least a 50% proficiency rate in college and career readiness standards for reading. North Carolina is in need of a change that is going to require a revolutionary redesign of reading curriculum and instruction in order to meet the needs of 21st century student (Cardenas, Gillespie, Mace, & Scheuer, 2006).

The state of North Carolina introduced a change with the implementation of a new program called Read to Achieve as part of the Excellent Public Schools Act which became law in 2012, and implemented in all schools in 2013-14. The goal of the state implemented Read to Achieve program is to ensure that every child reads at or above grade level by the end of third grade. This law is further evidence that our State Department of Education is concerned about the reading proficiency of all students, and especially those in 3rd grade, which is a critical age in determining literate readers.



Table 1

*North Carolina's Change in Reading Proficiency Percentages*

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Grade	Change from 2015 to 2016 Reading Proficiency
3	-1.3%
4	-0.8%
5	+0.9%

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*Note.* Adapted from North Carolina Report Card. Retrieved from <http://www.dpi.state.nc.us/accountability>.

In Lee County, a rural county of approximately 60,000 people in the middle of NC, a focus on increasing student achievement in reading is also a priority. The improvement of reading achievement is a district-wide goal for Lee County Schools (J. Perkins personal communication, October 7, 2016). Lee County consists of 16 schools, and approximately 10,000 students, of those students an average of about 48% are Caucasian, 25% African American, and 25% Hispanic / Latino. Dr. Andy Bryan, the superintendent of Lee County Schools (LCS), was quoted at a principals' meeting as saying "We still have work to do in reading, and there is a need for improvement" (A. Bryan, personal communication, August 8, 2016). The average proficiency in reading is significantly lower than other tested subjects (see Table 2). In grade three, 63% of tested students are proficient in math compared to 50% in reading. In grade four, 57% of tested students are proficient in math compared to 51% in reading. In grade five, 51% of tested students are proficient in math compared to 48% in reading (Executive Summary Report, 2015).

Lee County recognized its deficiency in reading, and implemented a Secondary Literacy Framework in 2015 (J. Perkins, personal communication, October 7, 2016). Despite the good intentions, the foundation for reading starts prior to the secondary level in the elementary level, and nothing has been done to address the proficiency reading level of elementary students, although 43% of LCS's students in grades three through five are not considered proficient in reading (Executive Summary Report, 2015). LCS is recognizing this troubling evidence in the reading foundation grades of elementary school age children. The senior staff has started exploring the option of creating an Elementary Literacy Framework in 2017, or 2018, with the goal of improving literacy at the elementary level (J. Perkins, personal communication, October 7, 2016).

Table 2

*Lee County Reading Proficiency*

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Grade	Percent Proficient in Reading
3	50%
4	51%
5	48%

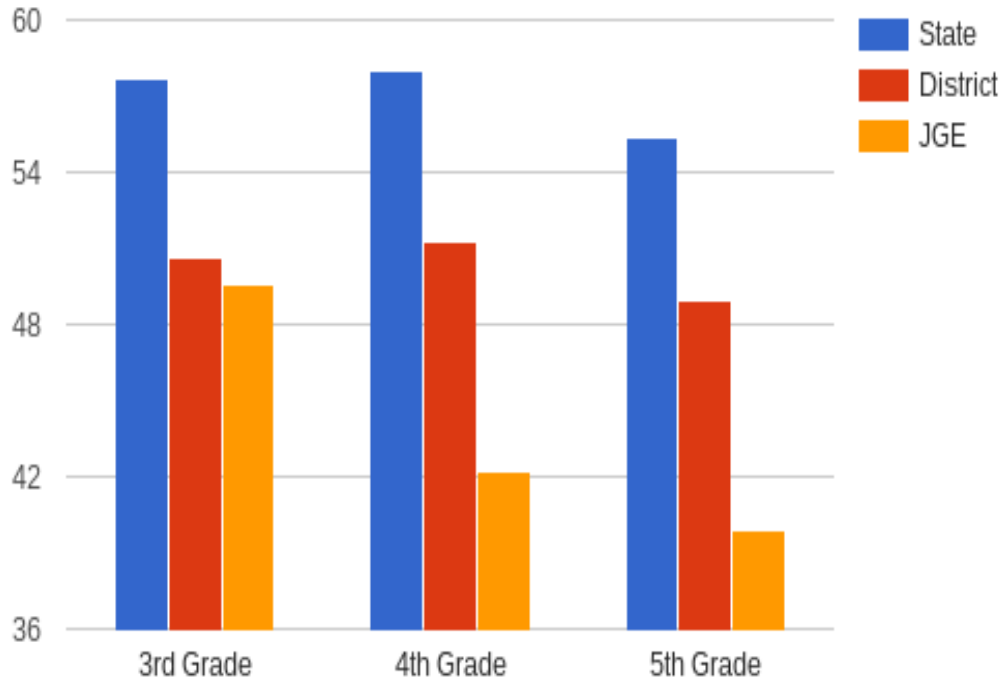
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*Note.* Adapted from North Carolina School Report Card. Retrieved from <http://www.dpi.state.nc.us/accountability>.

Specifically, at J. Glenn Edwards Elementary School (JGEES) in Lee County, reading proficiency rates are low in grades three through five, and the need for increased student achievement cannot be ignored. JGEES was ranked sixth out of the seven elementary schools in Lee County for reading proficiency in third, fourth and fifth grades. In 2016, each of those grade levels at JGEES performed below the state and district average percents (see Figure 1) for reading proficiency. In 3rd grade, the state average was 57.7%, the district average was 50.6% and the JGEES average was 49.6%; in 4th grade, the state average was 58.0%, the district average was 51.3% and the JGEES average was 42.2%; in 5th grade, the state average was 55.4%, the district average was 48.9% and the JGEES average was 39.9%.

The Reading School Performance Grade assigned to JGEES was a D, representing an achievement score of 46. Overall, these data are troubling evidence to prove that JGEES has a significant problem with reading instruction and student achievement in reading, specifically in grades three through five. However, JGEES is a one-to-one elementary school where all students in third, fourth and fifth grades have a personal laptop computer. A one-to-one school is a school where each enrolled student is issued an electronic computing device. The integration of technology in literacy instruction is not effective in the elementary grades at JGEES as the North Carolina Educator Effectiveness System, the online tool for teacher evaluations, reflects that only a small percentage of teachers at JGEES are considered accomplished in Integrating technology with instruction to maximize student learning (NC Educator Effectiveness System, 2017). The majority of teachers, 76% are rated proficient in “Demonstrating knowledge of how to utilize technology (NC Educator Effectiveness System, 2017).” Therefore, the teachers at JGEES have some knowledge on how to use technology but actually implementing it to increase student learning is an area of weakness for most. According to classroom walkthrough snapshot

## Reading Proficiency Percentages



*Note.* Comparison of JGEES, Lee County and NC reading proficiencies based on end of grade tests in 2016.

*Figure 1.* Reading proficiency percentages.

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observation data, about three-fourths of the reading classes observed were utilizing technology. Of those teachers utilizing technology, about 75% were marked as “Basic technology usage, did not increase engagement”, and not even one of those teachers were marked as “Technology usage was purposeful and increased engagement” on the classroom walkthrough snapshot observation form (Blackmon, Mize, & Putnam, 2016, pp. 1-3). JGEES is not effectively implementing the technology that they have readily available into reading instruction as a means to increase student learning and achievement, as evident by the classroom walkthrough snapshot observation ratings and the North Carolina Educator Effectiveness System results.

### **Problem Statement**

As evidenced by the scholarly sources and pertinent data, the reading deficiencies of our students have been challenging our public school system for centuries (Miller, 2009). It has now become an epidemic, and we must utilize the 21st century resources that are available in order to reach our students. Technology can be used to facilitate and advance academic achievement, specifically an increase in the development of reading literacy skills for today’s student (Barone & Wright, 2008). In grades three through five at JGEES in the LCS District, technology integration and high engagement reading techniques with research and evidence-based instructional practices in language arts classrooms will be studied for the purpose of improving student reading achievement and growth.

### **Study Questions**

The following questions will be studied:

1. What are the most effective methods to teach reading to the 21st century student?
2. What instructional strategies maximize student learning of reading?

3. How can technology enhance reading instruction and result in improved student achievement in reading?

The ultimate goal will be to follow the Improvement Science method to implement a program that utilizes researched practices as a means to motivate and facilitate change in reading instruction and student literacy. Improvement Science can be defined as a systematic process of studying how to most effectively make improvements and changes. It is about examining and implementing the methods and strategic actions that work the best to guide significant improvement (Langley, Moen, Nolan, Nolan, Norman, & Provost, 2009).

### **Highly Leveraged Problem**

The reading problem at JGEES has far greater impact than one may realize. Elementary school is the foundation for reading; therefore, it impacts secondary schools' literacy and proficiency rates, which result in adult literacy rates. Our middle schools and high schools are both affected by the lack of reading performance at the elementary school. As a result, our high school graduation rates are facing a decline due to poor elementary reading achievement. A study at the American Education Research Association found that a third grade student who cannot read on grade level is four times less likely to graduate high school (Sparks, 2011). This drop-out statistic is contributing to the 22% of adults who are classified as *Below Basic Literacy Levels*, which indicate that they possess no more than the most simple and concrete literacy skills.

Furthermore, our poverty and crime rates are also greatly impacted by literacy. Two-thirds of students who cannot read proficiently by the end of fourth grade end up in jail or on welfare, and 90% of high school dropouts are on welfare (WhiteExpress Corporation, 2015). Over 70% of America's inmates cannot read above a fourth grade level, and nearly 85% of the

juveniles who face trial in the juvenile court system are functionally illiterate, demonstrating that there is a close relationship between illiteracy and crime (WhiteExpress Corporation, 2015).

Poverty and literacy also have a correlation as shown by the fact that 75% of Americans who receive food stamps perform at the lowest levels of literacy (WhiteExpress Corporation, 2015).

Improvement in elementary reading will result in additional improvements of the following: secondary school and adult reading achievement, high school graduation rates, crime rates, and the growing poverty statistics.



## CHAPTER 2: LITERATURE REVIEW

### Initial Relevant Literature

Experts throughout the field of education agree that reading instruction and student literacy must improve. Guernsey and Levine (2015) describe the decline in reading as *the quiet crisis* when they articulate that an alarming number of children in the United States are not good readers, and some actually never learn to read (p. 4). This crisis is challenging schools all over the country as student reading proficiencies continue to remain stagnant, and in majority of cases, decrease. This decline in reading is summarized by literacy specialist, Joanna Perkins, as the greatest concern in education today (personal communication, October 7, 2016). Perkins is also LCS' English Language Arts Lead Teacher / Instructional Coach; she currently holds a masters in reading education, and a specialist license in educational leadership. Perkins is a literacy specialist leading and guiding reading instruction throughout LCS's.

The American government has also noticed the need for student literacy improvement, and it has made attempts to assist with the reading crisis. The Department of Education has implemented campaigns such as America Reads, and has federally funded programs such as Reading Recovery and Reading First. Most recently, the state of North Carolina implemented the Read to Achieve Program, formerly known as House Bill 950/S.L or The Excellent Public Schools Act, which put criteria in place to ensure that every student reads at or above grade level by the end of third grade. Still, with all this support and focus, two-thirds of American children are not reading at a proficient level (Guernsey & Levine, 2015). Guernsey and Levine (2015) explain that one cannot truly understand what it will take for students to become strong readers in the 21st century without intensely studying multimedia products, screen media, and technology.

## **Reading Assessment and Evaluation Literature**

Nationally across the United States, locally in the state of North Carolina, and specifically in Lee County a variety of reading assessments are utilized to measure students' proficiency in reading. The National Assessment of Educational Progress (NAEP) is a nationally utilized assessment to measure student achievement and proficiency in reading all across the country (NCES, October 2015). The idea of a national assessment of educational progress first gained popularity in 1963. Then a grant-funded committee was created in 1964 to explore educational assessments and the first national assessment was held in 1969. National assessments given in every state began on a trial basis around 1990 and now the NAEP is a bi-yearly standardized national assessment utilized for measuring student reading achievement (Jones, 1996).

In the state of North Carolina several state-mandated reading assessments occur throughout the elementary schools for grades three through five, three of those being: End-Of-Grade tests, Beginning-Of-Grade tests and NC Check-Ins quarterly tests. The North Carolina READY End-Of-Grade (EOG) Reading Assessments are administered to students in grades 3-5 during the last ten days of the school year. The EOG is aligned to the NC Common Core Standard Course of Study, and a maximum of 240 minutes is allowed for students to complete the 52 multiple choice question test (Retrieved from <http://www.dpi.state.nc.us/accountability>). The North Carolina READY Beginning-Of-Grade (BOG) 3 Reading Assessments is administered to students in grade 3 between the 11<sup>th</sup> and 15<sup>th</sup> day of the school year. The BOG is a baseline reading measure of beginning of year third graders' reading skills. The BOG allows a maximum of 180 minutes for completion of reading passages and multiple choice questions and the results are utilized for student growth and proficiency scores (Retrieved from

<http://www.dpi.state.nc.us/accountability>). The North Carolina Check-Ins for reading are an interim assessment given at the end of the first, second, and third nine-week quarters. The NC Check-Ins are aligned to the NC Common Core Reading Standards, and these test results are intended to provide teachers, students and parents with an estimation of the student's performance on the tested content standards, as the NC Check-Ins share a common test question item bank with the EOG assessment (Retrieved from <http://www.dpi.state.nc.us/accountability>).

Specifically in LCS, some additional reading benchmark assessments are available. The company TE21 (Training and Education in the 21<sup>st</sup> Century) creates these reading benchmark test called Case Benchmark assessments. Case 21 tests utilizes a format similar to the EOG, BOG and NC Check-In with reading passages and multiple choice questions (Retrieved from <http://www.te21.com/assessments-benchmark>). Lee County utilizes the Case 21 assessment for third grade reading and the NC Check-in for fourth and fifth grade reading as tools to measure reading achievement and progression each quarter.

In the state of North Carolina and in the LCS District another tool is utilized to assess the teaching and learning of reading, the North Carolina Teacher Evaluation Instrument. Teachers are evaluated utilizing the North Carolina Educator Evaluation System. In October 2008 the NC State Board of Education approved the rubric for evaluating teachers and then revised this policy again in January 2015 with current revisions including evaluation cycles. The teacher evaluation process assesses the teacher's performance in relation to the NC professional teaching standards which include leadership, environment, content, facilitative learning, and reflection (Retrieved from [www.ncpublicschools.org](http://www.ncpublicschools.org)).

Overall, a variety of tools are used to measure the teaching and learning of reading including national, state and local assessments as well as state and local teacher evaluation instruments.

### **Focused Literature Research**

Many educational experts such as, Dr. Alan November, George Couros, Lisa Guernsey, Michael Levine, Diane Barone, and Todd Wright, all agree that blended learning with technology is one of the best instructional practices for 21st century student, especially in the area of reading. Guernsey and Levine best describe this blended literacy practice in their book *Tap, Click, Read, Growing Readers in a World of Screens*. The Tap, Click, Read mindset is a blended learning practice that *taps* into learning networks, *clicks* along with students as they learn to be actively engage in text, and emphasizes the need to *read* and analyze texts, images and media (Guernsey & Levine, 2015). Guernsey and Levine (2015) feel that educators must make this shift of technology integration and redesign their instructional practices in order to meet the learning needs of current students. In the article *Literacy Instruction with Digital and Media Technologies*, Barone and Wright (2008) describe how technology is a tool that can bring reading instruction to life by engaging students, and extending upon traditional literacy learning. This article describes the benefits of using laptops and the internet as a way to incorporate more diverse reading and writing activities as it details a one-to-one fourth grade classroom where all students had their own personal laptop. The teacher reported that the students in this fourth grade classroom were more engaged and motivated in their learning, which resulted in greater student achievement (Barone & Wright, 2008). These specific outcomes correlate with the overall research presented by Barone and Wright:

- Student reading comprehension improved when teachers supported students in comprehending internet text, which is not linear or fixed.
- When teachers are given instruction in new technology usage they become more effective at facilitating page and screen comprehension.
- Student motivation, writing competency, and critical thinking are improved when laptops are used in the classroom.

Upon further research into best practices for improving reading, scholars have noted that new age learners in grades three through five need to be motivated, engaged, and encouraged to read. Eric Jensen (2013) describes engagement as a vital achievement factor for most students. *The Glossary of Education Reform* defines engagement as a “degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education” (Abbot, 2016, p. 1). Jensen (2013) encourages a method called “automating engagement,” which is making engagement part of the daily classroom routine through implementing the following five actions: establishing rituals, fostering leadership and teamwork, captivating curriculum, integrating technology, and cultivating school wide social support (pp. 132-133). Best practice reading strategies have been long debated throughout the years; however, high student engagement has remained a positive factor for student learning. Student engagement and student achievement have a strong correlation that has been consistently significant (Jensen, 2013). Students enjoy engaging activities and they appreciate engagement (Jensen, 2013).

A key factor to engagement that cannot be ignored is differentiation. *The Glossary of Education Reform* (2013) defines differentiation as “a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning

needs, in the same course, classroom, or learning environment.” The content taught must be differentiated to each student’s learning level so they can even have the opportunity to be engaged in the instruction of the classroom. Jensen (2013) describes differentiated instructional strategies as a “crucial” element to teacher success (p. 163). Teachers need to vary their framework, techniques and content in order to reach each child in their class. Differentiation can occur in many forms with various options: learning styles, collaborative groups, peer partners, varied text levels, questioning, level of support, scaffolding, previewing, and reviewing. All students do not learn the same way; therefore, educators must provide every child with “targeted instruction that is designed to meet the individual learning needs of each student” (Buffum, Mattos, & Weber, 2012, p. 8). Engagement is not effective without the use of consistent differentiation. They both go hand-in-hand with one another to create a quality instruction that promotes student success (Muscha, 2011).

The literature research uncovered an integration of technology, an increase of engagement and various other strategic techniques that can be categorized under one title: exemplary practices. Max Thompson (2017) defines and compares research-based best practices in correlation with evidence-based best practices, and he explains the combination of both creates exemplary practices. Research-based practices are defined as effective learning strategies that research has proven to raise student achievement. Evidence-based practices are defined as those practices that are significantly increasing achievement in the *real world* proven by exemplary school evaluations (Thompson, 2017, p. 5). Table 3 identifies the top research-based learning strategies and practices and their effect size.

Table 3

*Top Research-Based Learning Strategies and Practices*

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Strategy	Effect Size
High Order Thinking	1.61
Distributed Summarizing	1.00
Collaborative Pairs	.92
Vocabulary Instruction	.85
Reading Comprehension Instruction	.82
Writing to Raise Achievement	.82
Acceleration Intervention Focus	.80
Social Learning Focus	.80
Activating Thinking	.75
Learning Goals	.75
Feedback	.75
Advance Organizers/Previewing	.73
Distributed Learning	.71
Formative Assessments	.68
Graphic Organizers/Concept Maps	.65
Direct Instruction	.60
Scaffolding	.50

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*Note.* Adapted from Thompson, 2017.

A combination of evidence and research has shown that the following eight instructional practices have the highest yield for increasing teacher effectiveness and accelerating learning for all students: Higher order thinking, distributed summarizing, vocabulary, writing to raise achievement, reading comprehension, activating thinking, advance organizers, and graphic organizers / concept maps (Thompson, 2017). In Marzano, Pickering, and Pollock's (2001) book, *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, they also identify the top research-based strategies for increasing achievement and these strategies correlate with Thompson's (2017) findings. Marzano and his colleagues (2001) identified the following nine instructional strategies for improving students' achievement:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generate and testing hypothesis

Although Marzano, Pickering, and Pollock (2001) and Thompson (2017) do not use a common language or description, their strategies correlate closely and identify some common exemplary practices that should be utilized in instruction in order to increase learning for all students.



## **Summary of Literature Research**

Overall, the literature research shows that reading instruction and student literacy improve when technology is integrated with high engagement best practice teaching techniques that reach all learners and their areas of need. The literature showed that the creation of a program that focuses on best practices, engagement, and technology integration could have a positive impact on student achievement in reading.

## **CHAPTER 3: APPROACH TO PROBLEM**

### **Introduction of Improvement Methods**

Educators empower students to take ownership in their learning, and transform education in today's digital age. Alan November (2017) describes through his books, presentations, blogs, and articles that education could be revolutionized by integrating technology to empower learners. In the review of potential solutions to improve reading, the integration of technology and the significant impact of technology on student motivation and performance, was uncovered. The inclusion of various forms of digital print and media in classroom instruction also positively affects the teaching and learning of reading. Specifically in third, fourth, and fifth grade at JGEES in Lee County, where the effective use of the one to one laptop initiative improved student literacy and reading proficiencies.

In addition, classrooms that integrate various forms of high engagement strategies into the reading curriculum excel in comparison to those classrooms that do not use these practices. According to Eric Jensen (2013) high achieving schools are a direct result of "purposeful engaged teaching over time" (p. 4); therefore, high engagement interactive reading instructional techniques was an expectation in all JGEES English Language Arts Classrooms in order to improve student reading achievement and growth.

Furthermore, JGEES did not have a consistent reading instructional model or reading curriculum guide that included technology and engagement with best practice instructional strategies and techniques. Research-based and evidence-based exemplary best practices were not purposefully planned or implemented in the third through fifth grade reading classrooms at JGEES as evident by the classroom walkthrough snapshot observation data (Blackmon, Mize, & Putnam, 2016).

## **Improvement Science**

Following Improvement Science and using the framework, Model for Improvement, this study explored the three fundamental questions:

1. What are we trying to accomplish?
2. How will we know that a change is an improvement?
3. What changes can we make that will result in improvement?

(Langley et al., 2009). In correlation with these three questions, the Plan Do Study Act (PDSA) cycle was also implemented (see Figure 2) to create a reading program for improving reading growth and proficiency in grades 3-5 at JGEES in the LCS District (Langley et al., 2009).

