

# **Project CHOICE!:**

## **Lessons Learned from Alternatives to High School Reading Intervention**

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**Dr. Lynda Hayes, PK Yonge DRS**

**Dr. Nancy Waldron, UF COE, School Psychology**

**Ms. Nancy Dean, PK Yonge DRS**

**Dr. Nancy Corbett, UF COE, Special Educ.**



# Project CHOICE!:

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Creating High School Options in  
Comprehension and Engagement



# CHOiCE! Purpose

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- ❑ To increase reading achievement of high school struggling readers by improving literacy instruction across the curriculum, including:
  - Content areas (science, social studies)
  - Core reading/English
  - Reading Intervention



# CHOiCE! Vision

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- If we are to improve students' reading skills we must *motivate* them to participate in the act of reading.
- If we are to improve students' reading skills we must respect and value our struggling adolescent students by creating learning structures that protect their *dignity* and reinforce their *sense of efficacy*.
- If we are to improve students' reading skills we must develop structures and support with appropriate *intellectual challenge* and *age-appropriate* activities.



# Project CHOICE!:

## Comparing 3 research-based approaches

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- *Leadership through Reading* (developed by Nancy Dean; high school student as tutor)
- *Speech & Debate* (reading, research, and analysis in preparation for speech and debate activities)
- *READ 180* (Scholastic)



# In collaboration with Levy County

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- 9<sup>th</sup>/10<sup>th</sup> grade students scoring Levels 1 & 2 assigned to a treatment condition (LtR, S&D, or READ 180)
- 11<sup>th</sup>/12<sup>th</sup> grade students scoring < 300 assigned to *Speech & Debate*



# Florida Reading Initiative: Common Professional Development Foundation

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- All high school faculty previously trained in core elements of research-based reading instruction
- Included training specific to content areas
- Reading Coaches provided follow-up training in the FRI E6: PAS, Column Notes, Graphic Organizers, Question-Answer-Relationships, Reciprocal Teaching, Summary Frames



# CHOiCE! Core Instruction

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- ❑ REWARDS (A. Archer, Sopris West)
- ❑ Application of FRI Essential 6
- ❑ Use of student discussion protocols: Socratic Seminar, *Speaking Volumes* (B. Gilmore, Heinemann)
- ❑ Analysis of text: *Voice Lessons* (N. Dean, Maupin House)
- ❑ Common, alternative texts: *Newsweek*, *READ*



# *Leadership through Reading*

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- Tutor training
  - Interactive, engaging read alouds
  - Phonological awareness & decoding strategies
  - Coaching beginning readers
  - Comprehension checks
- Tutor research & preparation
  - Reading & selecting books
  - Planning the lesson
- Tutoring younger students (twice weekly)



# *Speech & Debate*

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- Research
- Note taking
- Preparation
- Performance
  - Lincoln/Douglas Debate
  - Oral Interpretation
  - Extemporaneous
  - Original Oratory



# Project CHOICE!

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**Treatment Fidelity:  
Processes & Considerations**



# Treatment Fidelity Checks

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- ❑ Classroom “walk throughs” with a structured observation checklist
- ❑ Important to document instruction consistent with the professional development provided
- ❑ Conducted in core, intervention, and content area classes by Project CHOICE! staff
- ❑ Conducted throughout the year; more frequently at the beginning of the year



# CHOiCE! Core Instruction Treatment Fidelity Checklist

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- Voice Lessons
- REWARDS
- Discussion Protocols - Socratic Seminar
- Discussion Protocols - Text Structure



# Core Treatment Fidelity

## Sample Items- Socratic Seminar

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- ❑ Teacher selects reading materials that provide students opportunity to practice careful reading, thinking, listening, and speaking skills
- ❑ Teacher discusses and/or posts ground rules for participation
- ❑ Teacher provides time for students to read, mark texts, and/or take notes



# Leadership through Reading Treatment Fidelity Checklist

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- ❑ Supervision & support of tutors
- ❑ Pre-Reading
- ❑ Reading & Comprehension using E6 Strategies
- ❑ Re-Reading and Responding
- ❑ Alphabet Work
- ❑ Working with Sounds
- ❑ Celebrating Literacy



# LtR Treatment Fidelity

## Sample Items

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- Prepares materials for tutors
- Makes written responses in tutoring notebooks
- Describes and models previewing strategies
- Teaches tutors a variety of activities to learn alphabet (alphabet song, flash cards, magnetic letters)



# Speech & Debate

## Treatment Fidelity - Sample Items

- ❑ Selects appropriate topic for debate
- ❑ Uses E6 strategies to develop critical thinking skills through analysis of issues related to topic
- ❑ Begins debate with the pro side speaking first; Allows 5 to 7 minutes of uninterrupted time to explain position
- ❑ Allows audience to ask questions of the debating teams



# Common Items for Treatment Fidelity

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- Treatment fidelity checks in all classrooms include a set of common items addressing:
  - Classroom environment
  - Organization and delivery of instruction
  - Student engagement and interest



# Items Common to *All* Fidelity Checklists - Instruction & Engagement Sample Items

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- Creating an environment for student learning
  - Climate that promotes fairness
  - Maintaining rapport with students
  - Communicating challenging learning expectations
  - Consistent standards of classroom behavior



# Items Common to *All* Fidelity Checklists - Instruction & Engagement Sample Items

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- Teaching for Student Learning
  - Makes learning goals and instructional procedures clear to students
  - Encourages students to respond and extend their thinking
  - Monitors student understanding of content through a variety of means
  - Provides support to students who need assistance
  - Students are actively engaged in assigned activities
  - Uses instructional time effectively



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## Assessments & Data Collection



# Project CHOICE!

## Research Questions

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- What are the effects of three evidence-based reading intervention programs (*READ 180*, *Leadership through Reading*, *Speech and Debate*) on the reading achievement of 9th and 10th grade struggling readers?
- Does student reported academic motivation, engagement, and overall academic competence change as the result of participation in an evidence-based reading intervention program?



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## Research Questions

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- Do teachers report changes in the academic motivation, engagement, and overall academic competence of students who have participated in an evidence-based reading intervention program?
- Does the classroom engagement of struggling readers differ across the three reading intervention programs?
- What are the perceptions of struggling readers and their teachers about the effect of the intervention programs on student reading outcomes, motivation, and engagement?



# Assessment Measures

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- FCAT Reading (*SSS & NRT*)
- Florida MAZE
- Stanford Diagnostic Reading Test-4th edition
- Academic Competence Scales (*Student and Teacher forms*)
- Reading Attitude/Motivation Survey
- Student Engagement Observations
- Classroom Instruction Fidelity Checks
- Student & Teacher Focus Group Interviews



# Stanford Diagnostic Reading Test-4 (SDRT4)

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- ❑ Assesses reading vocabulary and comprehension
- ❑ Lengthier passages
- ❑ National norms
- ❑ Group administration
- ❑ 85 minutes administration time



# Academic Competence Evaluation Scale (ACES)

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- ❑ Rating scale to assess
  - Academic skills (reading, critical thinking)
  - Academic enablers (motivation, engagement, study skills, interpersonal skills)
- ❑ Student self-report form
  - Group administration
  - 15 minute administration time
- ❑ Teacher form
  - 10 minutes per student



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## Results & Implications