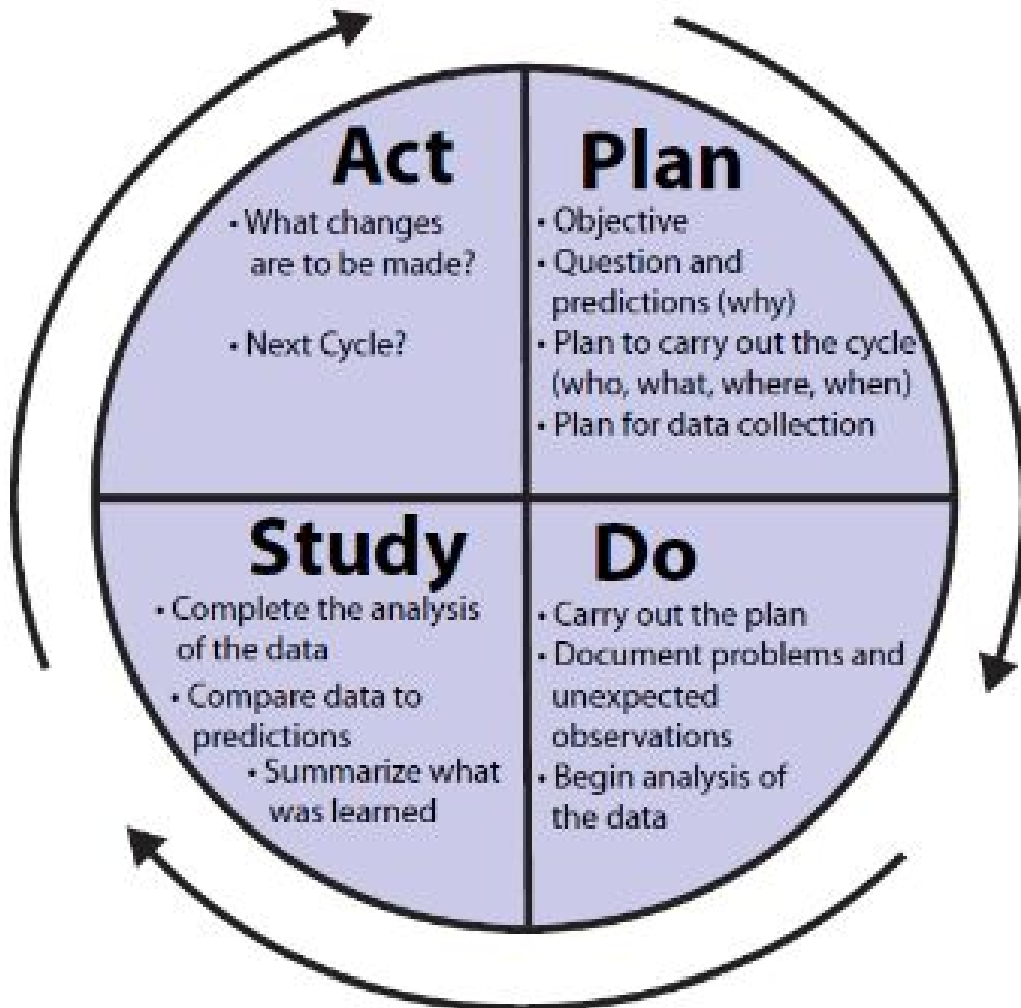
The *Plan* portion of PDSA involved setting a goal and creating action steps with resources, a timeline, and a measurement tool. The plan was to improve reading achievement through the creation and implementation of the E-Trifecta Reading Program during the 2018 school year. E-Trifecta was a reading program that focused on engaging, encouraging and empowering reading instruction. Quarterly reading benchmarks assessments were utilized to measure the progression and effectiveness of the E-Trifecta Reading Program.

The *Do* phase of the PDSA cycle involved implementing action steps and administering benchmarks to measure progress. At JGEES, student engagement was increased through the use of technology and exemplary best practice instructional strategies.

The *Study* step of the PDSA cycle consisted of analyzing data to assess the effectiveness of the E-Trifecta Reading Program. The study and evaluation of reading benchmark data occurred each quarter, and changes or adjustments were made as needed.

# The PDSA Cycle for Learning and Improving

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*Note.* Reprinted from Langley, Moen, Nolan, Nolan, Norman, & Provost, 2009. Flowchart showing the PDSA continuous improvement model and the defined description steps of the PDSA cycle

*Figure 2.* Plan Do Study Act (PDSA) continuous improvement model.

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The *Act* portion of the cycle involved making a decision to either revise the action steps or initiate a new plan. Exploring the following questions helped in determining what actions need to be taken during this stage of the PDSA cycle:

- Should we revise the action steps of our current plan? If so, when do we return to the study phase?
- Should we plan a new approach? If so, how do we modify our process?

### **Participants**

Participants in the PDSA continuous improvement model that participated in this study included JGEES' third through fifth grade reading teachers, the Literacy Resource Elective Class teacher, two literacy specialists, two assistant principals, and the School Improvement Team (SIT), all of whom fell under the leadership of the principal. The third and fourth grades consisted of six reading teachers, all of which had less than ten years of teaching experience. The fifth grade teachers were made up of three reading teachers, all of which had between ten to fifteen years of teaching experience. The two literacy specialists held a masters in reading, and had a combined thirty-five years of experience. The two assistant principals were both in the second year of administration, and had at least five years of experience in teaching reading. The SIT was composed of: six core teachers, one resource elective teacher, one teacher assistant, one guidance counselor, one parent, two department chairs, exceptional children department and English second language department, and the administration team. The administration team had worked together for two years under the leadership of the principal, who had been the leader for two years as well. The JGEES student scores, from grades three through five, were examined throughout this study, the growth or stagnant achievement in reading scores was evaluated. This group of scores consisted of about three hundred and sixty data points from various students,

ranging from third to fifth grade. Of these three hundred and sixty students, about 51% were Hispanic, 25% were Caucasian, and 20% were African American. In addition, approximately 85% of these students were considered from poverty with a low socioeconomic status. The students were not participants in this study, only their reading achievement data, which was anonymous, was studied and evaluated; the actual child was not a participant.

### **Program Development**

The research on improvement and change in conjunction with the findings and data of JGEES's literacy instruction led to the idea of creating and implementing a new reading program at JGEES. The E-Trifecta Reading Program: Engage, Encourage, and Empower through Reading, included technology and high engagement best practice reading instructional techniques to inspire a passion for reading in all students. This program was created and designed by the principal, in conjunction with input and guidance from the SIT, based around the needs of JGEES specifically. The E-Trifecta Reading Program consisted of a Literacy Resource Elective Class that focused on digital media and text, and a reading block of instruction that was centered on interactive reading instructional practices that integrated technology, increased student engagement, and encouraged reading by promoting literature and empowering students. The E-Trifecta Reading Program was implemented in third, fourth, and fifth grades at JGEES.

One part of the E-Trifecta Reading Program that was used to improve reading teaching and learning at JGEES was the creation of a new Literacy Resource Elective Class. This special class implemented various types of digital and media text activities with the intent to increase student motivation and performance; it was an elective class that served all grades and classes at a minimum of once per week for forty minutes. The goal of this class was to operate a variety of reading activities in such an engaging manner that students did not realize they were *working or*

*learning*; instead they felt as if they were exploring and discovering as measured by surveys and engagement levels. The class had a variety of center stations, and each center revolved around digital media and high engagement strategies. The students spent twenty minutes at a station before rotating to the next center, and within each station, the students were arranged in collaborative groups where they were encouraged to work together on certain tasks. The teacher acted as the facilitator of the class, while the students were the ones who *owned* their learning. The teacher scaffold and monitored each group while the students worked collaboratively together to complete the assignments at each center. Typical assignments and stations included: shared reading with print and audio text, accelerated reader with online digital text, vocabulary instruction with games from flocabulary and vocabulary.com, and storywork magazines with online activities such as wordle.com and interactive story mapping. Overall, the creation of the Literacy Resource Elective Class exposed students to a variety of digital print and media text using alternative teaching methods as a way to increase student motivation and engagement; therefore, resulting in improved student proficiency and growth in reading. The student proficiency and growth percentages on the local and state quarterly benchmark assessments were the standard of measurement for improvement evaluation and determination. An improvement in both growth and proficiency resulted from the implementations of the E-Trifecta Reading Program.

The utilization of the E-Trifecta Reading Program required the teachers at JGEES to grow in their learning of interactive reading best practices for increasing engagement and encouraging reading. The teachers utilized the research of Max Thompson and his teaching of the eight strategies that have the greatest impact on student achievement, identified by the research of the U.S. Department of Education (2017): higher order thinking, distributed

summarizing, collaborative pairs, vocabulary, reading comprehension, writing to raise achievement, activating thinking, advance organizers, and graphic organizers / concept maps. The administration team monitored the eight strategy implementation through classroom walkthrough observations and Professional Learning Communities (PLC). Consistent feedback was given to teachers regarding their performance of planning and utilizing the eight high yield instructional practices in face to face conferences and written documentations.

Lastly, the E-Trifecta Reading Program required effective differentiated intervention techniques that correlate with increased student engagement. Engaging differentiation was examined for student impact within PLC. As a grade-level team, the teachers, administration, and literacy specialists explored targeted interventions to differentiate for all learners within the classroom during instruction. Together, the teachers discussed the research and differentiated interventions, and decided how to target them towards individual student needs. This process was monitored through classroom observations and PLC.

JGEES sought to improve reading instruction and student reading proficiency in grades three through five through the implementation of the E-Trifecta Reading Program. The program engaged, encouraged, and empowered readers through the use of technology integration with proven interactive best practice reading strategies that engaged all learners. The creation and implementation of a new Literacy Resource Elective Class that utilized digital media and text was also part of the E-Trifecta Reading Program. The implementation process of the E-Trifecta Reading Program followed a series of action steps:

1. Communicate the change and gain buy-in following the counterintuitive strategy
2. Create and Implement Literacy Resource Elective Class
3. Provide and Conduct multiple training and professional development opportunities



4. Implement phases with curriculum maps
5. Gather quarterly data, analyze and evaluate the effectiveness of the program

### **Buy-In**

Upon further research into the study of improvement, program creation, and implementation, it became clear that school change and staff buy-in were major factors to consider and explore. It is a universal understanding that change can be a challenge, and Todd Whitaker (2010) even stated that people view any change, even trivial change, as a big deal. The research of how to be a change agent uncovered Whitaker's book *Leading School Change*. That text described these strategies for implementing successful change: ensuring first exposure is great, finding the entry points, reducing the resistance, and reinforcing change behaviors. The study of change uncovered the need for buy-in. Leaders face the challenge of motivating people to do what we need them to do (Whitaker, 2010). Therefore, one must work to gain staff buy-in when implementing a new change because leaders need sufficient support in order to make successful improvements (Kotter & Whitehead, 2010). Kotter and Whitehead (2010) described a counterintuitive strategy for gaining buy-in. This strategy involved gaining people's attention first, and then winning over their minds and hearts (Kotter & Whitehead, 2010). Communication was key to buy-in, and leaders must first share the change and opportunity with all stakeholders, even if they negatively resist, leaders must communicate the idea (Kotter & Whitehead, 2010). The literature suggested that strategic and purposeful planning for change and buy-in was to be an action step when implementing a school program.

Therefore, first and foremost, the E-Trifecta Reading Program, and its components were communicated to all stakeholders at JGEES. The opportunity for growth and the positive impact of the E-Trifecta Reading Program was shared with all. More specific details of the program was

verbalized in small pockets of staff members in order to gain feedback, and overcome negative perceptions. After communicating clearly and concisely via emails, training sessions, and PLC, the invested staff members and the principal started working together on gaining more buy-in from the majority of the staff. Following Kotter and Whitehead's (2010) counterintuitive strategy for gaining buy-in, staff members' attention was first secured, and then secondly the winning over of their minds and hearts was the focus. In being a change agent and leading JGEES through this buy-in process the goal was to secure the majority of the staff's support in proceeding with the implementation of the E-Trifecta Reading Program.

### **Literacy Resource Elective Class**

The creation of a new Literacy Resource Elective Class was part of the change implementation at JGEES with the E-Trifecta Reading Program. The Literacy Resource Elective Class was on a five day schedule rotation, so each homeroom attended the literacy elective once a week. A teacher with an education technology specialist degree, and at least three years of teaching with technology experience was the ideal candidate to fulfill this position. The Literacy Resource Elective Class consisted of five stations that focused on high engaging technology integration with reading:

1. Station one was designed for online shared reading utilizing websites such as [epicbooks.com](http://epicbooks.com) or [biguniverse.com](http://biguniverse.com).
2. Station two was designed for online vocabulary work utilizing [flocabulary.com](http://flocabulary.com) or [quizlet.com](http://quizlet.com).
3. Station three was designed as an interactive reading station utilizing [wordle.com](http://wordle.com) or [kahoot.com](http://kahoot.com).

4. Station four was designed as a collaborative reading station where students work together to complete active reading strategies.
5. Station five was designed as a listening response center where students listen and interact with text then respond to the text through writing and typing.

Students rotated through the station centers each week in order to promote and encourage a love for reading with high engagement strategies and technology integration.

### **Training and Professional Development**

Initially, the staff at JGEES was trained on utilizing effective technology programs in reading instruction. One program specifically that all staff was planned to receive training was I-Ready. I-Ready was an online-based program that combined a reliable growth measure and individualized instruction based upon common core standards. The program included tutorial videos for high engaging instruction presented in an alternative form to better meet the needs of some students. Also Included in the program was various apps that provide educational games to target skill development in areas shown to be weak for most students. An example of an I-Ready app is titled World's Worst Pet which focused on tier two vocabulary, so the app incorporated gaming with vocabulary instruction (Retrieved from <http://www.Curriculum Associates.com>, 2016). The expectation was for reading teachers to incorporate technology into their daily instruction with the goal of increasing student engagement while targeting individualized specific areas of reading instruction. In addition, teachers received refresher training on a variety of other web resources that were sporadically used in their reading instruction including: Flocabulary, Big Universe, Epic Books, Wonders Online Mini Lessons, and Accelerated Reader. These programs were used in conjunction with best practice reading instruction, and teachers were trained on how to effectively incorporate these online resources into their teaching,

measured by teacher evaluations, so that it positively impacted student achievement. The various web resources were monitored for usage and effectiveness through reporting and classroom walkthrough data. Specifically, quarterly diagnostic data, which measured student reading proficiency each nine weeks, was analyzed as well. The goal of training teachers and implementing web-based programs into literacy instruction was to increase student reading achievement and learning.

Teachers were also provided professional development and training on the eight high-yield instructional strategies. The Literacy specialists and administration team modeled, instructed, and presented on how to implement these strategies within the reading classroom in an effort to increase student engagement and student interaction with text. The implementation phase was gradual based upon two or three strategies at a time. Once those strategies were mastered, JGEES moved to the next two or three strategies until all eight strategies were utilized effectively.

### **Program Implementation Phase**

After gaining buy-in, starting the Literacy Resource Elective Class, and training the staff the implementation of the remaining aspects of the E-Trifecta Reading Program began. The Literacy Resource Elective Class was utilized as a showcase and model for several components of the E-Trifecta Reading Program in correlation with implementation throughout the third, fourth, and fifth grade homeroom classes. During the initial implementation process, teacher leaders and administration updated the current JGEES curriculum maps to include the components and practices of the new program. This allowed all staff members to have resource guides for instruction and an E-Trifecta Reading Program reference tool. JGEES continued to strive for fidelity of implementation through continuous staff development. Each month on the

second Monday, all teachers met for professional development on the E-Trifecta Reading Program which included further learning of high engagement instructional strategies, technology integration within reading instruction, and exemplary practices for teaching and learning. In addition, teachers were provided continuous feedback on their performance with the E-Trifecta Reading Program in order to promote effective change and continuous improvement. The above process continued to evolve and develop over the course of the 2018 school year.

### **Program Evaluation Phase**

The admin team, in conjunction with the leadership team, consistently evaluated the E-Trifecta Reading Program to monitor for improvement. Adjustments and changes were made to the program as needed based upon the data results. Initially first quarter benchmarks were examined, after approximately eight weeks of implementation, to decide on any necessary adaptations or adjustments as well as to evaluate the effectiveness of the program at that stage of initial implementation. After about sixteen weeks of doing the E-Trifecta Reading Program, during second quarter benchmarks, the leadership team met again to look at the quarterly assessment reading data to further study the outcomes and results of the program. This process continued for the remaining quarterly benchmark assessments. Finally, at the end of the study, an overall evaluation of the effectiveness of the program and its impact on improving student achievement was conducted through the analysis of all quarterly benchmark test scores.

In addition to evaluating the program as a whole by using statistical data, the administrative leadership team also observed the effectiveness of the program through monitoring teacher instruction. The administration team did this through classroom walkthrough snapshot observations. Admin met with teachers individually, and conferenced with them in order to provide specific feedback on their teaching of the E-Trifecta Reading Program. Also, the

monitoring of instruction continued through admin attending the PLC meetings and working with teachers as a group on their lesson planning and implementation. JGEES maintained a strong focus on the E-Trifecta Reading Program throughout the year, including the analysis of the corresponding quantitative and qualitative data.

### **Limitations**

A few factors limited the generalizability of the results and conclusions from this study. One limitation was the size of the study. The study was only carried out in three grade levels, third, fourth, and fifth grade; therefore, it only consisted of twelve reading teachers and corresponding reading classrooms. A larger sample size would be of greater value in making strong generalizations for reading instruction. A larger span of implementation would produce more conclusive results, so carrying out the program school wide or even taking it to other schools within the district could lead to stronger validation of the study results.

Another limitation was the implementation level of the study. This study was only implemented at the elementary level, so these results are only relevant to the intermediate grades, three through five. The research and findings of the study do not represent any of the secondary grades in the middle and high school levels, so the findings, results, conclusions and recommendations are limited to grades three through five at the elementary level.

An additional limitation of the study was timing. The implementation of the program occurred instantly after the creation and development of the program, not allowing any time for reflection and revision before initial implementation. Furthermore, the program was only fully implemented for just under a year, so there is a lack of conclusive long-term data and results. The timing of implementation limits the long-term data availability, so caution should be utilized

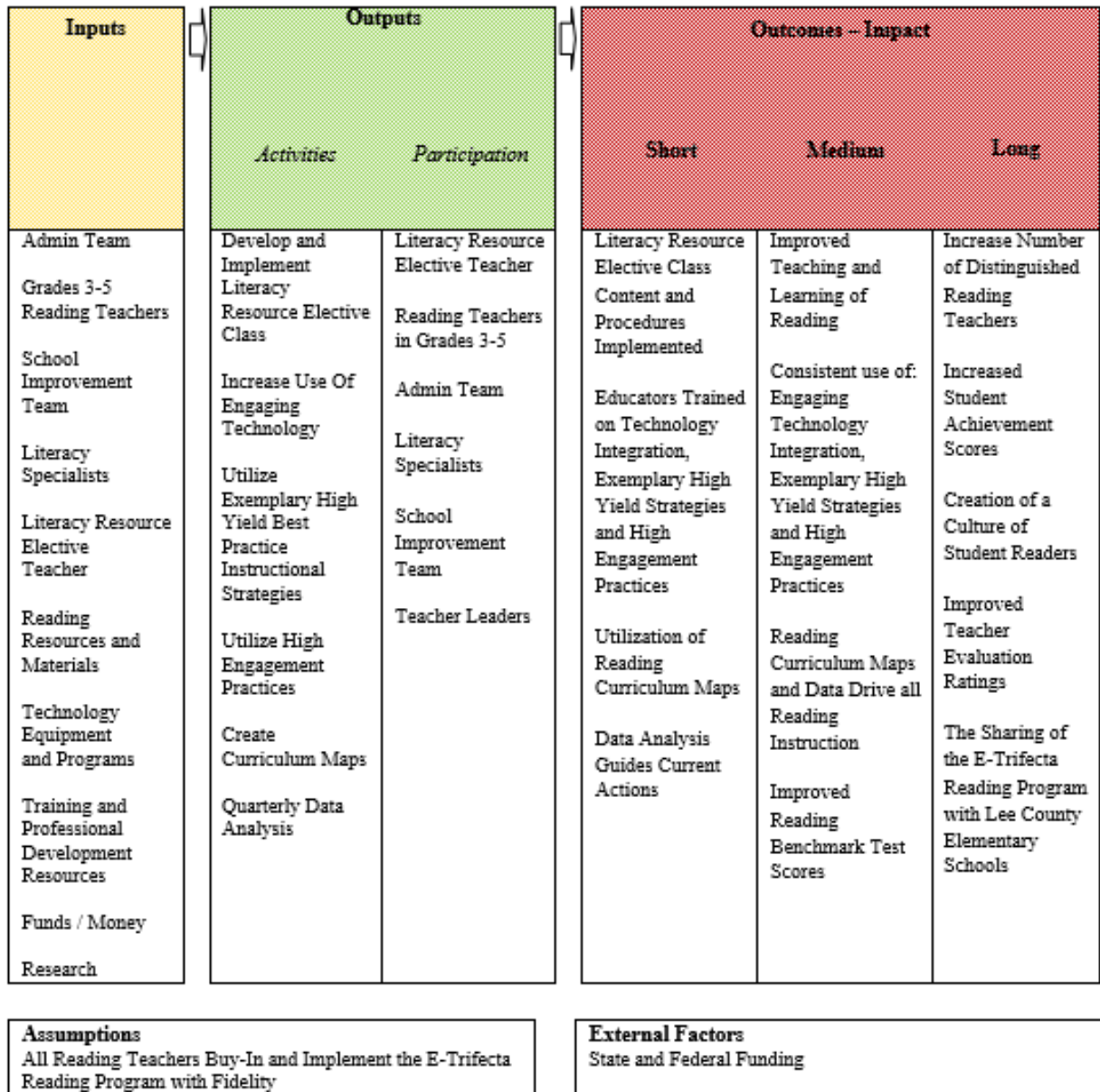
when interpreting the results of multi-year benefits. To minimize this limitation, it is recommended that this study continue throughout the following school year.

Lastly, it is important to note another limitation based upon anonymous reporting. The student and teacher data, observations, and surveys were all anonymous to protect the privacy of the teachers and students at JGEES, so it is difficult to draw specific conclusions due to the individual differences in teachers and students. Therefore, general recommendations and results were concluded from this study, not grade specific or teacher specific findings and conclusions.

### **Approach to Problem Summary**

In summary, utilizing Improvement Science to develop a small scale proof of concept model, the E-Trifecta: Engage, Encourage, and Empower Reading Program was created and implemented at JGEES (see Figure 3) in order to study the improvement of reading instruction and student achievement in grades three, four, and five. Although some study limitations of size and timing exist, a thorough implementation and analysis occurred, as the PDSA cycle was followed throughout the execution of the E-Trifecta Reading Program. The overall effectiveness of the program was measured through student achievement on local and state quarterly benchmark assessments.

**E-Trifecta (Engage, Encourage, & Empower) Reading Program Logic Model**  
**Situation:** Striving for improved teaching and learning of reading at JGEES through the implementation of the E-Trifecta Reading Program.



*Note.* Logic model framework showing the implementation of the E-Trifecta reading program at JGEES.

*Figure 3.* E-Trifecta reading program logic model.



## **CHAPTER 4: RESULTS**

### **Introduction**

The purpose for this study was evidenced by the scholarly sources and pertinent data regarding the reading deficiencies of students that have been challenging the public school system for centuries (Miller, 2009). The lack of proficient readers is now an epidemic, and educators need to be equipped with the best practice teaching strategies and the 21st century resources that are available to reach the tech-savvy learners of today's world (Miller, 2019). Specifically at JGEES in Lee County, North Carolina less than half of the students in grades three, four, and five are considered proficient readers by the NC state standard tests in reading. Therefore, over two hundred students are not proficient readers at JGEES, which is a greater percentage of non-readers in comparison to the school district and the state of NC. This data led to identifying the teaching and learning of reading at JGEES as a true highly leveraged problem of practice in desperate need of improvement.

The research revealed that technology can be a tool used to facilitate and advance academic achievement, specifically an increase in the development of reading skills for today's student (Barone & Wright, 2008). In addition, Eric Jensen (2013) identified student engagement as a strong correlating factor for student achievement and differentiated instructional strategies as a critical element to teacher success. Max Thompson (2017) further explained and categorized these instructional strategies as the eight high yield exemplary practices. Therefore, the research identified some critical elements that are key to improving student achievement in reading, and these elements became part of the basis of this study.

In grades three through five at JGEES in the LCS District, technology integration and high engagement reading techniques with exemplary instructional practices were studied for the

purpose of improving student reading achievement and growth. There were three study questions investigated with this study. These questions were as follows:

1. What are the most effective methods to teach reading to the 21st century student?
2. What instructional strategies maximize student learning of reading?
3. How can technology enhance reading instruction and result in improved student achievement in reading?

### **Study Design**

Improvement Science guided the study's examination and implementation of strategic actions to improve the teaching and learning of reading at JGEES (Langley et al., 2009). The purpose of the study was to develop and implement a reading program at JGEES in order to improve the teaching and learning of reading. The researcher's ultimate goal was to follow the Improvement Science method to develop and implement the E-Trifecta Reading Program as a means to facilitate change in reading instruction and student achievement.

In correlation with the Improvement Science method, the PDSA cycle was also utilized to execute the E-Trifecta Reading Program in grades 3-5 at JGEES (Langley et al., 2009). The PDSA cycle guided the strategic actions for improving reading growth and proficiency through the creation and implementation of the E-Trifecta Reading Program.

The *Plan* portion of PDSA involved setting goals and creating action steps with resources, timelines, and measurement tools, to improve the teaching and learning of reading. The intensive planning began with the JGEES SIT at the SIT Summer Retreat in August 2018 where the teacher leaders and the school administration developed the components of the E-Trifecta Reading Program and the researcher aligned these components together to create the overall program. The SIT members also indentified the quarterly reading benchmarks

assessments as a tool to measure the progression and effectiveness of the components of the E-Trifecta Reading Program. The August 2018 SIT Summer Retreat Agenda detailed this initial planning and creation of the E-Trifecta Reading Program (see Appendix B). However, it is to be noted that the first idea of any reading program components actually originated at a prior SIT retreat in June 2018 during open forum discussions about ideas and ways to improve student achievement scores in reading. These discussions and conversations yielded a few reoccurring themes: reading engagement, reading encouragement, and reading empowerment. Therefore, these conversations led the way to the formal planning and development of the E-Trifecta Reading Program.

The *Do* phase of the PDSA cycle involved the execution of the action steps and the administering of the benchmark assessments to measure JGEES progress in reading. The action steps included the professional development as well as the implementation of exemplary best practice instructional strategies, which included high engagement techniques, differentiated interventions, and technology integration. Through the implementation process it became evident that the revision of curriculum maps needed to be an additional action step. Also developed and put into practice during the *Do* phase of the PDSA cycle was the Literacy Resource Elective Class.

The *Study* step of the PDSA cycle consisted of analyzing data to assess the effectiveness of the E-Trifecta Reading Program. The study and evaluation of reading benchmark data with the JGEES SIT committee and the PLC occurred each quarter. In addition, the admin team analyzed classroom walkthrough data weekly, in order to assess the quality of reading instruction and the fidelity of implementation of the E-Trifecta Reading Program. Some adjustments were made, as needed, based upon the study and analysis of the data.

The *Act* portion of the cycle involved making decisions to revise the action steps or to initiate a new plan. Exploring the following questions helped the SIT committee and the admin team to determine what actions needed to be taken during this stage of the PDSA cycle:

- Should we revise the action steps of our current plan? If so, when do we return to the study phase?
- Should we plan a new approach? If so, how do we modify our process?

Utilizing these questions some action steps were revised throughout the study.

### **Research Setting and Participants**

The research was conducted at JGEES in the LCS District in the state of North Carolina. Participants in the PDSA continuous improvement model of this study included JGEES third through fifth grade reading teachers, the Literacy Resource Elective Class teacher, two literacy specialists, two assistant principals, and the SIT, all of whom fall under the leadership of the principal.

The third and fourth grades consist of nine reading teachers, all of which have less than ten years of teaching experience. The fifth grade teachers are made up of three reading teachers, all of which have between ten to fifteen years of teaching experience. Each grade level of reading teachers, a literacy specialist, and an administrator make-up the reading PLC of that grade level, resulting in three teachers, one admin, and one literacy specialist in each grade level PLC. Therefore, JGEES has a total of three reading PLC in grades three through five.

The Literacy Resource Elective teacher was newly hired at the start of the E-Trifecta Reading Program implementation at the beginning of the 2018 school year. Unfortunately due to budget restraints a teacher assistant had to be hired for this position and a certified candidate was not able to fill this position. However, the teacher assistant did possess a degree in educational

technology and she had over ten years experience in the school system; therefore, she was a strong educator, and an ideal candidate for the teacher of the Literacy Resource Elective Class.

The two literacy specialists held a masters in reading, and had a combined thirty-five years of experience. Both literacy specialists had worked at JGEES the prior year, and were familiar with the staff and students of the school.

The two assistant principals (APs) were in their third year of administration, and had over five years of experience as reading teachers. Both APs held a Masters of School Administration degree and worked at JGEES three years prior to this study.

The SIT was composed of: six core teachers, one resource elective teacher, one teacher assistant, one guidance counselor, one parent, two department chairs, exceptional children department and English second language department, and the administration team. The SIT met regularly on the third Monday of each month and twice a year for the opening summer retreat and the closing end of year retreat. In addition to these regularly scheduled meetings the SIT could call a meeting at any time throughout the year, if needed.

The administration team consisted of two APs and one principal. The admin team had worked together for two years, going on three years, at JGEES at the time of this study. The principal led the admin team with seven years of administration experience, and five years of teaching experience.

### **Research and Study Components**

The study's research and implementation followed the research design of Improvement Science as an approach to improving the reading practice at JGEES. As part of the research design, the PDSA cycle was utilized, and a series of action step components were developed and carried out through the study:

1. Communicate change and gain buy-in
2. Create and implement the literacy elective resource class
3. Provide and conduct trainings and professional developments
4. Implement the E-Trifecta Reading Program through strategic phases
5. Gather quarterly data to analyze and evaluate the effectiveness of the E-Trifecta Reading Program

### **Change and Buy-In**

The first step of implementation followed the recommendations of Whitaker, Kotter, and Whitehead (2010) in which the researcher utilized strategies to ensure successful change and staff buy-in. Initially the staff's attention was gained through clear communication, which led to great first exposure; therefore, setting up the initial phase of the E-Trifecta Reading Program successfully. Then the researcher worked with the SIT to win over the hearts and minds of the staff employing Kotter and Whitehead's (2010) counterintuitive strategy. Through this strategy assessment data were aligned with specific children, allowing the JGEES staff to see their students, not just scores and numbers.

Communication was key in understanding the change and gaining the buy-in. The researcher, the principal at JGEES, first communicated the change and opportunity with the SIT committee at the end-of-year retreat in June 2018 (see Appendix C for agenda). At this retreat the SIT analyzed the successes and the areas of improvement for JGEES. The areas of improvement analysis led to a discussion about changes that could lead to greater success for JGEES. Following this discussion the SIT completed a fish bowl brainstorming activity by responding to the following questions:

1. How do we improve reading at JGEES?
2. What are the most effective methods to teach reading to JGEES's 21st century student?
3. What instructional strategies maximize student learning of reading?
4. Can technology enhance reading instruction and student achievement in reading? If so, how?

The fish bowl activity (see Appendix D) allowed the SIT members to identify with specific children that are struggling readers, so they move beyond just the data and numbers; therefore, making it personal to the educators, which easily resulted in winning over their hearts.

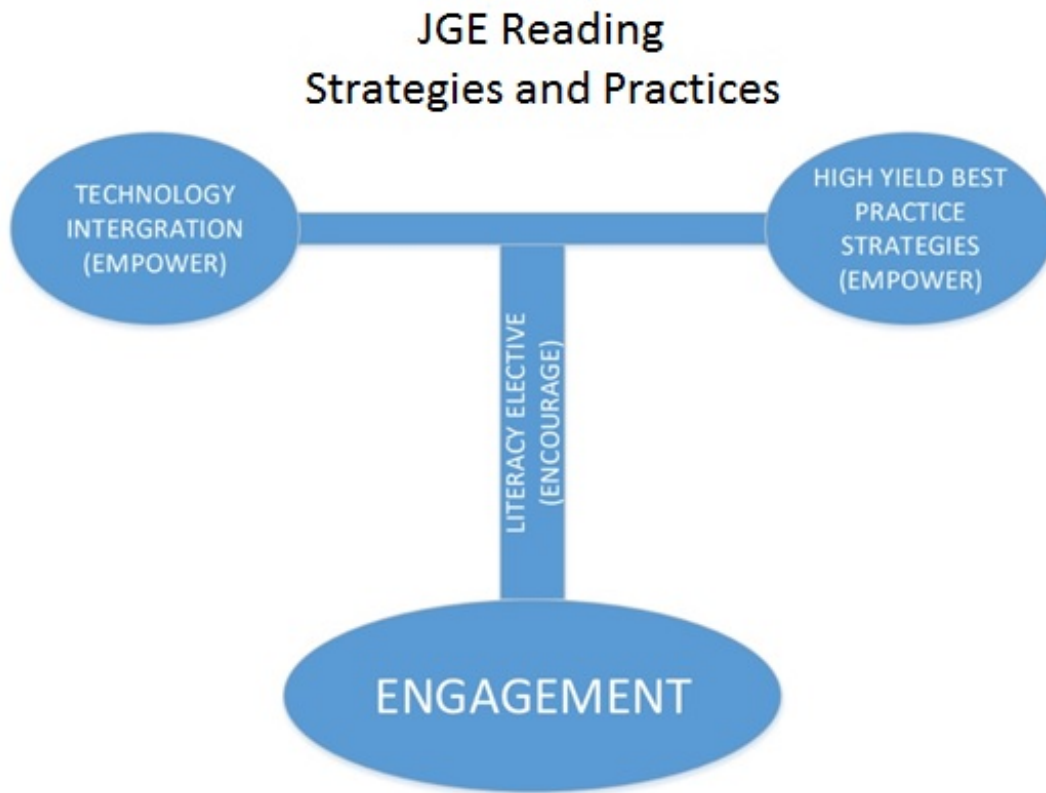
Furthermore, the responses and discussion of the fish bowl activity questions identified some key areas of reading instruction that needed improvement at JGEES: engagement, technology integration, excitement and encouragement, and instructional best practices. Therefore, this activity was the optimal gateway to the introduction and initial communication of the E-Trifecta Reading Program, Engage, Encourage, and Empower with reading, in August 2018 at SIT Summer Retreat. The buy-in was fairly seamless with most of the SIT members as they saw that this program was a direct result of their ideas and conclusions from the June 2018 end-of-year SIT retreat. However, upon putting their ideas and conclusions into a program and giving the program a title, some team members instantly viewed this as another new program and something additional to their already full workload. A few of the SIT members asked what program would be replaced with the implementation of this new program. At that moment, it became clear that the components of the program would be presented and carried forward to the staff; however, the actual program title and name would not be used in order to help increase

buy-in and to help teachers view this as new techniques that enhance their current instruction, not an entirely new way of teaching with the implementation of yet another new program.

So, the next steps included clear communication regarding the E-Trifecta Reading Program to all the reading teachers at JGEES. At this step, all the components and details of the E-Trifecta Reading Program were communicated; however, the actual title of E-Trifecta Reading Program was not used. The components and details were communicated as strategies, practices, and techniques. The SIT assisted with this communication, which led to a greater buy-in from the majority of the reading teachers. The opportunity for growth and the positive impact of the E-Trifecta Reading Program was shared with all staff, and concisely detailed to the reading teachers. During these detailed presentations with the reading teachers it became clear that a visual representation of the components of the E-Trifecta Reading Program would be a great benefit and a useful tool for future presentations, especially since the E-Trifecta Reading Program title and the word program were not being utilized. As a result, a visual diagram of the components of the E-Trifecta Reading Program was created (see Figure 4).

After the initial introduction, the components and specifics of the E-Trifecta Reading Program was presented in small pockets of reading teachers at PLC in order to gain feedback and to overcome negative perceptions. After communicating clearly and concisely via various avenues: emails, staff meeting presentations, PLC meetings, SIT meetings, and individual conferences, the invested staff members developed into the majority of the teachers and proceeding with the implementation of the E-Trifecta Reading Program became the next focus. The SIT agreed that all components: Literacy Resource Elective Class, technology integration, and exemplary best practices were ready to be executed.





*Figure 4. Visual diagram model of the components of the E-Trifecta reading program.*

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## **Literacy Resource Elective Class**

The staff at JGEES was on board with the creation of this new Literacy Resource Elective Class. Prior to this class, JGEES only had four elective classes: Art, Music, Physical Education, and Guidance, so the core teachers only had four days a week with a planning period. Therefore, the staff bought in right away to the creation of this class, not only to improve the weak area of reading performance, but also to ensure that the core academic teachers had a planning period each day of the week. The reading teachers were also sold on the idea presented to them about the Literacy Resource Elective Class being the model class for the implementation of the components of the E-Trifecta Reading Program. The teachers felt more confident in their abilities to implement the new strategies and practices with fidelity because they had an example class to observe and to follow.

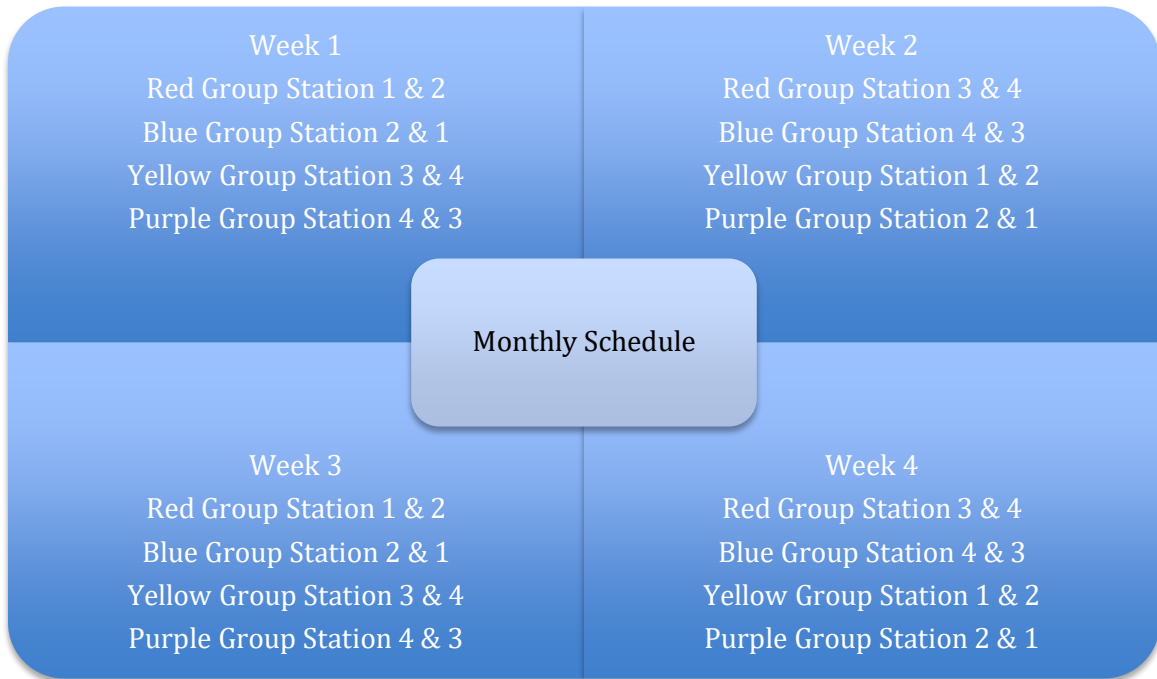
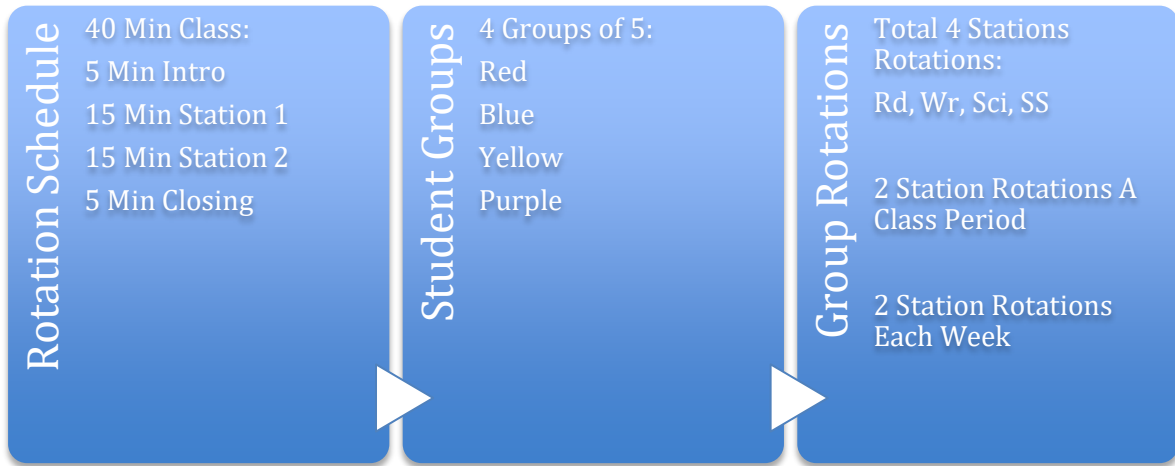
The development and start up of the new Literacy Resource Elective Class began with hiring the Literacy Resource Elective Teacher in August 2018. Due to local budget restraints a certified candidate was not able to fill this position, as JGEES was cut one resource teacher. Therefore, a classified teacher assistant had to be hired to fill the teaching position in the Literacy Resource Elective Course. Although the hired candidate was not a certified teacher she did possess a degree in educational technology and she had over ten years experience in the school system; therefore, she was qualified and a great educator to lead this new Literacy Resource Elective Class.

After gaining the buy-in and hiring the teacher, the design and curriculum of the class was the final step before beginning the new Literacy Resource Elective Class. The class was designed with feedback and input from the SIT members at the summer leadership retreat in August 2018. The researcher conducted Cornell note taking with table talk discussions in order

to gather the SIT members' contributions and ideas to design the class (see Appendix E for Cornell notes discussion points). The curriculum was centered on developing literate readers using the components of the E-Trifecta Reading Program: engage, encourage, and empower with reading.

The goal of the class was to coordinate and deliver a variety of reading activities in such an engaging manner that students do not even realize they are *working or learning* about reading; instead they feel as if they are having fun and exploring. So, the class was laid out with four center stations and each center revolved around literacy skills with technology integration and high engagement strategies based on the core subject areas. The students spent fifteen minutes at a station before rotating to the next center station and within each station the students were arranged in collaborative groups identified by colors. The student groups and rotation schedule (see Figure 5) were part of the intricate design of the Literacy Resource Elective Class to increase student engagement.

The collaborative groups were built to encourage collaborative pairs and student teamwork, which resulted in the teacher becoming the facilitator and the students being empowered to *own* their learning. Typical assignments and stations included: reading and listening with digital print or audio text, accelerated reader competitions with online text and quizzes, vocabulary games from [flocabulary.com](http://flocabulary.com), [vocabulary.com](http://vocabulary.com), [wordle.com](http://wordle.com), and other various online activities or programs such as [freckle.com](http://freckle.com), [learninga-z.com](http://learninga-z.com), [prezi.com](http://prezi.com), [youtube.com](http://youtube.com), and PowerPoint. The core reading teachers planned the lessons for the class, including each station plan and the Literacy Resource Elective Teacher carried out the plans. Overall, the development and design of the Literacy Resource Elective Class exposed students to a variety of digital print and media text



*Note.* Graphic organizers showing the groups and the schedule rotations of the groups for the literacy elective resource class at JGEES.

*Figure 5.* Literacy resource elective class groups and schedule graphic organizers.

using alternative teaching methods as a way to increase student motivation and engagement in reading (see Appendix F for Literacy Resource Elective Class design and procedures document).

The Literacy Resource Elective Class also served as the model classroom for the E-Trifecta Reading Program, initiating all components of the program with all third-fifth grade students at JGEES. The grade level reading teachers were able to observe the high yield instructional strategies and technology integration that was utilized in this classroom; therefore, assisting the reading teachers with carrying out these same strategies in their core classroom. The reading teachers received professional development and training on the components of the E-Trifecta Reading Program, and then they were able to see these components in live action in the Literacy Resource Elective Class before implementing into their own classroom, which further supported the teachers and set them up for successful follow through. Furthermore, the Literacy Resource Elective Class served each student once a week, improving the fidelity of implementation of the E-Trifecta Reading Program and helping the students to translate the reading skills into all their classes and subject areas. The Literacy Resource Elective Class not only served as a strong example classroom for the components of the E-Trifecta Reading Program but also a reading support class that correlated with the academic core reading class. This class was conducted daily at JGEES for all students in grades three through five during the 2018-19 school year.

### **Professional Development and Training**

In implementing the E-Trifecta Reading Program two major components, technology integration and high yield instructional strategies, required professional development and training for the teachers. The general session trainings were conducted twice a month on the second and fourth Monday of each month at 3:00pm in the JGEES gym. Tables and chairs were

set up for the reading teachers, reading support staff, admin, and SIT that attended these one hour professional development sessions. The principal, who used Google slides as the presentation tool, conducted these trainings in an interactive learning format that involved discussion, collaboration, practice, and follow-up feedback.

In addition, small group differentiated trainings were held on technology integration and high yield instructional strategies during weekly PLC meetings with individual grade level reading teachers. The weekly grade level reading PLC training sessions were held for one hour on Tuesdays or Wednesdays during the teachers' planning period. These sessions took place in the PLC room and one administrator, one literacy specialist, and the grade level reading teachers attended these individualized professional development sessions. This style of training allowed for more of a collaborative planning and resource-sharing format that was based on the specific needs of the teachers in the sessions. The principal acted more as a facilitator of the PLC training, so a specific presentation model was not utilized, due to the various needs of each grade level of teachers.

### **Technology Integration**

The fourth Monday general session training for all reading teachers, and some of the weekly PLC training for grade level teachers was centered on technology integration. In the initial technology integration training basic information regarding effective ways to use technology in the teaching and learning of reading was presented. In this presentation the following main points and expectations were made clear:

1. Technology is a tool, a resource. It should only supplement the instruction, as it does *not* replace the teacher.

2. Technology is a useful tool that the majority of the 21st century students prefer; Therefore, resulting in increased student motivation and engagement.
3. Technology is a useful in instruction for practice, feedback, scaffolding and differentiating. It is not useful for direct and explicit instruction, only the teacher can provide the high quality instruction that is required and needed.
4. JGEES has many useful online programs and resources that the teachers and students have access to.

Following that first technology integration professional development in August, the other sessions included information and demonstrations of the various available online programs, and the expectations for effectively utilizing the programs as reading instructional tools for teaching and learning (see Appendix G for training session handout examples). The following programs and websites were covered in the training sessions:

- Accelerated Reader
- Flocabulary
- Wordle
- Learning A to Z
- Connect Ed

Unfortunately, due to budget restrictions, the online I-Ready program was eliminated for LCS, so this resource was no longer available for use at JGEES. Therefore, the originally planned training session for I-Ready was cancelled.

In addition to the technology professional developments that were led by the principal, various articles, research, and books were shared with the JGEES's reading teachers as self-study resources on blended learning and technology integration. Specifically, Dr. Alan November's

research, Dave Burgess's *Teach Like A Pirate* book, and Eric Jensen's *Engaging Students with Poverty in Mind* book were purchased, read, and discussed by the reading teachers at JGEES to further their learning on the effective use of technology in reading instruction.

### **Eight High Yield Strategies**

The second Monday general session training for all reading teachers and some of the weekly PLC training for grade level teachers was centered on the eight high yield exemplary instructional strategies. Max Thompson (2017) defines the eight high yield evidence-based and research-based best practices and strategies as follows:

1. Higher order thinking
2. Distributed summarizing
3. Collaborative pairs
4. Vocabulary instruction
5. Reading comprehension instruction
6. Writing to raise achievement
7. Accelerating / Activating thinking
8. Advance Organizers / Graphic Organizers

At the first training session these eight strategies were explained, including the research evidence that proves these strategies as exemplary practices, and the necessity of using these high yield strategies to assist in reaching the goal of improved student achievement in reading (see Appendix H for the training session handout).

At the next professional development session on exemplary best practice strategies the JGEES staff categorized the eight high yield strategies into three categories:

- Close to mastery just needs refining



- Need additional support and further study
- Not ready for this yet, It is brand new, and I do not know how to effectively utilize

The feedback from the staff led the admin team to decide to focus on just a few strategies at a time in an effort to truly master the strategies, and do them well. The goal is not to cover all eight strategies but to master them, and the administration team decided that this would take several months, so the focus needed to be narrowed to only two to three strategies at a time, as originally planned. Therefore, JGEES targeted three of the eight high yield strategies the first semester of the 2018-19 school year. These determined strategies fell under the category of needing additional support and further study, so JGEES focused on mastering activating strategies, graphic organizers, and vocabulary instruction as the majority of the staff felt they had already mastered reading comprehension skills, collaborative pairs, and higher order questioning, and they were not ready for writing to learn and distributed summarizing (see Appendix I for the staff's classification of the high yield strategies). Therefore, the remaining whole staff professional developments and training at JGEES centered on ways to activate thinking, ways to utilize graphic organizers, and ways to effectively teach vocabulary (see Appendix J for professional development presentations).

Throughout all the professional development training one reoccurring theme became evident, the necessity of differentiation to meet the unique needs of each individual student. The research steered the teachers to this conclusion, and showed them how apparent this was based upon their own examples of differentiated instruction. The teachers shared examples and techniques for incorporating the new high yield exemplary practices and the strategies for integrating technology into their reading instruction. Every example given by the teachers was slightly altered in order to meet the needs of their students. Teachers shared how they were

utilizing technology as a tool to meet the needs of the visual learners through graphs, charts, and photo displays, while others were using it as a tool for their auditory learners through video clips, sound bites, and recordings. Other teachers shared how they used graphic organizers as a scaffolding tool for their struggling learners while some teachers were using advance organizers as an enrichment strategy for their academically gifted students. Therefore, it became obvious that differentiation was a technique that needed to be included in every reading class for the instructional practices to be at an optimal effectiveness level. This discovery followed Eric Jensen's (2013) determination that differentiation is a "crucial" element to teacher success and subsequently to student success as well. The differentiation discussions led to an additional professional development session on the use of differentiated interventions for students well below grade level, enrichment for students well above grade level, and varied instructional techniques for auditory, visual, and tactile learners (see Appendix K for professional development presentation).

### **Curriculum Maps**

During the initial development and implementation of the E-Trifecta Reading Program the JGEES SIT discussed the necessity of updating the reading curriculum maps to include the new reading instructional strategies, techniques, and practices, which were the components of the E-Trifecta Reading Program. Therefore, after the Literacy Resource Elective Class was started and the initial professional developments were held, the researcher revised and updated the JGEES reading curriculum maps to include high engagement strategies, exemplary best practices, technology integration resources, and above and below grade level standards for differentiation.

Initially the researcher started with the third grade reading curriculum maps, and upon revision it became apparent that a complete redesign of the maps would need to occur in order for the curriculum maps to be an effective instructional guide, and to include all components of the E-Trifecta Reading Program. So first, and foremost the curriculum maps were set up and designed by weekly pacing, so it begin with quarter one, week one and sequentially went in order week by week until completed at week thirty-six. The top section of the maps consisted of the NC Standard Course Of Study (NCSCOS) reading standards that were to be taught for the week; followed by the weekly essential question, academic vocabulary, and essential skills and concepts. The last portion of the curriculum map included higher order question stems, tools and technology resources, best practice strategies for teaching the standard of the week, and differentiated standards. The principal continued to update the reading curriculum maps week by week until completing all thirty-six weeks for third, fourth, and fifth grade.

Once the curriculum maps were finalized they were presented to the reading teachers. The teacher leaders highlighted the new key details and changes in the updated standards and strategies. The curriculum maps were then placed in the JGEES staff folder in Google drive so all teachers could easily access them online and in addition, each reading teacher was given a hard print copy of the curriculum maps in a tabbed three ring binder. After the distribution of the new reading curriculum maps the admin team led the studying and utilization of the maps at the weekly grade level PLC meetings. During the lesson-planning portion of the PLC meeting, admin would have each teacher go through all the sections of the curriculum map for the week that was being planned and through this process the admin team was able to facilitate the correct use of the newly revised curriculum maps (see Appendix L for example of revised curriculum map) as an instructional guide for planning and teaching. The curriculum maps became a pivotal

tool for the implementation of the E-Trifecta Reading Program, as the maps guided the teachers in their lesson planning and instruction; therefore, the teachers were using components of the program in their daily reading instruction.

### **Evaluate Effectiveness of E-Trifecta Reading Program**

Lastly, the final on-going step was the continuous evaluation of the E-Trifecta Reading Program. The evaluation included two parts, the monitoring of fidelity of implementation as well as the overall effectiveness of the program and the correlating impact it had on student achievement.

The administration team, which consisted of the assistant principals and the principal, monitored the fidelity of implementation through classroom walkthrough snapshot observations. This method ensured that the E-Trifecta Reading Program was being implemented with fidelity. The admin team concluded that the impact of the E-Trifecta Reading Program could only truly be measured if the program was implemented with fidelity. So after implementing processes to ensure fidelity with program implementation the researcher was ready to evaluate the effectiveness of the program in regards to its impact on student achievement.

The researcher, with the SIT, evaluated the effectiveness of the E-Trifecta Reading Program through the continuous monitoring of student achievement data. The researcher created an electronic data wall (see Appendix M for an example) where teachers would input their student's benchmark scores so the SIT members and the PLC members could access all the scores and analyze the scores to determine if the E-Trifecta Reading Program was having a positive impact on student learning. The SIT and PLC, under the guidance of the principal, studied the student reading scores to determine weaknesses, growth, strengths, and grade level proficiency. The consistent analysis of the student assessment benchmark data occurred monthly

during SIT meetings and weekly during PLC meetings. However, the researcher performed the overall concluding data analysis at the end of each quarter in October 2018 and January 2019 to measure the impact of the E-Trifecta Reading Program, and to determine if any components of the program needed revising in order to create a more positive influence on student achievement.

## **Results**

The E-Trifecta Reading Program development and implementation study yielded some conclusive findings and results. These findings and results were acquired through the following main sources: student achievement data from quarterly benchmark assessments, program implementation data from classroom walkthrough snapshot observations, and teacher feedback data from electronic surveys.

### **Student Achievement Data**

Quarterly benchmark test was the student data measuring tool that was used to monitor the effectiveness of the E-Trifecta Reading Program and used for determining the overall teaching and learning impact of the reading program at JGEES. The quarterly benchmark reading assessments were the NC Check-In Test for 4<sup>th</sup> and 5<sup>th</sup> grade and the Case 21 Test for 3<sup>rd</sup> grade. The NC Check-In and the Case 21 tests were both comprehensive standardized achievement tests that consisted of comprehension reading passages with corresponding multiple-choice questions. These reading benchmark assessments mirror the NC End-Of-Grade reading tests, which third through fifth graders take at the end of each school year in every public elementary school in the state of North Carolina. Therefore, the quarterly benchmark assessments and the yearly end-of-grade assessments strongly correlate and align, as they have identical design and format, in addition to being comprehensive assessments, which cover the entire grade span of reading content standards and curriculum.

After implementing the E-Trifecta Reading Program, the first benchmark assessments were taken at the end of first quarter on October 17, 2018, and the second quarter reading benchmark tests were taken on January 16, 2019, which correspond with previous year benchmark testing dates at the end of each quarter. On the first quarter benchmark assessments in October 2018 JGEES's results showed that 50.5% of third graders, 58.3% of fourth graders, and 64% of fifth graders were proficient. In comparison, the Lee County averages of proficient readers were 45.1% in third grade, 63% in fourth grade, and 66.3% in fifth grade, designating third grade as an area of strength and fourth and fifth grade as areas of improvement for JGEES (see Table 4). Upon this determination, the researcher then decided to compare the previous year, 2017-18 benchmark assessment scores, to the current 2018-19 assessment scores because the same quarterly assessments, Case 21 and NC Check-Ins, were given both school years in all Lee County Elementary Schools.

In comparing the October 2017, and October 2018, first quarter benchmark scores between JGEES and LCS, JGEES was performing below the LCS average; however, the proficiency difference between JGEES and LCS did decline in 2018, in grades three through five. In October 2017, third grade was 45.5% proficient at JGEES and LCS's average proficiency was 52.4%, fourth grade was 46.9% proficient at JGEES and LCS's average proficiency was 52.2% and fifth grade was 64% proficient at JGEES and LCS's average proficiency was 67.3%. These proficiency percentages illustrated that all three grade levels at JGEES were below the county average proficiency in 2017, with a 6.9% gap in third, 5.3% gap in fourth, and 3.3% gap in fifth between JGEES and LCS. However, that gap begins to decrease in October 2018, with the first quarter benchmark assessments. Third grade was then performing above the county and the fourth and fifth grade disparity had decreased showing a 4.7% gap in

Table 4

*JGEES and LCS's 2018 First Quarter Assessment Results*

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October 2018

Grade	JGEES	LCS
3	50.5	45.1
4	58.3	63.0
5	64.0	66.3

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*Note.* Adapted from JGEES Score Reports. Retrieved from

<https://drive.google.com/drive/u/1/folders/1kvKUbtYntbTDdWflWm75KsXWNGxMt5V>.

fourth and a 2.3% gap in fifth between JGEES and LCS (see Table 5). Therefore, this data analysis showed again that fourth and fifth grade were opportunities for improvement for JGEES. However, it also showed that fourth and fifth had made growth from the prior year first quarter to the current year first quarter in comparison to the Lee County averages.

The last analysis of the first quarter data solely looked at JGEES's third, fourth, and fifth grade first quarter benchmark scores from 2017 and 2018. In third grade reading proficiency grew by 5% from 45.5% to 50.5%, fourth grade grew by 11.4% from 46.9% to 58.3% and fifth grade remained the same at 64%. These percentages signified a positive trend in the teaching and learning of reading during the first quarter of 2018-19 school year at JGEES (see Table 6). In compiling and analyzing all the first quarter reading benchmark data from JGEES and LCS from October 2017, and October 2018, it became evident that the E-Trifecta Reading Program was having a positive influence on student achievement, so JGEES continued to follow the plan of full implementation with fidelity in grades three through five.

The second quarter benchmark assessments were given at the end of the marking period on January 16, 2019. JGEES's second quarter results showed that 51.8% of third graders, 58.5% of fourth graders, and 66.7% of fifth graders were proficient. In comparison to the first quarter reading benchmarks, JGEES made positive gains in the second quarter with an increase of 1.3% in third grade, 0.2% in fourth grade, and 2.7% in fifth grade.

Furthermore, a comparison of JGEES's previous year, 2017-18, second quarter benchmark results and the current year, 2018-19, second quarter benchmark results were studied. This data analysis illustrated continued positive gains in reading achievement scores at JGEES. In January 2018 the second quarter benchmark scores for JGEES were as follows: 41.9% in third grade, 54.9% in fourth grade and 62.2%. These results signified a 9.9% improvement in third



Table 5

*JGEES and LCS's First Quarter Assessment Results in 2017 and 2018*

Grade	2017			2018		
	JGEES	LCS's	Difference	JGEES	LCS's	Difference
3	45.5	52.4	-6.9	50.5	45.1	+5.4
4	46.9	52.2	-5.3	58.3	63.0	-4.7
5	64.0	67.3	-3.3	64.0	66.3	-2.3

*Note.* Adapted from JGEES Score Reports. Retrieved from <https://drive.google.com/drive/u/1/folders/1kvKUbTYntbTDdWflWm75KsXWNGxMt5V>.

Table 6

*JGEES First Quarter Assessment Results in 2017 and 2018*

Grade	JGEES 2017	JGEES 2018	Difference 2017 to 2018
3	45.5	50.5	+5.0
4	46.9	58.3	+11.4
5	64.0	64.0	0

*Note.* Adapted from JGEES Score Reports. Retrieved from <https://drive.google.com/drive/u/1/folders/1kvKUbtYntbTDdWflWm75KsXWNGxMt5V>.

grade, 3.6% improvement in fourth grade and 4.5% improvement in fifth grade, from second quarter benchmark scores in January 2018, to second quarter benchmark scores in January 2019 (see Table 7). These proficiency percentages illustrated that all three grade levels were making positive growth.

In analyzing the January 2019 second quarter benchmark scores from JGEES, and the averages from LCS, results continued to show that fourth and fifth grade at JGEES were below the LCS's average. However, this gap between JGEES and LCS did decrease again in second quarter, showing only a 1.7% difference in fourth grade and a 2.1% difference in fifth grade, which is down from the 4.7% gap in fourth and the 2.3% gap in fifth at the first quarter benchmarks in October 2018 (see Table 8). The second quarter 2019 student achievement scores in reading at JGEES demonstrated positive growth and continued trends of improvement in the teaching and learning of reading.

### **Snapshot Observations**

An additional source of data used to measure the E-Trifecta Reading Program was classroom walkthrough snapshot observations. The researcher conducted several teacher observations throughout the implementation of the program. These classroom walkthrough snapshot observations were succinct ten to fifteen minute observations where the fidelity of implementation of the E-Trifecta Reading Program was evaluated. The effective use of the E-Trifecta Reading Program components: high engagement, exemplary best practices, and technology integration, were examined during these observations and were recorded on the classroom walkthrough observation form (see Appendix N). Each component of the program was evaluated and recorded on the snapshot observation form, and these data were analyzed to determine the fidelity to which the E-Trifecta Reading Program was implemented as well as the

Table 7

*JGEES 2018 and 2019 Second Quarter Assessment Results*

Grade	January 2018	January 2019	Difference
3	41.9	51.8	+9.9
4	54.9	58.5	+3.6
5	62.2	66.7	+4.5

*Note.* Adapted from JGEES Score Reports. Retrieved from <https://drive.google.com/drive/u/1/folders/1kvKUbtYntbTDdWflWm75KsXWNGxMt5V>.

Table 8

*JGEES and LCS's First and Second Quarter Benchmark Test Results for the 2018-19 School*

*Year*

Grade	January 2019			October 2018		
	JGEES	LCS's	Difference	JGEES	LCS's	Difference
4	58.5	60.2	-1.7	58.3	63.0	-4.7
5	66.7	68.8	-2.1	64.0	66.3	-2.3

*Note.* Adapted from JGEES Score Reports. Retrieved from <https://drive.google.com/drive/u/1/folders/1kvKUbTYntbTDdWflWm75KsXWNGxMt5V>.

impact it was having on reading instruction. Based upon the observation data the E-Trifecta Reading Program did have a positive impact on reading instruction as evident by the teacher performance and the corresponding ratings.

The classroom walkthrough snapshot observations showed that three-fourths of the reading classes observed were utilizing technology. Of those teachers utilizing technology, 45% were marked as “Basic technology usage, did not increase engagement” and 50% were marked as “Technology usage was purposeful and increased engagement.” (Blackmon, Mize, & Kelly, 2019, pp. 1-3).

These observation ratings were much improved from the previous two year average where 71% of teachers were marked as “Basic technology usage, did not increase engagement” and 24% of teachers were marked as “Technology usage was purposeful and increased engagement” demonstrating a 26% improvement in the use of engaging purposeful technology (Blackmon, Mize, & Putnam, 2017).

In addition, the classroom walkthrough snapshot observations demonstrated an increase in the use of the eight high yield exemplary practices and strategies. On average, the observed teachers utilized or showed evidence of utilizing, three high yield strategies per reading lesson, with collaborative pairs being the most observed strategy. Furthermore, the majority of teachers were rated at a level 2 for higher order questioning and thinking, where in previous years the majority of teachers were at a level 1 with basic recall questioning. It was apparent from the observations that teachers were increasingly using the high yield exemplary practices and strategies in their daily reading instruction.

Lastly, the classroom walkthrough snapshot observations showed an increase of engagement during reading instruction. The observation form rated student engagement as:

actively involved, compliantly passive, and disengaged disruptive. Throughout all the observations not one teacher was recorded for disengaged or disruptive student engagement and 36% of the teacher's student engagement level was rated as actively involved. Overall, the E-Trifecta Reading Program did improve the quality of reading instruction in the third through fifth grade classrooms at JGEES as evidenced by the increase of positive ratings on classroom walkthrough snapshot observations.

### **Teacher Surveys**

On January 18, 2019, the end of the first semester of the 2018-19 school year, an electronic survey was sent out to the SIT, the third through fifth grade PLC members and teachers, the administration, and the Literacy Resource Elective Class teacher. The survey was a tool designed to gather feedback and input from the various stakeholders regarding the effectiveness of the E-Trifecta Reading Program and the fidelity of implementation of the E-Trifecta Reading Program at JGEES.

The survey was suggested by teacher leaders as a means to gather additional data beyond the student achievement scores and the teacher observation ratings, so the principal developed the following five-question survey and corresponding rating scales:

1. How effective has the new JGEES reading strategies, practices and techniques been in your classroom?

Not Effective .....Very Effective

0      1      2      3      4

2. How effective has the new Literacy Resource Elective Class been for your students?

Not Effective .....Very Effective

0      1      2      3      4

3. How consistently are you using the 8 High Yield Best Practice Strategies?

Mostly Every Lesson

At Least 1-2 Strategies Daily

1-2 Strategies Weekly

1-2 Strategies Monthly

Not At All

4. How consistently are you integrating technology into instruction?

Mostly Every Lesson

At Least 1-2 Strategies Daily

1-2 Strategies Weekly

1-2 Strategies Monthly

Not At All

5. Most of the time your students are \_\_\_\_\_ during reading.

Actively Engaged

Compliantly Engaged

Passively Engaged

Disengaged (Disruptive)

The survey did not contain the E-Trifecta Reading Program title because this title was not used with the staff since initial development, although all the components of the program were fully created and implemented. After creating the survey, a professional panel of elementary principals approved the survey, and determined that the questions were designed for their intended purpose of seeking teacher input and feedback on the effectiveness and fidelity of implementation of the



E-Trifecta Reading Program. So the survey was sent out electronically via a Google form and the responses were recorded anonymously onto a Google spreadsheet.

The survey results were recorded by each individual question (see Figure 6) and then an overall analysis of all the results was conducted.

Generally, the results of the survey were positive and showed favorable outcomes for the fidelity of implementation and for the effectiveness of the E-Trifecta Reading Program. The survey also showed a strong correlation between implementing the program to fidelity and a high level of effectiveness, proving that the teachers who fully implemented the program had a greater positive perception of the effectiveness of the program. Overall, the survey results were clear that the E-Trifecta Reading Program was effective, when implemented with fidelity, in improving the teaching and learning of reading at JGEES.

This study yielded positive results for improved reading instruction and student learning at JGEES, as evident by the increased student achievement scores, the positive classroom walkthrough observation ratings, and the affirmative teacher feedback surveys. Furthermore, the researcher proved that the creation and implementation of the E-Trifecta: Engage, Encourage, and Empower, Reading Program enhanced the teaching and learning of reading at JGEES in Lee County, North Carolina as shown in the increase of student reading scores and the improvement of teacher observation ratings.

### **Study Questions**

The overall results are also illustrated in the findings and answers to the essential three study questions that guided the development and implementation of the E-Trifecta Reading Program at JGEES:

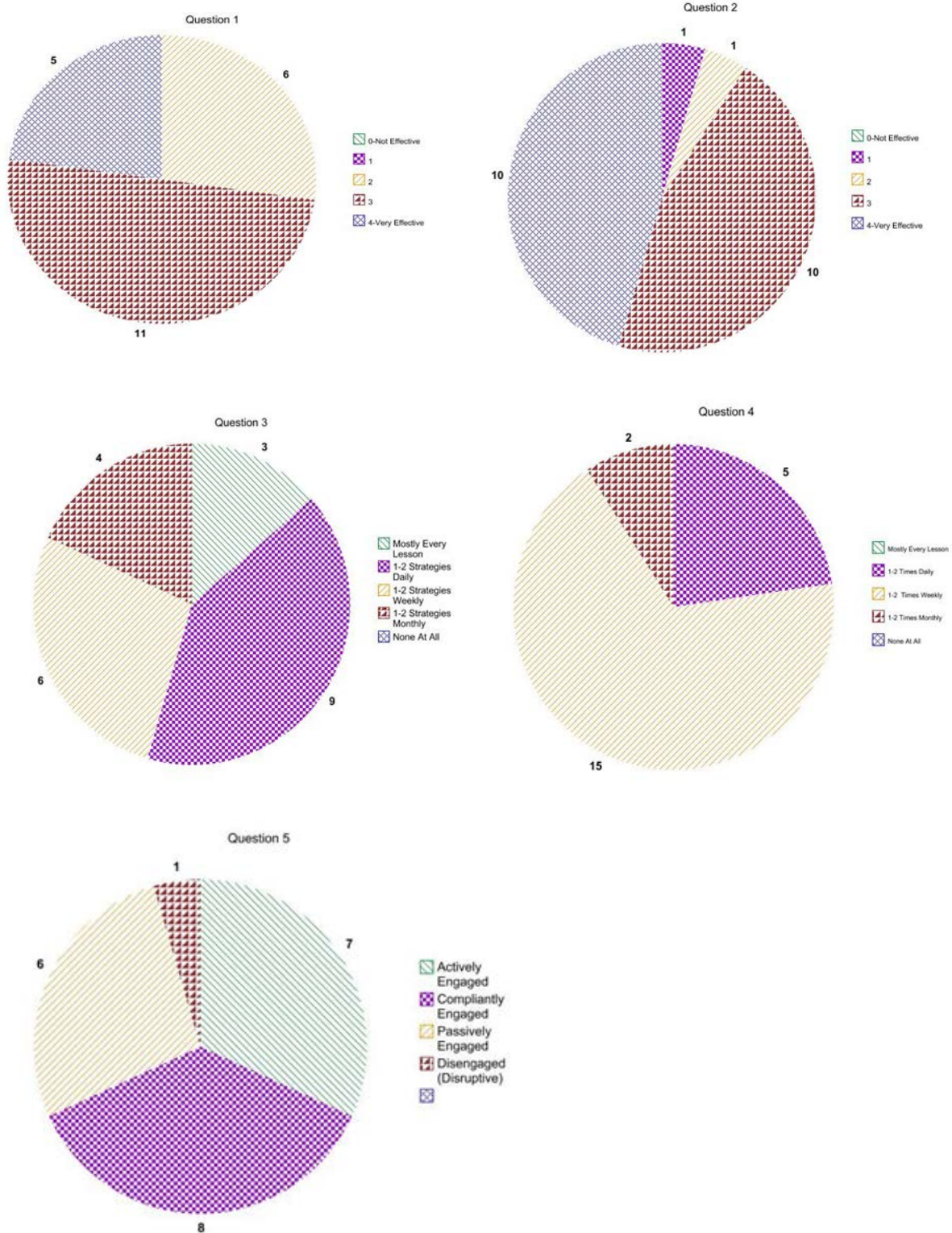


Figure 6. E-Trifecta reading program survey results.

1. What are the most effective methods to teach reading to the 21<sup>st</sup> century students?
2. What instructional strategies maximize student learning of reading?
3. How can technology enhance reading instruction and result in improved student achievement in reading?

The answers to all three study questions are concluded from the data and findings of this research study. The results revealed the answer to study question number one; the most effective methods to teach reading and to increase learning for today's student are centered on three main areas: engagement, encouragement, and empowerment. In order to engage, encourage, and empower the students of the 21<sup>st</sup> century, technology and high yield exemplary best practices should be utilized.

Alan November's (2017) literature details how education can be revolutionized by integrating technology to empower learners. A similar sentiment can be implied from this study as the results showed that technology integrated into reading led to greater student motivation and engagement which resulted in increased student performance. In response to study question number three, how can technology enhance reading instruction and result in improved student achievement in reading, this study illustrated that technology is a motivational tool that engages students in their own learning of reading which results in empowered students with increased reading performance. Technology is a resource for instruction that results in an increase of student engagement and student performance in reading.

Furthermore, the results revealed the answer to the second study question, in showing that high yield exemplary practices were pivotal components of an engaging, encouraging, and empowering reading class that maximizes student learning. Max Thompson (2017) identifies eight instructional practices as having the highest yield for increasing teacher effectiveness and

accelerating learning for all students. These strategies and practices were utilized throughout this study, and resulted in improved teaching and learning of reading. Therefore, the study findings and the literature revealed that higher order thinking, distributed summarizing, vocabulary, writing, reading comprehension, accelerating activating thinking, and advanced graphic organizers are effective teaching practices and strategies for all learners and educators of reading. The consistent implementation of these high yield exemplary practices into reading instruction will result in improved student achievement scores in reading as evident by the results of this study.

Therefore, the overall findings resulted in the following conclusive answers to the study questions:

1. What are the most effective methods to teach reading to the 21<sup>st</sup> century student?

-High engagement techniques that empower and encourage students

-Technology integration results in improved student engagement, empowerment, and encouragement

-Technology integration results in increased student motivation which led to greater student engagement, empowerment, and encouragement

-High yield exemplary practices and strategies are proven effective instructional methods

-High yield exemplary practices include high engagement, empowerment, and encouragement strategies

2. What instructional strategies maximize student learning of reading?

-High yield exemplary practices are evidence and research-based strategies that are proven to be the most effective for learning and achievement

-The intentional use of the eight high yield strategies interconnected with one another maximizes their effectiveness for student learning

-Technology integrated into reading increases student engagement and motivation resulting in improved student reading performance.

3. How can technology enhance reading instruction and result in improved student achievement in reading?

- Technology integrated into reading instruction increases student motivation resulting in improved student engagement, which then improves student achievement

- Technology is a useful tool and resource to empower students to own their learning, specifically their learning of reading

The results of the study and the responses to the study questions were based upon the literature, explicit data, and findings of the complete research and implementation of the E-Trifecta Reading Program in grades three through five at JGEES.

## **CHAPTER 5: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

Chapter five provides a summary of the study, to include a brief overview of the proceeding chapters, as well as conclusions, implications, and recommendations based upon the data analysis and results of the study.

### **Summary**

The purpose of the study was to develop and implement a reading program at JGEES to ascertain if the program could improve the teaching and learning of reading in grades three through five. According to the North Carolina report card for student achievement, JGEES students were performing below the district and state average reading proficiency percentages. The literature examination, the guidance of three study questions, and the input from various stakeholders led to the development and implementation of the E-Trifecta Reading Program at JGEES, for the purpose of improving reading achievement for students in grades three through five. The E-Trifecta Reading Program was composed of three main components: engagement, encouragement, and empowerment. The key elements: creation of literacy elective resource class, purposeful technology integration, and the utilization of high yield exemplary best practices, corresponded with the program components and were put into action throughout the study. The improved student achievement scores, the encouraging classroom walkthrough snapshot observation ratings, and the affirmative teacher surveys were the positive evidence-based findings and results from the implementation of the E-Trifecta Reading Program in grades three through five reading classrooms at JGEES.

## **Study Problem**

In today's world, 21st century students are becoming tech savvy learners before they even enter elementary school, so education must stay relevant for students, and teachers cannot just substitute instructional methods, they must redefine them (Castek, Dwyer, & Harrison, 2010). Educators need to be advanced, and equipped with these redefined best practice teaching strategies, especially in the area of reading where nationally, on average, 65% of school age children are not considered proficient readers (NCES, 2015). This national reading crisis correlates with the reading epidemic that is prevalent in the state of North Carolina as well. Literacy instruction for today's technologically advanced student is a problem in North Carolina's Elementary Schools (Palmer, 2015). According to the North Carolina report card for student achievement, the state of North Carolina declined in overall student reading achievement scores in 2016 with an average of 1.05% decrease in reading proficiency for third and fourth graders. Furthermore, locally in Lee County NC (2016), only half of all the students in third, fourth, and fifth grade were considered proficient readers. Specifically at JGEES in Lee County, NC the reading crisis could no longer be ignored because students in grades three through five were performing below the state and district reading proficiency percentages. JGEES (2016) earned a school-wide reading achievement score of 46 and a letter grade of a D signifying a highly leveraged problem that required immediate action and improvement.

## **Literature Review**

In studying the national reading crisis and the reading problem of practice at JGEES the literature revealed some guiding research for improvement. Experts throughout the field of education agreed that reading instruction and student literacy must improve and the literature research uncovered some effective methods for improvement.

Many educational experts such as, Dr. Alan November, George Curous, Lisa Guernsey, Michael Levine, Diane Barone, and Todd White all agree that blended learning with technology is one of the best instructional practices for 21st century students, especially in the area of reading. Technology is an instructional tool that can bring reading to life by engaging students and moving beyond traditional reading instruction practices (Barone & Wright, 2008). Throughout the literature review a reoccurring theme become apparent, effective technology integration will result in improved student performance.

Further research into best practices for improving reading led to uncovering the three major aspects of the E-Trifecta Reading Program; Engagement, Encouragement, and Empowerment. Eric Jensen (2013) described engagement as a vital achievement factor for most students and he detailed a method of automating engagement by making it part of the daily classroom routine. Dr. Alan November (2017) expands upon engagement and includes the idea of student empowerment when he explains how integrating technology can empower learners to own their own learning. The educational scholars and their literature led to development of the E-Trifecta Reading Program.

The examination of the literature also exposed some key best practice strategies called high yield exemplary practices. Max Thompson (2017) defined these exemplary practices as both research-based and evidence-based best practices. Thompson's exemplary practices closely aligned with the ideas in Marzano, Pickering, and Pollock's (2001) book, *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Although Marzano and his colleagues do not use the same language as Thompson their strategies and practices correlate closely and indentify some common exemplary practices: higher order thinking,



summarizing, collaborative pairs, vocabulary, reading comprehension, writing, activating thinking, and advance graphic organizers.

The overall study and review of the literature helped to guide the development and implementation of the E-Trifecta Reading Program at JGEES, for the purpose of improving reading achievement for students in grades three through five.

### **Study Design**

The study was designed and carried out utilizing Improvement Science and following the PDSA Cycle (Langley et al., 2009). In addition three main study questions were examined throughout the study:

1. What are the most effective methods to teach reading to the 21<sup>st</sup> century student?
2. What instructional strategies maximize student learning of reading?
3. How can technology enhance reading instruction and result in improved student achievement in reading?

The utilization of Improvement Science with the PDSA Cycle and study questions led to the creation and implementation of the E-Trifecta Reading Program in grades three through five at JGEES in order to improve the reading achievement.

The *Plan* portion of PDSA Cycle involved setting goals and creating action steps with resources, timelines, and measurement tools. The plan was to improve reading achievement through the creation and implementation of the E-Trifecta Reading Program during the 2018-19 school year. The plan included the use of quarterly reading benchmark assessments as a tool to measure the progression and effectiveness of the E-Trifecta Reading Program.

The *Do* phase of the PDSA cycle involved implementing action steps and administering benchmarks to measure progress. JGEES's action steps included the professional development

and implementation of the literacy elective resource class, technology integration, and exemplary best practice instructional strategies.

The *Study* step of the PDSA cycle consisted of analyzing data to assess the effectiveness of the E-Trifecta Reading Program. The study and evaluation of reading benchmark data and teacher observations ratings occurred each quarter and this data analysis guided the complete implementation of the study.

The *Act* portion of the cycle involved making decisions to either revise the action steps or initiate a new plan. The SIT and the administration team worked together to revise steps throughout the study.

Overall, the study followed the research design of Improvement Science with the utilization of the PDSA Cycle and the study questions as the framework for guiding reading improvement at JGEES.

### **Summary of Results**

Overall, the program implementation and study yielded positive results and findings for the utilization of all components of the E-Trifecta: Engage, Encourage, and Empower Reading Program. Student achievement scores and teacher observation ratings showed trends of improvement. JGEES had an overall student proficiency reading average of 59% in January 2019 at second quarter benchmark assessments which was an increase from 53% in January 2018 at second benchmark assessments (JGEES Score Report, 2019). Teacher observation ratings also increased in the 2018-19 school year. An approximate 25% increase was observed for purposeful highly engaging technology integration and an average of three high yield exemplary practices were observed in each reading lesson, signifying an improvement in reading instruction (Blackmon, Mize, & Kelly, 2019). Teacher surveys also yielded positive results showing

favorable outcomes for the effectiveness of the E-Trifecta Reading Program. The study results revealed positive improvement for the teaching and learning of reading at JGEES.

### **Conclusions**

Conclusions derived from this study were based on an analysis of the findings and results. The following two conclusions were drawn from this study:

1. The E-Trifecta Reading Program, when implemented to fidelity, is an effective program for improving reading achievement scores in grades three through five at JGEES.

In third through fifth grade there were approximately 800 reading scores that were analyzed for the 2018-19 school year, and then compared to an additional 800 reading scores from the previous 2017-18 school year. All of this data revealed an improvement in student reading achievement scores. The overall student proficiency reading average was 59% in January 2019, which was an increase from 57% in October 2018, and an even greater increase from 53% in January 2018, signifying positive improvement in student achievement scores in reading.

Additionally each grade level demonstrated an increase in reading achievement scores. Third grade improved by 1.3%, fourth grade improved by .2%, and fifth grade improved by 2.7% from October 2018, to January 2019. Each grade level demonstrated an even greater improvement from January 2018, to January 2019, with a 9.9% increase in third grade, a 3.6% increase in fourth grade, and a 4.5% increase in fifth grade. These results led to the conclusion that the E-Trifecta Reading Program was an effective program for improving student achievement scores in reading in grades three through five.

2. The E-Trifecta Reading Program, when implemented to fidelity, will improve the quality of reading instruction in grades three through five at JGEES.

In third through fifth grade, twelve reading teachers were evaluated using a classroom walkthrough snapshot observation form where the teachers were rated on their performance. Approximately a total of sixty classroom walkthrough snapshot observations were conducted by the administration team during the 2018-19 school year. These observations revealed an improvement in the quality of instruction that was occurring in the reading classrooms. In 2018-19, 50% of the teachers were rated as using purposeful technology that increased student engagement, which was an increase from the previous two years where an average of 24% of the teachers were rated as using purposeful technology that increased student engagement. In addition, the classroom walkthrough snapshot observations demonstrated a 26% decline in the use of basic technology that did not increase engagement, and not one teacher was recorded as disengaged or disruptive for student engagement, which illustrated the improved quality of instruction as it relates to technology integration and student engagement. These classroom walkthrough snapshot observation results led to the conclusion that the E-Trifecta Reading Program will improve the quality of reading instruction in grades three through five.

The conclusions derived from the study were based upon the explicit findings and results of the complete research and implementation of the E-Trifecta Reading Program in grades three through five at JGEES.

### **Implications**

The results and conclusions resulted in three implications. The implications from this study are organized and presented in the following:

1. What are the most effective methods to teach reading to the 21<sup>st</sup> century student?
2. What instructional strategies maximize student learning of reading?

3. How can technology enhance reading instruction and result in improved student achievement in reading?

### **Implication One**

The study results and conclusions suggest that technology integration and exemplary best practice strategies are effective methods for teaching reading to the 21<sup>st</sup> century student. Harper and Martinez (2008) explain that the majority of schools today are not adequately teaching and engaging the tech savvy students in the classrooms which is creating a decline in learning. The results analysis implies that technology integration and exemplary best practice strategies help to increase student engagement which in turn increases student performance. Therefore, one can imply that educators need utilize technology and exemplary best practice strategies in order to teach the 21<sup>st</sup> century student.

### **Implication Two**

The study results and conclusions suggest that exemplary best practices are instructional strategies that maximize student learning of reading. It is reasonable to identify the following eight high yield exemplary practices as instructional strategies that maximize student learning: higher order thinking, summarizing, collaborative pairs, vocabulary, reading comprehension, writing, activating thinking, and advance graphic organizers. Max Thompson (2017) identified these eight instructional practices as having the highest yield for increasing teacher effectiveness and for accelerating learning for all students. These strategies and practices were utilized throughout the study and resulted in improved teaching and learning of reading. Therefore, the study findings suggest that higher order thinking, distributed summarizing, vocabulary, writing, reading comprehension, accelerating activating thinking, and advanced graphic organizers are effective teaching practices and strategies for learners and educators of reading in grades three

through five. It appears that when teachers consistently implement these high yield exemplary practices into their reading instruction an improvement of student achievement scores in reading will occur.

### **Implication Three**

The study results and conclusions suggest that technology integration can enhance reading instruction and reading achievement scores by increasing student engagement, and by empowering students to own their learning, which results in improved student performance. Alan November's (2017) literature details how education can be revolutionized by integrating technology to empower learners. A similar sentiment can be implied from this study as the findings showed that technology integrated into reading led to greater student motivation and engagement which resulted in increased student performance. The study illustrated that technology is a motivational tool that engages students in their own learning of reading which results in empowered students with increased reading performance. It is reasonable to suggest that elementary educators need to utilize technology as a resource for instruction in order to increase student engagement and student performance in reading.

### **Study Recommendations**

The analysis of data and conclusions generated from the research and findings of the study led to some constructive recommendations. These recommendations are presented and organized by reading instruction, reading programs, future reading practice, and future research.

#### **Reading Instruction**

The following careful recommendations for reading practice and instruction are a result of the findings from this study. The results illustrated that high quality reading instruction needs to be centered on high engagement techniques to include technology integration and exemplary

best practice strategies. It is recommended that technology be utilized as a tool to increase student engagement and motivation with reading. George Couros (2015) describes technology as transformational, and he details how technology provides opportunities for student learning. Numerous reading programs and online reading resources can be integrated into the classroom reading instruction with positive results for student motivation and engagement, which in turn, leads to improved student achievement. It is recommended that educators utilize technology as a reading instructional tool, and it is to be noted that technology is to be integrated into the reading instruction, not the sole method for reading instruction, as it is a resource, and a tool to enhance instruction, not a replacement for the teacher as the reading instructor.

Furthermore, utilizing exemplary best practices daily in reading instruction is a recommendation resulting from the findings of this study. Teachers should incorporate higher order thinking, distributed summarizing, collaborative pairs, vocabulary, reading comprehension, writing, activating strategies, and advance graphic organizers into their planning and instruction of reading. Higher order questioning and high order thinking activities are strategies that promote student critical thinking and learning, and this type of thinking is a necessity for improving student achievement. Just as Max Thompson (2017) describes in *Designing Literacy Focused Schools* the new generation of standards focus on higher order thinking strategies, not rote replication which is no longer practical to today's students.

Distributed summarizing and advance graphic organizers are practices that help students to consolidate information and actively process information in order to increase retention so these are both recommended strategies for consistent use in reading classrooms. Thompson (2017) details the following techniques for summarizing:

- Summarizing is most effective when distributed throughout the lesson

- Students should summarize at the end of each lesson
- Students should be organized into collaborative pairs for most summarizing activities.

Collaborative pairs and activating strategies are techniques that promote student engagement, and they are easily utilized in conjunction with the other exemplary high yield practices; therefore, it is recommended these strategies be utilized daily in reading instruction by elementary educators.

Vocabulary, reading comprehension, and writing are also recommended components of daily reading instruction for elementary teachers in grades three through five. Vocabulary instruction centered on words that are important for student comprehension and learning can increase student achievement by thirty-three percentile points (Marzano, Pickering, & Pollock, 2001). Vocabulary instruction leads to greater reading comprehension and writing about reading leads to a deeper understanding and comprehension of the reading. Max Thompson (2017) describes writing as a high yield practice that should be utilized in literacy-focused schools that have a desire to raise achievement.

It is with strong emphasis that the researcher recommends the use of the high yield exemplary practices and strategies together in connection with one another. It should be noted that educators will not reach high levels of achievement by utilizing one or two of the above strategies in isolation; rather intentionally connecting all the high yield exemplary strategies together allows them to work collectively in coordination with each other, which maximizes effectiveness (Thompson, 2017). Therefore, it is recommended that educators use the eight high yield exemplary strategies in conjunction with one another as part of a successful reading classroom where teaching and learning are valuable for student growth and achievement.



In addition, the researcher recommends that educational leaders only target two to three strategies at a time in order to ensure mastery; so principals should guide their staff to only focus on two to three strategies until mastery, and then move on to the next two to three strategies. This process ensures that each strategy is being studied and implemented thoroughly versus a broad understanding with inconsistent implementation. It is recommended that educational leaders direct the study and implementation of the high yield exemplary strategies in a strategic manner where two to three strategies are covered and mastered at a time.

### **Reading Programs**

Just as Todd Whitaker (2010) describes in *Leading School Change*, the staff buy-in of implementing a new reading program brought about mix feelings. This was specifically observed at the initial introduction of the E-Trifecta Reading Program. Using the word “program” created an environment of uncertainty which led to numerous questions about the new program, the implementation, and the overall change. However, after abandoning the name of the program, and the word “program” the stakeholders were suddenly at ease and much more receptive to the change. The introduction and discussions from that point forward included all the components and pieces of the program but not the title or the word “program.” After that, the changes were rather seamless. The communication and presentation of solely the components of the program, led to acceptance without resistance from majority of the staff. Therefore, it is strongly recommended that the introduction of a new program be conducted strategically in a manner that gains high staff buy-in. A strategic technique to gain buy-in is clear communication. Kotter and Whitehead (2010) describe communication for buy-in as a significant strategy that should be utilized. So it is with conviction that the researcher recommends that school leaders use caution in using the title of a program or using the word program when communicating a new change

initiative. The introduction of a new program should be communicated clearly in a manner that does not cause for confusion and the use of the word program or the title of the program are not necessary for introducing the components or initiatives of the change.

It is also recommended that the use of various forms of communication and multiple presentations are carried out through the process of gaining buy-in for a new program implementation. In order to conduct a successful implementation of a new reading program with positive results, the majority of the stakeholders need to buy-in and accept the welcome change, so it is recommended that strategic varied communication be utilized throughout the introduction and presentation of the new program. Kotter and Whitehead (2010) describe communicating for buy-in as one of the eight steps to successful large-scale change.

Another recommendation is program implementation to complete fidelity. It is recommended that school leaders and educators implement all components of the E-Trifecta Reading Program to full fidelity. The greater the fidelity of implementation of the program, the more advantageous the results of the program will be. As evidenced by the teacher surveys and observation ratings and the corresponding student achievement scores, the teachers that implemented the program to fidelity had greater student achievement scores than those teachers that partially implemented the reading program components. It is recommended that school leaders set the expectation and hold their teachers accountable to the expectation of full implementation with fidelity. Likewise, it is recommended that elementary educators implement all components of the E-Trifecta Reading Program to fidelity in their reading teaching and instruction.

The Literacy Elective Resource class was a strong tool for assisting teachers with fidelity implementation; therefore, it is recommended that the Literacy Resource Elective Class continue

as vital component of the E-Trifecta Reading Program and its effective implementation. This class served as an example and model classroom for the implementation of all the elements of the program. The teachers were able to observe what fidelity implementation looked like and how it was implemented in the reading classroom with students because this Literacy Resource Elective Class served as their model example. The Literacy Resource Elective Class is key to the success of the reading program implementation and to the success of reading improvement.

### **Future Practice**

It is strongly recommended that the E-Trifecta Reading Program be continued and carried out through the remainder of the 2019 school year at JGEES. The program was not fully implemented for a complete year, so this is a limitation of the study because there is a lack of conclusive long-term data and results. To minimize this limitation, the researcher recommends that this study continue through the remainder of the current school year and the following year. This complete implementation would include continued professional development on the high yield exemplary best practice strategies, specifically those that the staff classified as not mastered just yet, activating strategies, advance graphic organizers, and vocabulary instruction. Complete implementation for 2019 would allow for an end-of -year data results comparison, which would further detail the impact of the E-Trifecta Reading Program on improving the teaching and learning of reading. Furthermore, the E-Trifecta Reading Program needs to be continued and carried out through the following school year in 2019-2020. In the following year more professional development and training needs to occur in order to refine and master all the exemplary best practice strategies. Specific professional development focused on writing and distributed summarizing are recommended for the 2019-2020 school year, as these strategies were put on hold while mastery of the other six strategies was the centralized focus. As part of

the continuation of the program, the Literacy Resource Elective Class needs to maintain as a model example classroom for the program. The use of this class created a support system for the teachers in allowing them to observe the consistent use of all components of the program. A full year implementation would also produce summative assessment data which is an additional measuring tool to evaluate the effectiveness of the E-Trifecta Reading Program.

Furthermore, it is with strong recommendation that the E-Trifecta Reading Program, which was developed and implemented in this study, be expanded to include all grade levels at JGEES. It is recommended that kindergarten, first, and second grade implement all the components of the E-Trifecta Reading Program in the 2019-2020 school year. With the school wide implementation in 2019-2020 continued professional development will be needed. Specifically, all the introduction and E-Trifecta Reading Program component training and workshops will need to occur with the kindergarten through second grade reading teachers, while the third through fifth grade teachers move forward with writing instruction and distributed summarizing professional development. This school-wide implementation would produce additional data and an increase of study participants. A limitation that limits the generalizability of the results from this study is the size of the study. Since the study was only carried out in three grade levels, third, fourth, and fifth grade, it only consisted of twelve reading teachers and corresponding reading classrooms. A larger sample size, including all elementary grades, kindergarten through fifth, would be of greater value in making precise generalizations for reading instruction. A larger span of implementation would produce more conclusive results, so carrying out the program school wide is highly recommended as it would lead to stronger validation of the study results.

After all reading teachers and students are utilizing the components of the program at JGEES, it is recommended that these components be shared with similar elementary schools in the LCS District that need improvement in the area of reading. Although each school is unique in the number and demographics of students and staff, the components of the E-Trifecta Reading Program are recommended for all elementary students. It is with strong conviction that the strategies, techniques, and practices utilized in this study are recommended as effective instructional program components for increasing reading performance throughout elementary classrooms.

It is the recommendation of the researcher to implement effective reading practices and strategies, to include those that engage, encourage, and empower students, as part of a school-wide improvement process for greater elementary student achievement in reading. The effective reading practices should include technology integration and exemplary high yield strategies that are implemented collectively and consistently throughout all reading classrooms. As part of the success of implementation continued professional development and training must occur for all reading teachers. In addition, a model example class should be utilized as a resource, and support system for the school throughout the implementation of all components of the E-Trifecta Reading Program. The outcomes of a complete implementation with fidelity will produce positive results for improved teaching and learning of reading.

### **Future Research**

Further research should be conducted on effective reading programs, and effective strategies for reading teaching and learning for the 21st century student as this study was conducted on a small scale. The participant size and the grade level span is a limitation to this study. The study was only implemented at the elementary level, so these results are only relevant

to the intermediate grades, three through five. The research and findings of the study do not represent any of the secondary grades in the middle or high school levels, so the implications and conclusions are limited to grades three through five at the elementary level. Therefore, it is strongly recommended that additional studying and further research be conducted on effective reading programs, reading practices, and reading instructional methods for all 21<sup>st</sup> century students, in kindergarten through twelfth grade. Furthermore, this study was carried out on a small scale at one school, so additional studies and research should be conducted with more participants at various other schools in order to make greater conclusions for improving reading achievement for today's student.

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## APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL



EAST CAROLINA UNIVERSITY  
University & Medical Center Institutional Review Board  
4N-64 Brody Medical Sciences Building- Mail Stop 682  
600 Moye Boulevard - Greenville, NC 27834  
Office 252-744-2914 - Fax 252-744-2284  
[www.ecu.edu/ORIC/irb](http://www.ecu.edu/ORIC/irb)

### Notification of Exempt Certification

From: Social/Behavioral IRB

To: [Natalie Putnam](#)

CC:  
[Art Rouse](#)

Date: 11/27/2018

Re: [UMCIRB 18-002281](#)  
Developing a Program to Improve Reading Instruction and Achievement At J. Glenn Edwards Elementary School

I am pleased to inform you that your research submission has been certified as exempt on 11/26/2018. This study is eligible for Exempt Certification under category #1 & 4.

It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

## **APPENDIX B: AUGUST 2018 LEADERSHIP RETREAT AGENDA**

### **Summer Leadership Retreat Agenda August 7, 2018**

- I. Welcome / Introduction
  - A. Leadership Team - SIT, Lighthouse, AVID - All Together!  
Teacher Leaders -Grade Level Chairs and Department Chairs
  - B. You are the Leaders! We Need You! Our Kids Need You! Please Strive To Be: Engaging, Encouraging, Empowering!
  - C. What is engaging, encouraging, empowering? How does this look in the classroom?
  
- II. Recap of Last Year
  - A. Strengths and Weaknesses
  - B. Last Yr SIP Review (T Chart and Table Talk)
  
- III. Unfinished Business
  - A. 8 High Yield Best Practice Strategies
  - B. Technology Resources and Integration
  
- IV. New Business
  - A. Electives Classes, 5 Days A Week
  - B. Literacy Elective Resource Class
  
- V. Off Agenda Items
  
- VI. Closing Quote Reflection

## **APPENDIX C: JUNE 2018 LEADERSHIP RETREAT AGENDA**

### **End-Of-Year Leadership Retreat Agenda June 10, 2018**

- I. Welcome
- II. Introduction
  - A. Leadership Team - Teacher Leaders
  - B. Leader Communication, Conversation and Customer Service
- III. Recap of Last Year
  - A. Last Yr SIP Review
  - B. Strengths - Collaboration / Teamwork, Communication, Professional Growth, Sci
  - C. Areas of Improvement - Continue with Reading, Differentiated PD / Learning
  - D. Draft of Next Year SIP (Cornell Notes and Fish Bowl)
- IV. Staff Training and Professional Development
  - A. New Staff (Graphic Organizer Quick Write)
  - B. Existing Staff (The World Cafe)
- V. Off Agenda Items
- VI. Hopes and Fears Closing Activity

## APPENDIX D: FISHBOWL ACTIVITY

### Fishbowl

In the Fishbowl discussion, teachers that are seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their opinions, while teachers standing outside listen carefully to the ideas presented. Teachers take turns in these roles, so that they practice being both contributors and listeners in a group discussion. This strategy is especially useful when you want to make sure everyone participates in a discussion, and when you need a structure for discussing controversial or difficult topics.

#### Procedure

1. **Select a Topic**

Almost any topic is suitable for a Fishbowl discussion. The most effective prompts (questions or texts) do not have one right answer or interpretation, but rather allow for multiple perspectives and opinions.

- How do we improve reading at JGEES?

2. **Set Up the Room**

A Fishbowl discussion requires a circle of chairs (“the fishbowl”), and enough room around the circle for the remaining teachers to observe what is happening in the “fishbowl.” The observing teachers often stand around the fishbowl.

- Back of gym, Chairs in circle

3. **Prepare for the Discussion**

Like many structured conversations, Fishbowl discussions are most effective when participants have had a few minutes to prepare ideas and responses to questions in advance.

- Reading Improvement Cornell Notes (Attached At End Of Document)

4. **Discuss Norms and Rules**

There are many ways to structure a Fishbowl discussion. A common Fishbowl discussion format is the “tap” system, where participants on the outside of the fishbowl gently tap a participant on the inside, indicating that they should switch roles.

What should they be listening for? Should they be taking notes? Before beginning the Fishbowl activity, you may wish to review guidelines for having a respectful conversation.


- Take notes on anything that appeals to you

5. **Debrief**


After the discussion, reflect on what you learned from it. These reflections can be in writing, or they can be structured as a small- or large-group conversation.

- Whole Group Discussion / Debrief

6. **Attachment:**

<p><b>Cornell Notes</b></p> 	<p><b><u>Topic/Objective:</u></b></p> <p><b>Reading Improvement</b></p>	
<p><b><u>Essential Question:</u></b>  <b>How do we improve student achievement in reading at JGEES?</b></p>		
<p><b><u>Questions/Main Ideas:</u></b></p> <p>Strategies</p> <p>Resources</p> <p>Planning</p> <p>Techniques</p> <p>Practices</p>	<p><b><u>Notes:</u></b></p>	
<p><b><u>Summary:</u></b></p>		

## APPENDIX E: CORNELL NOTES GUIDED DISCUSSION HANDOUT

<p>Cornell Notes</p> 	<p><b><u>Topic/Objective:</u></b></p> <p><b>Literacy Resource Elective Class</b></p>
<p><b><u>Essential Question:</u></b> <b>What is the most effective way to operate the Literacy Resource Elective Class so it can be successful?</b></p>	
<p><b><u>Questions:</u></b></p> <ol style="list-style-type: none"><li>1. Are Station Rotations an effective operation or procedure? If not, then what?</li><li>2. How many stations should we have in a 40 min class?</li><li>3. Who plans each station rotation every week?</li><li>4. What could each station be? (Remember Kinder - 5th Grade)</li><li>5. What resources are needed for effective operations of the Literacy Resource Elective Class?</li></ol>	<p><b><u>Notes:</u></b></p>
<p><b>Summary:</b></p>	



**APPENDIX F: LITERACY ELECTIVE RESOURCE CLASS SCHEDULE  
AND PROCEDURES DOCUMENT**

**Literacy Elective Resource Class**

**Class will be designed with 4 literacy stations that focus on a specific subject:**

- 1 - Science
- 2 - Reading
- 3 - Social Studies
- 4 - Writing

\*Technology integration needs to occur at least 3 of the stations

**40 Minute Class Schedule is as follows:**

- 5 Min Introduction
- 15 Min Station 1
- 15 Min Station 2
- 5 Min Closing

**Students will be divided into 4 collaborative groups of 5-6:**

- Red
- Blue
- Yellow
- Purple

**Student Groups will rotate through 2 stations during class, so a monthly schedule is as follows:**

Week 1

- Red Group      Station 1, then Station 2
- Blue Group     Station 2, then Station 1
- Yellow Group   Station 3, then Station 4
- Purple Group   Station 4, then Station 3

Week 2

- Red Group      Station 3, then Station 4
- Blue Group     Station 4, then Station 3
- Yellow Group   Station 1, then Station 2
- Purple Group   Station 2, then Station 1

Week 3

- Red Group      Station 1, then Station 2
- Blue Group     Station 2, then Station 1
- Yellow Group   Station 3, then Station 4
- Purple Group   Station 4, then Station 3

#### Week 4

Red Group      Station 3, then Station 4

Blue Group     Station 4, then Station 3

Yellow Group   Station 1, then Station 2

Purple Group   Station 2, then Station 1

\*So each group will visit each station 2x a month

#### **Literacy Elective Resource Class Lesson Planning Procedures:**

- The grade level core teachers will plan for each station from Sept 4 - May 31. These will be 15 min station lesson plans.
- Core Teachers will plan 2 lessons a month for each station, so it will be divided as such:  
6 Core Teachers - 4 Stations - 2 Lessons A Month For Each Station - 8 Total Lessons A Month
- Lesson Plans will be made a month at a time, it will not be weekly, but monthly.
- Some Possible Shared Lesson Planning Options Are:
  - Each Teacher Can Take 1 Month (Sept-May) of 8 Lesson Plans (2 for Rd, Wr, SS and Sci)
  - 2 Teachers Share A Month and Divide The Stations. So Teacher #1 has Sci and SS, Teacher #2 has Rd and Wr for a total of 4 lesson plans for the month. (Remember these are 15 minute station lesson plans)
- Lesson plans are due to Mrs. McIver and Mrs. Kelly by the 20th of the previous month. So on Sept 20th Mrs. McIver and Mrs. Kelly should have K-5 Literacy Elective Lesson Plans for the whole month of October. (Exception, September lesson plans are due by Aug 28th)
- Lesson Plan Buckets will be created for each grade level. All lesson plans and materials will go in this bucket. Lesson Plans should include, technology integration, student directions, a work sample, all necessary materials, master copies, etc. This bucket should be given to Mrs. McIver by the 20th of each month for the following months plans. (Mrs. McIver will also have a bucket for each grade level, so she can swap the new bucket for the old bucket each month as needed)
- The Last Week of August and 1st Week of Sept, Week 1 and 2 of Literacy Resource Elective Class, the lesson plans will be created by Mrs. McIver as the plans will consist of:

- Literacy Resource Elective Class Rules and Procedures
- Explaining Station Rotations: Sci, Rd, Math, Writing
- Explain Appropriate Behaviors and Procedures of Stations
- Explaining Groups, Placing Students in Groups: Red, Blue, Yellow, Purple
- Practice Rotating Stations with Timer
- Practice Getting in Groups by Color
- Practice Rules, Procedures and Routines of Literacy Resource Elective Class
- Explain Proper Technology Care & Procedures(laptops, headphones, etc)

**Materials Provided For The Literacy Resource Elective Class**

- 12 Buckets, 6 for Each Gr Level and 6 For Literacy Resource Elective Classroom
- Class set of chromebooks with headphones
- Class set of whiteboards with markers and eraser socks
- Red, Blue, Yellow, Purple Color Identifiers to Label Stations and Label Students

## **APPENDIX G: ACCELERATED READER TRAINING HANDOUT**

### **JGEES AR (Accelerated Reader) Expectations**

- All reading classes K-5. K can start 2nd semester.
- Take Star Test at Beginning of 9 Weeks to get GE (Grade Equivalent) Book Level and ZPD (Zone Proximal Development) Book Reading Range. Star Test Each Semester.
- Set AR Goal based off GE and Daily Independent Reading Minutes (Each 9 Weeks)
- Set AR Quiz Proficiency Standard - 80%
- Set Fiction / NonFiction Standards (If Grade Level Decides to do so)
- Communicate Goals and Levels to Student and Parent
- Students will read books only in their ZPD Reading Range of Book Levels (Only applies to AR, not any other reading)
- Students will take Quizzes on the Books that they Read
- Monitor Student Progress Weekly using Reports (Diagnostic or Student Record). Update Students and Parents on their Progress
- Make Adjustments as Needed based Upon Student Performance
- At end of each 9 Weeks have a Celebration for those students that meet their AR Goal
- Students Meet Goal once they Reach Their Point Goal by Reading Books in their ZPD Range with Passing % Scores on the AR Quizzes

- At Start of each new 9 Weeks: Take Star Test, Set New Goal based off new GE, Communicate Goal and Progress with Student and Parent, Advertise End of 9 Weeks Celebration and Promote it...Then at end of 9 weeks celebrate those that met their Goal!

### **AR (Accelerated Reader) Info**

<https://hosted403.renlearn.com/36094/default.aspx>

Teacher Login - UN: firstinitiallastname.edwards (Ex. nkelly.edwards)

PW: edwards\*\*\*\* (Program will require you to reset password)

Student Login - Same as ConnectEd Student Login

UN: Powerschool # plus LCS (Ex. 123456LCS)

PW: First Initial, Last Initial, Last four Powerschool # (Ex. NK3456)

AR Site has Goal Calculator to assist with setting 9 Week Goal based on Star Test GE (Grade Equivalent) Results

ATOS Book Level - Advantage TASA Open Standard - A Readability Formula used to determine Book Levels

Star Report - Summary

AR Reports - Diagnostic Class Report, Student Record Report

80% Proficient on Quizzes

Marking Period must be Selected to Set Point Goals

Procedure for Each 9 Weeks:

Take STAR Test

Run Summary Report to get GE and ZPD

Set Goal Based off GE and Independent Rd Time

Communicate Goal Consistently to Parent and Student

Student Read Books only in their ZPD Range (Applies to AR only)

Student takes AR Quizzes to earn Point towards their Goal on Books in their ZPD Range

Monitor Student Progress Weekly

Communicate Student Progress to Parent and Student

At end of Marking Period Determine Students that Met Their Goal

Host a Celebration for Students that Met Their Goal

Students Meet Goal by Reaching Point Goal with Avg Quiz Percent of 80 or Higher with

Book Level Avg in their ZPD Range

Repeat All the Above Each 9 Weeks

## Accelerated Reader How To Sheet

How to label books – <http://www.arbookfind.com>

- Star Test

Teacher has to put in monitor password in for each student before they start assessment

Reports

Reading Range (will show list of class with ZPD)

- How to Turn on Read Aloud for quizzes-

Click AR

Preferences

Quiz Settings

Edit recorded voice

On All – Save

- How to Print Weekly/ Quarterly/ Yearly Reports

AR

Reports

Reading Practice

Student Record

Individuals or Class

Date range – this week, last week, Q1, year

Click off – All but English Reading Practice Quizzes

Page Break

Print

- How to delete a quiz

(if they are in the quiz – use monitor password)

AR

Record Books and Goals

Reading Practice Quizzes

Click on Student Name

Find Quiz

Delete – are you sure – yes

- Set Point Goals

AR

Record Books and Goals

Reading Practice Goals

Set Point Goal

## APPENDIX H: EXEMPLARY BEST PRACTICE STRATEGIES

### TRAINING HANDOUT

\*Exemplary Best Practices and Strategies\*

#### **Research and Evidence-Based Proven Strategies:**

##### **Exemplary Schools that are at least...**

- 55% Minority
- 65% F & R Lunch

##### **That are Scoring at least...**

- 80% Proficiency Overall & Meeting or Exceeding Growth without an Achievement Gap!

#### **The 8 High Yield Strategies:**

- Higher Order Thinking 1.61
  - Costas Level Ques
- Distributed Summarizing 1.00
  - Writing in Margins, Exit Tickets, Turn and Talk
- Collaborative Pairs .92
  - Shoulder Partner, Elbow Partner, PB & J
- Vocabulary Instruction .85
  - Frayer Model, "Act it Out"
- Reading Comprehension Instruction .82
  - Text Structure, Rd Comp Strategies
- Writing to Raise Achievement .82
  - Writing to Learn, Writing to Inform
- Activating Thinking .75
  - The "Hook"
- Graphic Organizers / Advanced Organizers .65
  - Tool to Organize Thinking and Information



**APPENDIX I: JGEES CLASSIFICATION OF HIGH YIELD  
EXEMPLARY PRACTICES AND STRATEGIES**

**WHY #1?**

**In Looking At Exemplary Schools that are high poverty and high achieving at least...**

**-55+% Minority**

**-55+% F & R Lunch**

**That are Scoring at least...**

**-80% Proficiency Overall, Meeting Growth and No Achievement Gap**

**How Are We Doing With #1?**

**8 High Yield Strategies:**

**Higher Order Thinking**

**Distributed Summarizing**

**Collaborative Pairs**

**Vocabulary Instruction**

**Reading Comprehension Instruction**

**Writing to Raise Achievement**

**Activating Thinking**

**Advance Organizers/Graphic Organizers**

**Classify #1**

**Close to Mastery (Refine)**

1. Activating Thinking (Hook and Link)
2. Graphic Organizers (Advance Organizers)
3. Rd Comp Instruction

**Continue Working On (Review, Not New)**

1. HOTS
2. Collaborative Pairs
3. Vocab Instruction

**Not Just Yet - Scaffolding Right Now - Not Until Others are Mastered**

1. Distributed Summarizing
2. Writing

**APPENDIX J: GRAPHIC ORGANIZERS, ACTIVATION STRATEGIES,  
AND VOCABULARY PROFESSIONAL DEVELOPMENT  
PRESENTATIONS**

Monday Meeting

Agenda

-Welcome / Announcements - 1 Min

-Celebrations / Good News / Jean Pass / Staff Member of Month - 2 Min

-Graphic Organizers / Advance Organizers - 45 Min

-Closing / Questions / AR Announcement - 1 Min

## Celebrations!!

Jean Pass

Staff Member of Month

### So How Are We Going to Meet These Goals: Purposeful Planning! Components of Purposeful Planning:

Review:

#### 1. Activating Strategy- 2 Parts??

Hook - Engagement

Link - Activate Prior Knowledge

Now:

#### 2. Graphic Organizers / Advance Organizers!

What are Graphic Organizers / Advance

Organizers? Why Graphic Organizers /

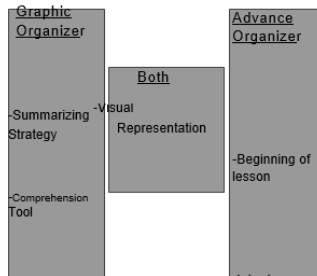
Advance Organizers?

How to Utilize Graphic Organizers / Advance Organizers Effectively?

\*Complete Google Doc Answering The Above 3 Questions with your  
Rockstar / Superstar Partner

What?

**Graphic Organizers - Visual representation of concepts, ideas and relationships. Used throughout the lesson. A concrete visual to connect and organize information. A comprehension tool. A processing tool.**



## Why A Powerful Tool

\*I read  
purple,  
you read  
red\*

-Turn Abstract Concepts into Concrete Visual Representations

-Organize Info, Guide Thinking, Link to Prior Knowledge

-Develop Vocabulary, A Focus on Content Material

-See Relationships and Make Connections

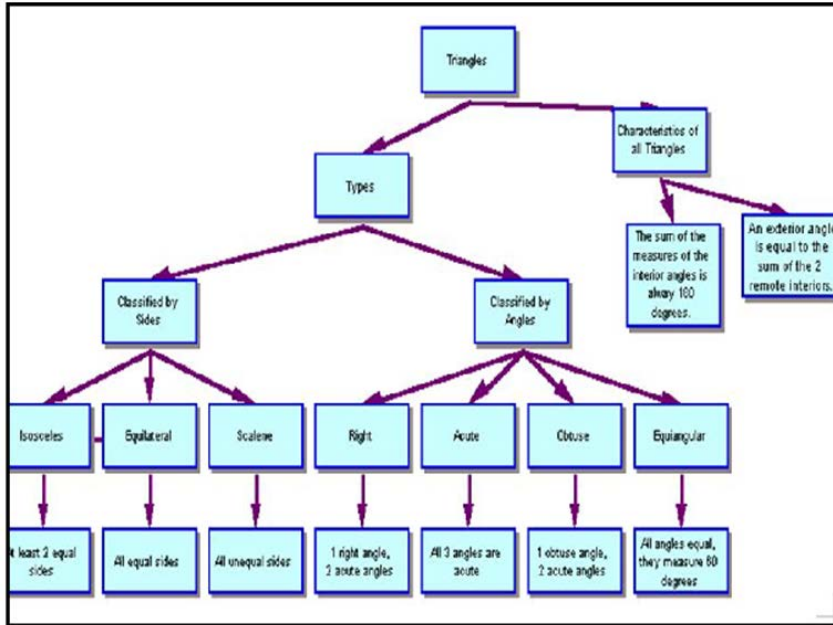
## How? PLAN!

Identify Purpose of Organizer (Presenting Info, A Learning Guide, A Note Taking Guide, An Assessment, A Summary, A PreViewing-Advance Organizer)

Ask Yourself - How do I want my students to THINK about my content?  
Then select organizer to facilitate this type of thinking.

The image displays two educational organizers. The left organizer is a concept map titled "Synonyms and Antonyms" in a central green circle. It branches into two categories: "Synonyms" and "Antonyms". Under "Synonyms", a box says "Words have meanings that are alike", with examples in speech bubbles: "father, buddy", "house, wind", and "rural, country". Under "Antonyms", a box says "Words have meanings that are different", with examples in speech bubbles: "serious, silly", "tall, short", and "terrible, wonderful".

The right organizer is a window titled "sci5.cwk (DR)" showing a science lesson. The text reads: "Water can be a solid, a liquid, or a gas." Below this are three rows of illustrations: 1) A red box containing a drawing of an ice cube, snowflakes, and a person in winter gear. 2) A green box containing a drawing of water being poured into a blue puddle and a person in a boat. 3) A blue box containing a drawing of a person on a bicycle. A drawing area with a grid is visible below the illustrations.



**Animal Classifications**

**Invertebrates** (light blue box)

**Vertebrates** (yellow box)

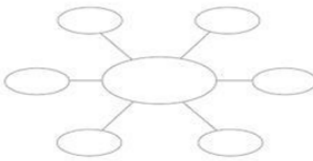
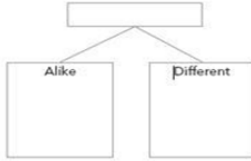
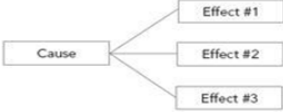

**Reptiles** (purple box)

**Amphibians** (orange box)

6 kids want to go for a bike ride together. They have 2 bikes. How many bikes do they need to get?

Click and drag the bikes into the circles to find out how many, and type the answer in the box!

$2 + \square = 6$

 <p style="text-align: center;"><b>Description</b></p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p style="text-align: center;"><b>Sequence</b></p>
 <p style="text-align: center;"><b>Compare/Contrast</b></p>	 <p style="text-align: center;"><b>Cause/Effect</b></p>
 <p style="text-align: center;"><b>Problem/Solution</b></p>	<p style="text-align: center;"><b>Signal Words/Phrases</b></p> <p><b>Description</b> for example, characteristics, for instance, such as, is like, including, to illustrate</p> <p><b>Sequence</b> first, second, third, later, next, before, then, finally, after, when, later, since, now, previously</p> <p><b>Compare/contrast</b> however, nevertheless, on the other hand, but, similarly, although, also, in contrast, different, alike, same as, either/or, in the same way, just like, just as, likewise, in comparison, whereas, yet</p> <p><b>Cause/effect</b> if-then, reasons why, as a result, therefore, because, consequently, since, so that, for, hence, due to, thus, this led to</p> <p><b>Problem/solution</b> problem is, dilemma is, if-then, because, so that, question/answer, puzzle is solved</p>

## Groups

Grade Level - Reading & Self Contained

Grade Level - Math Only

Complete Chart

**\*Keep one for group, Turn in one as your exit ticket on way out door!**

## Monday Meeting

### Agenda

-Welcome / Announcements - 1 Min

-Celebrations / Good News / Jean Pass / Staff Member of Month - 2 Mi

-Activating Strategies - 45 Min

-RTI Folder Distribution - 5 Min

-Closing/Questions? - 1 Min



Celebrations!!

## Activating Strategies -



**"If you want students to learn you must first get their attention." ~Judith Willism**

**Purpose of Activating Strategies: To activate students' prior knowledge through the use of engaging strategies designed to focus learning. The Hook & Link!**

The activating strategy is what inspires the learner and is key to instructional design. The Hook and Link.... The hook should motivate the students and link to prior knowledge of the student or created by the teacher

**"Prior knowledge** is the **knowledge** the learner already has before they meet new information. A learner's understanding of a text can be improved by activating their **prior knowledge** before dealing with the text and developing this habit is good learner training for them." It is important to activate students' prior knowledge. Teachers do this to help them assess what students may or may not already know about the content

## ACTIVATORS



Prepare students for the learning experience

Lead them to "what" to learn

### Prior Knowledge:

-Every encounter with something new requires the brain to fit it into an existing memory category.

-The brain primarily pays attention to two things: Meaning & Emotion. Prior Knowledge = Meaning

-How do you link to prior knowledge? How do connect with prior learning or experiences? What tools/resources can you use to help you with this?

Table Quick Write - Electronic -

[https://docs.google.com/a/lee.k12.nc.us/document/d/1KSoJ9J\\_maokup1iCvCaUJOnXpdtm1aP-YQY-AY91Pvw/edit?usp=sharing](https://docs.google.com/a/lee.k12.nc.us/document/d/1KSoJ9J_maokup1iCvCaUJOnXpdtm1aP-YQY-AY91Pvw/edit?usp=sharing)

### Engagement!



The brain primarily pays attention to two things: Meaning & Emotion.  
Engagement= Emotion

**How do you engage and hook students at the beginning of a lesson? How do you create excitement and curiosity at the start of a lesson? What tools/resources do you use to engage students?**

Table Quick Write - Electronic

[-https://docs.google.com/a/lee.k12.nc.us/document/d/1KSoJ9J\\_maokup1iCvCaUJOnXpdtm1aP-YQY-AY91Pvw/edit?usp=sharing](https://docs.google.com/a/lee.k12.nc.us/document/d/1KSoJ9J_maokup1iCvCaUJOnXpdtm1aP-YQY-AY91Pvw/edit?usp=sharing)

## Hook and Link



Multiplication -

Lion and Mouse - Would You Rather?? Roar like a lion or Squeak like a mouse?

<https://www.youtube.com/watch?v=T9L9wuNeLLA>

Stop and Predict....What do you think will happen next!?!?

## Activating Strategy - Links to Prior Knowledge and Hooks the student to learning through Engagement

-Preview Vocab Games

-Preview Organizer

-Video Clips

-Activities / Games

-Categorizing / Classifying

-Comparing / Contrasting

**Goal - Help students connect what they know with your content**

**\*\*Helping students to make as many connections as possible prior to instruction creates a transfer of learning in their brains.**

# Resources: Google Drive, JGE Staff 17-18, Lesson Plan Resources, Activating Strategies

**Activating Strategies, Distilled\***  
\*Distilled into a single page. Separated or extracted content.

What an Activating Strategy is...	What it is NOT ...	What to Consider When Developing an Activating Strategy...							
<ul style="list-style-type: none"> <li>A "hook" to engage students in the content of the lesson at the beginning of the lesson</li> <li>A way to connect the prior knowledge to the new lesson's concepts</li> <li>An advance organizer for the concepts/skills/content of the lesson</li> <li>An experience that provides a foundation for the upcoming lesson</li> <li>A preview of key content/vocabulary in the lesson</li> <li>An opportunity for learners to use the new vocabulary</li> <li>A purposeful activity, built on what you know the students know (or don't know)</li> <li>Building off existing background knowledge</li> <li>Short—approximately 10% of the total time of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>A statement of the goals of the lesson</li> <li>A list of new content</li> <li>A review of the previous lesson</li> <li>A check of the homework from the previous night</li> <li>An overview of the next few lessons</li> <li>An activity—however worthy—that does not connect to the content of the lesson</li> <li>A "bell-ringer" or "spring" activity</li> <li>A pop quiz or graded assignment</li> <li>Silent reading time</li> <li>A positive or teacher-focused learning experience</li> <li>One more "hang" for kids to jump through or busy work</li> <li>Labor-intensive or time-consuming</li> </ul>	<ol style="list-style-type: none"> <li>The background knowledge or skills students need in order to be successful in the upcoming lesson</li> <li>The information or knowledge that students might be missing</li> <li>An aspect of the lesson which might be particularly intriguing or motivating for students <i>Remember: You are only limited by your imagination and your ability to adapt a good idea from someone else!</i></li> </ol>							
<p><b>Why do we need Activating Strategies?</b></p> <ul style="list-style-type: none"> <li>To help all learners begin the new lesson with balanced background knowledge; to make up for students' lack of experience or prior knowledge</li> <li>To engage and focus learners' minds and energy</li> <li>To launch the lesson with a meaningful, focused experience</li> <li>To enable new information to be laid on a solid foundation</li> <li>To give new information something to "stick" to (Ebbing effect)</li> </ul>	<p><b>Some Examples of Activating Strategies...</b></p> <table border="1"> <thead> <tr> <th colspan="2">Spoken/Written</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Workshop</li> <li>Anticipation Guide</li> <li>3-2-1</li> <li>Written conversations</li> <li>Think-Write-Share</li> <li>Activating Acronyms</li> <li>Canonical Brainstorm</li> <li>Think-Pair-Share</li> <li>Turn and Talk</li> <li>Through Huddle</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Dear Teacher</li> <li>Headline</li> <li>Journal Response to a Prompt</li> <li>Give One, Get One</li> <li>Framed Paragraph</li> <li>Sentence Starters</li> <li>The Top Ten ...</li> <li>Quick Write</li> <li>Quick Talk</li> <li>Entrance/Exit Ticket</li> </ul> </td> </tr> <tr> <th colspan="2">Tactile/Kinesthetic</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Show a Picture Diagram</li> <li>Knowledge, In-Tac-Too</li> <li>Four Corners</li> <li>Clapline Line</li> <li>Find Someone Who Knows</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Character Impersonation Role Play</li> <li>Stand the Line (see it, I see you)</li> <li>Scavenger Hunt</li> <li>Between a Rock and a Hard Place</li> <li>It's in the Bag</li> </ul> </td> </tr> </tbody> </table>	Spoken/Written		<ul style="list-style-type: none"> <li>Workshop</li> <li>Anticipation Guide</li> <li>3-2-1</li> <li>Written conversations</li> <li>Think-Write-Share</li> <li>Activating Acronyms</li> <li>Canonical Brainstorm</li> <li>Think-Pair-Share</li> <li>Turn and Talk</li> <li>Through Huddle</li> </ul>	<ul style="list-style-type: none"> <li>Dear Teacher</li> <li>Headline</li> <li>Journal Response to a Prompt</li> <li>Give One, Get One</li> <li>Framed Paragraph</li> <li>Sentence Starters</li> <li>The Top Ten ...</li> <li>Quick Write</li> <li>Quick Talk</li> <li>Entrance/Exit Ticket</li> </ul>	Tactile/Kinesthetic		<ul style="list-style-type: none"> <li>Show a Picture Diagram</li> <li>Knowledge, In-Tac-Too</li> <li>Four Corners</li> <li>Clapline Line</li> <li>Find Someone Who Knows</li> </ul>	<ul style="list-style-type: none"> <li>Character Impersonation Role Play</li> <li>Stand the Line (see it, I see you)</li> <li>Scavenger Hunt</li> <li>Between a Rock and a Hard Place</li> <li>It's in the Bag</li> </ul>
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Developed by Ann Lewis, Laurel School District, Laurel, DE; & Alma Thompson, Cape Henlopen School District, Lewes, DE; June 2010.

Monday Meeting

## Agenda

-Welcome / Announcements - 1 Min

-Celebrations / Good News / Jean Pass / Staff Member of Month - 2 Min

-Vocabulary - 45 Min

## Celebrations!!

Jean Pass

Words Have

Researched

\*1 Person from each table read it



Research says students need to know roughly 90-95% of the text vocab words to truly comprehend the text.

So In This Passage, A 2nd/3rd Gr Passage, Highlight words you think our 2nd/3rd Gr children may struggle with. What percent is this?



## Teaching Vocabulary

### 6 Steps

1. Describe 2. Restate 3. Show 4. Engage 5. Refine 6. Play

### Context Clues

I - Inference

D- Definition


E- Example

A-Antonym

S- Synonym

And

Word Parts -There is a clue in part of the unknown



### 6 Steps

1. Describe


2. Restate

3. Show

4. Engage

5. Refine

Do Steps #1-6 On Following Vocab Words: Analyze Evaluate



## Fruit Activity

### Picture Of A Fruit

-Use all 5 senses, list everything you know

Students learn more by experiencing the vocab word and linking it to their background knowledge. When we limit their



C.S.I Clues in Sentences Investigation

### Using Context Clues...

To Figure Out The Meaning of Unfamiliar Words!



**Sometimes when we are reading, we don't know what a word means! What do we do? Just like a detective, we have to use clues! There are words or phrases around unfamiliar words that can help us understand the meaning of a word. These words or phrases are called context clues. Learning how to use these clues can help us understand the meaning of the word, help us to understand the reading, improve our vocabulary and save us from using Google or the dictionary!**



Types of Context Clues: IDEAS and Word Parts I

- Inference

D- Definition

E- Example

A-Antonym

Word Parts



**Context Clues are like a mystery, you have to use the clues to find the answer!**

**Context Clues! Clues that good readers use to find the meaning of unknown words!**

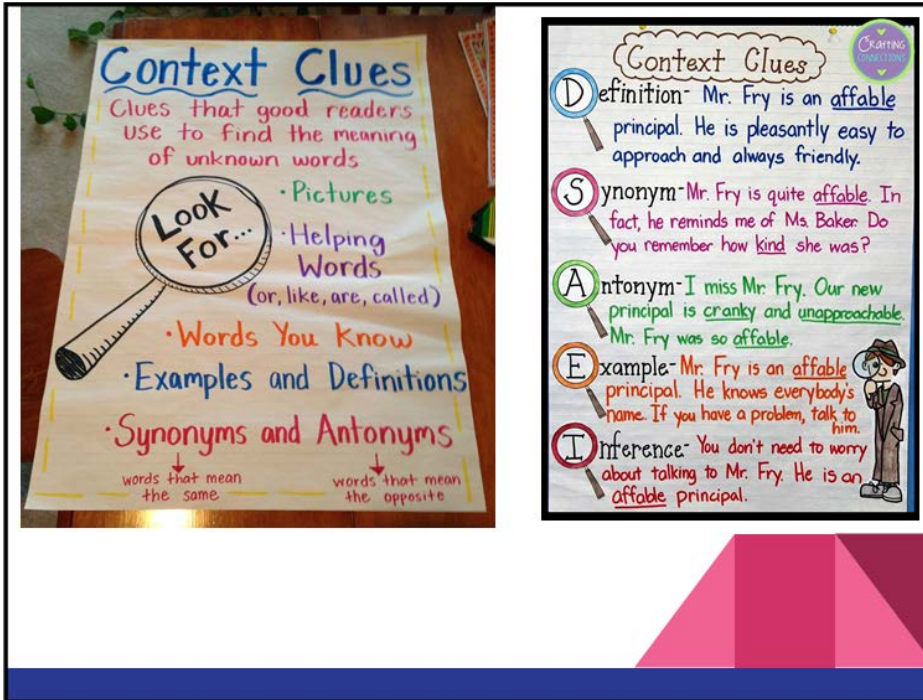
**Clues To Look For:**

**Pictures**

**Helping Words (or, like, are, called)**

**Punctuation (Comma, Dash - Colon : )**





How Do You Teach Context Clues? Share Out

Example:

[https://drive.google.com/open?id=0BwxzQrrC1HlwSERtZ0tE0F\\_psN0xORklQW82dXFmXzROdVpz](https://drive.google.com/open?id=0BwxzQrrC1HlwSERtZ0tE0F_psN0xORklQW82dXFmXzROdVpz)

[https://docs.google.com/presentation/d/1iR-ikvW6fNsNYoG-DsxDCFQRWAG9WUpRHwHKnt0A\\_14/edit?uwp=sharing](https://docs.google.com/presentation/d/1iR-ikvW6fNsNYoG-DsxDCFQRWAG9WUpRHwHKnt0A_14/edit?uwp=sharing)

# APPENDIX K: DIFFERENTIATION PROFESSIONAL

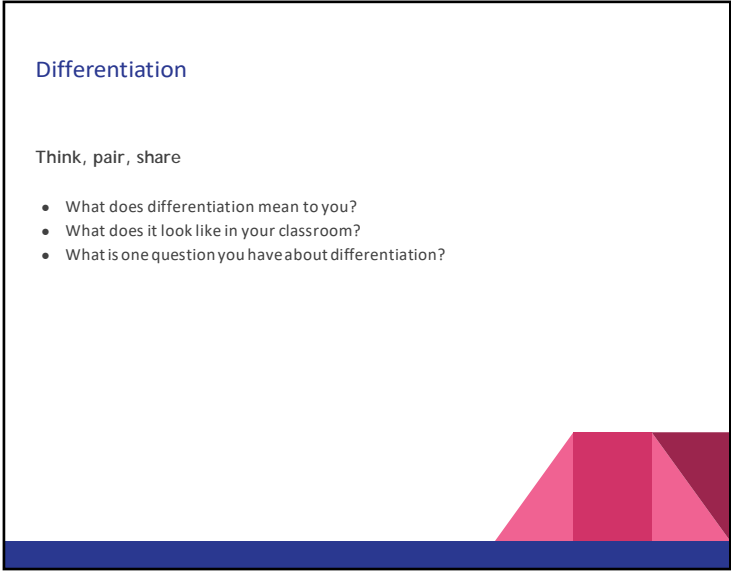
## DEVELOPMENT PRESENTATION

### Monday Meeting



### Differentiation

Think, pair, share

- What does differentiation mean to you?
  - What does it look like in your classroom?
  - What is one question you have about differentiation?
- 

What kind of learner are you?

-How many different learners and levels do we have in this room?

-Learning Style Inventory

### Think 7 to Differentiate Instruction

By addressing student

You can differentiate the

Readiness

Content

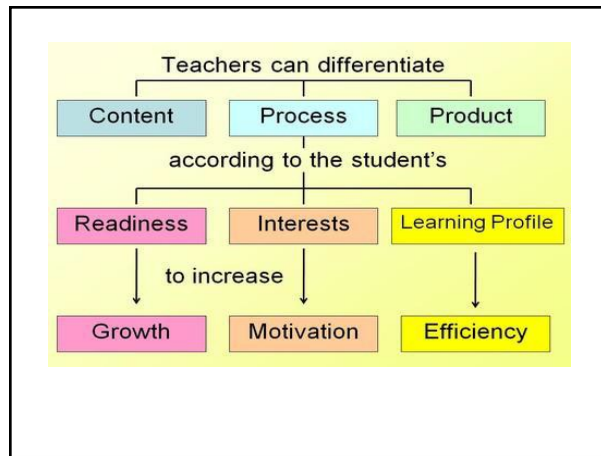
Interests/Passion

Process

Learning Profile

Product

Learning Environment



### Differentiation...

- How do you currently differentiate for your learners?

[http://padlet.com/nwarren\\_slms/unmeeting](http://padlet.com/nwarren_slms/unmeeting)

ing

## Are we differentiating for all?...

<https://docs.google.com/spreadsheets/d/1gyRVNmCWvkx5y-sujz7qu4dJXlhU0lYit2U-lzL0Clco/edit#gid=0>



## 4 questions

- What do we want students to learn?
- How will we know when they've learned it?
- What will we do when students don't learn it?
- How we enrich the learning for students who already know?



# Enrichment vs. Remediation

## Enrichment

- challenges students beyond current knowledge
- expanded activities to increase depth of knowledge

## Remediation

- Provides more support to master skills or learning objectives.
- Additional guided practice to ensure mastery

## Differentiation and MTSS

(multi-tiered system of support)

NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all (NC DPI)

PPS- (Personal Plan for success)- Helps to identify students that are in danger of academic failure or have identifiable behaviors that may impede learning.

RTI - Response To Intervention

## PPS

- Radar kids- Determine what students are struggling.
- PPS should be created for students not making progress.
- PPS should be reviewed at mid-quarter for effectiveness.
- Next steps should be determined.



## Differentiation

### Key Point Recap

#### Various Ways To Differentiate:

- Academics
- Learning Style
- Enrichment vs Remediation
- Spiral Review and Preview
- Reteaching





## APPENDIX L: READING CURRICULUM MAP EXAMPLE

<h1 style="margin: 0;">U1</h1> <h1 style="margin: 0;">W1</h1>	<p><b><u>RL3.3</u></b> Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p><b><u>RL3.7</u></b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</p> <p><b><u>L3.4:</u></b> Determine and/or clarify the meaning of <b>unknown</b> and <b>multiple-meaning words and phrases</b> based on grade 3 reading and content, choosing flexibility from a range of strategies: <b>context</b> clues, word parts, <b>word relationships</b> and <b>reference materials</b>.</p>	<p><b><u>Anchor Standard:</u></b> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>
<p><b><u>Essential Question:</u></b> What can stories teach you?</p> <p><b><u>RWW:</u></b> “Bruno’s New Home”</p> <p><b><u>LA:</u></b> “Wolf!” &amp; “Jennie and the Wolf”</p>		
<p><b><u>Leveled Readers:</u></b> A: Berries, Berries, Berries O: Duck’s Discovery B: Robot Race</p>		
<p><b><u>Lexiles</u></b> A: 430 O: 530 E: 410 B: 750</p>		
<p><b><u>Essential Skills/Concept</u></b></p> <ul style="list-style-type: none"> <li>• Understand the sequence of events in a story – Sequencing Graphic Organizer</li> <li>• Identify major/minor characters – T Chart Organizer</li> <li>• Describe characters by citing their traits, motivations and emotions</li> <li>• Understand and explain how the characters’ actions contribute to major and minor events of the story</li> <li>✧ Understand character, plot, setting</li> <li>✧ Recognize how illustrations contribute to a story</li> <li>✧ Explain how illustrations contribute to what is conveyed in words in text to create mood and describe character or setting</li> </ul>	<p><b><u>Academic Vocabulary &amp; Cognates</u></b></p> <ul style="list-style-type: none"> <li>• describe/describe</li> <li>• interpretation of characters</li> <li>• character/character traits</li> <li>• motivation/motivación</li> <li>• emotion (feelings)/emoción</li> <li>• contribute/contribuir</li> <li>• sequence events</li> <li>• problem/problema</li> <li>• resolution/resolución</li> </ul>	<p><b><u>Teaching Resources &amp; Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>SBAC Claim # 1:</b> Read Closely &amp; Critically</li> <li>• <b>Ready Lesson 3:</b> Describing Characters</li> <li>• <b>Ready Lesson 21:</b> Connecting Words and pictures</li> <li>• <b>Ready Lesson 12:</b> Words in Context</li> <li>• <b>Ready Language Handbook Lesson 12:</b> Showing Sequence</li> <li>• <b>Reading Comprehension Instruction</b></li> <li>• <b>Turn and Talk Collaborative Pairs</b></li> <li>• <b>Online Ready Videos: on Lesson 2,21,12</b></li> <li>• <b>Online ConnectEd Vocab Practice</b></li> <li>• <b>Exit Ticket Summarizing Strategy</b></li> </ul>
<p><b><u>Higher Order Questions Stems</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish between major/minor characters in the story?</li> <li>• Describe the major/minor characters</li> <li>• How do the character’s traits contribute to the story?</li> <li>• What were the characters motivations in finding a resolution to the problem?</li> <li>• How do the character’s actions help move the plot along?</li> </ul>	<p><b><u>Sample Assessment Question:</u></b></p> <ul style="list-style-type: none"> <li>• Which word describes Claudia?</li> <li>• Why did Claudia not show her rock and shell collections to the class?</li> <li>• Based on the poems, why are the speaker’s parents happy?</li> <li>• What shows that the poor woodcutter is kind?</li> <li>• Which action shows that the bad woodcutter is greedy?</li> </ul> <p>*No sample RL3.7 questions</p>	

<p><b>RL2.3</b> Describe how <b>characters</b> in a story respond to major events and challenges.</p> <p><b>RL2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its <b>characters</b>, setting, or plot.</p> <p><b>L2.4</b> Determine and/or clarify the meaning of <b>unknown</b> and <b>multiple-meaning words and phrases</b> based on grade 2 reading and content, choosing flexibly from an array of strategies: <b>context</b> clues, word parts, <b>word relationships</b> and <b>references</b></p>	<p><b>RL.4.3</b> Describe in depth a <b>character</b>, setting, or event in a story or <b>drama</b>, drawing on specific details in the text.</p> <p><b>RL4.7</b> Make connections between the text of a story or <b>drama</b> and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><b>L.4.4</b> Determine and/or clarify the meaning of <b>unknown</b> and <b>multiple-meaning words and phrases</b> based on grade 4 reading and content, choosing flexibly from a range of strategies: <b>context</b> clues, word parts, <b>word relationships</b> and <b>reference materials</b>.</p>
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**APPENDIX M: ELECTRONIC DATA WALL EXAMPLE**

<b>5th Grade 18-19 E-Data Wall</b>													
Class 1													
Teacher	RTI/EC	ESL	Star 1st Q.Dia g.	Star 2nd Q.Dia g.	Star 3rd Q.Dia g.	Star 4th Q.Dia g.	2017 - 2018 EOG	READING	QUARTERLY ASSESSMENT			2018 - 2019 EOG	NOTES
Students			GE	GE	GE	GE	Ach. Level	1st Check-In	2nd Check-In	3rd Check-In	Ach. Level		
			6.2	8.3			4	83.3	91.70				
			9.0	6.7			5	87.5	95.80				
			5.1	5.7			4	79.2	95.80				
			6.0	9.8			5	91.7					
			9.4	12.6			5	95.8	95.80				
			6.6	6.3			4	95.8	91.70				
			5.8	6.0			4	91.7	91.70				
			6.4	5.0			4	75.0	91.70				
			6.3	5.1			4	87.5	91.70				
			8.3	7.1			4	87.5	95.80				
			6.5	6.5			5	91.7	83.30				
			7.3	8.5			5	95.8	100.00				
			8.6	6.2			4	95.8	91.70				
			4.6	5.5			4	79.2	95.80				
			5.7	8.1			4	91.7	95.80				
			6.8	6.7			5	95.8	100.00				
			7.2	6.7			4	91.7	83.30				
	504		6.5	4.9			4	91.7	91.70				
			8.6	9.8			4	91.7	100.00				
			5.9	4.9			4	95.8	95.80				
			6.1	6.0			4	79.2	79.20				
	504		5.8	5.6			5	58.3	79.20				
			6.1	6.7			5	100.0	95.80				

Class 2													
Teacher	RTI	ES L	Star 1st Q.Diag.	Star 2nd Q.Diag.	Star 3rd Q.Diag.	Star 4th Q.Diag.	2017 - 2018 EOG	READING	QUARTERLY ASSESSMENT			2018-2019 EOG	NOTES
Students			GE	GE	GE	GE	Ach. Level	1st Check-In	2nd Check-In	3rd Check-In	Ach. Level		
								% Correct	% Correct	% Correct			
			4.9	4.1			3	58.3	79.20				
			-	-			-	-	79.20				
			4.0	4.5			3	75.0					
			4.3	4.3			2	54.2	66.70				
			3.8	4.9			3	79.2	70.80				
			4.8	3.7			4	95.8	62.50				
			4.1	3.4			4	79.2	62.50				
			5.3	5.2			4	79.2					
		ES L	4.5	4.3			2	75.0	75.00				
	RTI -1	ES L	2.7	2.7			3	33.3	45.80				
			3.8	4.8			1	62.5	62.5				
			8.6				4	75.0	79.2				
			4.0	5.2			4	79.2	75.0				
		ES L	2.8	3.1			-	37.5	25.00				
		ES L	3.0	3.0			2	45.8	66.70				
			5.5	5.3			1	83.3	83.30				
		ES L	4.1	2.8			4	45.8	54.20				
		ES L	3.5	3.5			1	54.2	75.00				
	RTI -1	ES L	2.9	2.6			1	37.5	37.50				
			4.9	4.2			3	87.5	87.50				
	EC-OHI		5.0	4.6			2	66.7	45.80				
			7.0	6.4			4	100.0	95.80				
		ES L	3.4	3.5			1	58.3	37.50				
			5.6	4.4			4	70.8	91.70				

			3.2	2.6			1	20.8	54.20			
			3.8	4.1			4	75.0	58.30			

All 5 <sup>th</sup> Grade Classes 1-6	Teacher	Student	RTI/EC	ESL	Star 1st Q.Diag.	Star 2nd Q.Diag.	Star 3rd Q.Diag.	Star 4th Q.Diag.	ELA 2017-2018	READING QUARTERLY ASSESSMENT	2ndQ	3rdQ	EOG
					GE	GE	GE	GE	EOG	1stQ-Prof.	Prof.	Prof.	Ach.Le v
	Last Name	First Name											
					4.9	4.6			4	91.70	83.3		
				ESL/CT	3.2	2.7			2	50.00	54.2		
				EC-OH	2.5	1.4			1	20.80	50.0		
					5.6	6.3			4	83.30	58.3		
					3.3	3.0			2	62.50	83.3		
				RTI-2	3.0	2.5			1	12.50	33.3		
				RTI-3	2.3	2.9			1	45.80	33.3		
				ESL/CT	4.7	3.5			3	29.20	58.3		
				EC-LD	2.0				1	12.50	75.0		
					3.1	3.8			-	62.50	62.5		
					1.8	1.5			1	29.20	33.3		
					4.3	4.4			-	70.80	95.8		
				ESL/CT	4.0	3.5			3	66.70	62.5		
					5.1	3.7			3	75.00	70.8		
					5.5	5.8			4	95.80	79.2		
				EC-LD	3.3	3.0			1	50.00	79.20		
				RTI-3	1.4	2.1			1	25.00	79.20		
				ESL/CT	3.2	4.3			3	54.20	50.0		
					4.7	5.2			4	58.30	66.7		
				RTI-2	3.8	4.0			2	37.20	70.8		
					4.2	4.6			4	91.70	62.5		
					4.2	5.2			3	66.70	62.5		
					5.0	7.3			4	91.70			
					4.4	4.2			4	62.50	75.0		
											45.8		

			ESL/C T	3.8	3.8			2	54.2	62.5		
			RTI-3	1.7	1.4			1	12.5	79.2		
				4.0	5.2			4	83.3	75.0		
			EC-SI	3.7	3.9			1	50.0	25.0		
				4.2	4.1				45.8	66.7		
				4.4	4.9			3	66.7	83.3		
				3.4	2.8			-	25.0	54.2		
			RTI-3	3.5	3.7			1	33.3	75.0		
				4.3	4.4			3	75.0	37.5		
			ESL/C T	4.6	5.8			2	A	87.5		
				3.5	3.1			-	41.7	45.8		
				5.0	6.1			4	100.0	95.8		
			ESL/C T	7.5	8.1			2	100.0	37.5		
			ESL/C T	4.1	4.8			3	58.3	91.7		
				3.3	4.8			2	54.2	54.2		
				4.0	4.1			1	62.5	58.3		
			ESL/C T	4.0	4.1			3	66.7	83.3		
				4.3	4.9			4	75.0	66.7		
				5.6	6.1			-	83.3	25.0		
				4.0	5.9			3	66.7	25.0		
				3.9	3.7			4	87.5	54.2		
				7.8	10.3			4	87.5	83.3		
				3.4	3.6			4	66.7	62.5		
				5.4	4.3			3	75.0	70.8		
				3.7	3.6			2	70.8	79.2		
				4.9	4.1			3	58.3	79.20		
				-	-			-	-	79.20		
				4.0	4.5			3	75.0			
				4.3	4.3			2	54.2	66.7		
			ESL/C T	3.8	4.9			3	79.2	70.8		
				4.8	3.7			4	95.8	62.5		
				4.1	3.4			4	79.2	62.5		
				5.3	5.2			4	79.2			
			ESL/C T	4.5	4.3			2	75.0	75.0		
			RTI-1	ESL/C T	2.7	2.7		3	33.3	45.8		
					3.8	4.8		1	62.5	62.5		
					8.6			4	75.0	79.2		

				4.0	5.2			4	79.2	75.0		
				2.8	3.1			-	37.5	25.0		
			ESL/C T	3.0	3.0			2	45.8	66.7		
				5.5	5.3			1	83.3	83.3		
			ESL/C T	4.1	2.8			4	45.8	54.2		
			ESL/C T	3.5	3.5			1	54.2	75.0		
			RTI-1 ESL/C T	2.9	2.6			1	37.5	37.5		
				4.9	4.2			3	87.5	87.5		
			EC- OHI	5.0	4.6			2	66.7	45.8		
				7.0	6.4			4	100.0	95.8		
			ESL/C T	3.4	3.5			1	58.3	37.5		
				5.6	4.4			4	70.8	91.7		
				3.2	2.6			1	20.8	54.2		
				3.8	4.1			4	75.0	58.3		
			ESL/C T	3.9	4.6			3	83.3	83.3		
				-				-	-	66.7		
			RTI-2 ESL/C T	4.3	2.8			1	25.0	25.0		
				1.0	1.7			-	29.2	25.0		
			PPS	4.0	4.2			2	79.2	54.2		
				3.0	4.7			-	66.7	83.3		
				2.3	2.5			3	29.2	29.2		
				4.8	4.4			3	66.7	75.0		
				5.3	5.1			4	83.3	70.8		
			RTI-2 ESL/C T	3.0	2.7			1	16.7	45.8		
			RTI-B ESL/C T	2.6	2.0			1	20.8	41.7		
				3.7	4.0			2	79.2	75.0		
			EC ESL/C T	2.2	2.7			1	25.0	25.0		
			RTI-2 ESL/C T	2.8	2.7			1	37.5	45.8		
				5.9	6.9			4	75.0	75.0		
				4.1	4.2			2	79.2	75.0		
				5.6	5.9			4	75.0	91.7		
				4.5	4.2			3	58.3	A		
				5.9	8.8			4	79.2	79.2		
			ESL/C T	4.0	4.3			3	62.5	62.5		

				0.8	1.2				25.0	41.7		
			ESL/C T	2.9	2.6			1	41.7	25.0		
			ESL/C T	2.6	3.0			1	29.2	58.3		
		EC- LD		1.1	1.2			1	20.8	20.8		
				4.4	4.2			3	58.3	83.3		
				5.2	4.8			4	75.0	75.0		
				5.4	4.3			4	83.3	75.0		
				6.3	5.5			4	83.3	83.3		
			ESL/C T	n/a	0.0			-	45.8	58.3		
		RTI-2	ESL/C T	2.6	1.7			1	25.0	58.3		
		RTI-2		2.4	1.3			1	29.2	20.8		
				3.6	3.7			3	58.3	62.5		
		RTI-2	ESL/C T	2.1	1.7			1	12.5	33.3		
			ESL/C T	2.7	2.9			1	33.3	20.8		
				4.0	6.2			4	70.6	75.0		
		504		4.1	1.9			2	41.7	62.5		
				5.8	5.6			4	87.5	91.7		
		EC- LD		2.3	2.0			1	16.7	50.0		
				3.5	4.5			2	45.8	62.5		
				4.5	4.3			3	66.7	70.8		
				5.5	5.3			4	79.2	79.2		
				5.0	5.0			3	79.2	79.20		
		RTI-1	ESL/C T	3.9	2.6			2	54.2	79.20		
				4.4	4.4			4	70.8	79.2		
			ESL/C T	4.1	3.4			2	58.3	66.7		
				3.8	3.1			1	58.3	70.8		
		EC- LD	ESL/C T	2.0				1	33.3	62.5		
				5.0	5.3			3	70.8	62.5		
				5.8	4.6			4	83.3	79.2		
				5.4	5.3			4	70.8	75.0		
				3.9	3.9			1	58.3	45.8		
				11.4	8.3			4	83.30	62.5		
				6.2	8.3			4	83.3	79.2		
				9.0	6.7			5	87.5	75.0		
				5.1	5.7			4	79.2	25.0		



				6.0	9.8			5	91.7	66.7		
				9.4	12.6			5	95.8	83.3		
				6.6	6.3			4	95.8	54.2		
				5.8	6.0			4	91.7	75.0		
				6.4	5.0			4	75.0	37.5		
				6.3	5.1			4	87.5	87.5		
				8.3	7.1			4	87.5	45.8		
				6.5	6.5			5	91.7	95.8		
				7.3	8.5			5	95.8	37.5		
				8.6	6.2			4	95.8	91.7		
				4.6	5.5			4	79.2	54.2		
				5.7	8.1			4	91.7	58.3		
				6.8	6.7			5	95.8	83.3		
				7.2	6.7			4	91.7	66.7		
		504		6.5	4.9			4	91.7	25.0		
				8.6	9.8			4	91.7	25.0		
				5.9	4.9			4	95.8	54.2		
				6.1	6.0			4	79.2	83.3		
		504		5.8	5.6			5	58.3	79.20		

**APPENDIX N: JGEES CLASSROOM WALKTHROUGH SNAPSHOT**

**OBSERVATION FORM**

**JGEES Classroom Walkthrough Snapshot Observation**

TEACHER \_\_\_\_\_ TIME \_\_\_\_\_ DATE \_\_\_\_\_

**Student Engagement:**  Actively Involved       Compliantly Passive       Disengaged/Disruptive

**Engaging Techniques Used:** \_\_\_\_\_

**Grouping:**  Whole Class       Small Group       Individual       Collaborative Pairs

**Rigor Rate (Level of Questioning, Thinking) :**

Level 1 (Green)       Remembering: Define, Label, List, Name, Memorize

Understanding: Restate, Describe, Explain, Locate

Level 2 (Yellow)       Applying: Calculate, Interpret, Investigate, Classify

Analyzing: Break Down, Comp/Cont, Outline

Level 3 (Red)       Evaluating: Defend, Prove, Measure, Justify, Judge, Rate

Creating: Compose, Make, Design

**Technology:**

Technology Utilized

Purposeful Technology Use ( DID increase engagement)

Basic Technology Use (Did not increase engagement)

**Best Practice Instructional Strategies Utilized:**

Distributed Summarizing       Graphic Organizers       Vocab “**Instruction**”

Collaborative Pairs       Activating Strategies

Differentiation: \_\_Learning Style \_\_Choice/Interest \_\_Group \_\_Tiered Work \_\_Scaffolding \_\_Preview

**Focus on Instruction**

- Lesson plans- All components, Aligned to standards
- Evidence of Engagement, Encouragement, Empowerment

**Other Observations**

- Students are successful in completing activities, assignments
- Lessons encourage higher order thinking

**GLOW (Reinforce):**

**GROW(Refine):**

**Other Notes:**

**Conference / Conversation**

- Conference / Conversation requested by evaluator
- Conference / Conversation not needed at this time; however teacher may request a conference / conversation if ever needed

