

## SENIOR HIGH SCHOOL READING TEACHERS WITH ELEMENTARY TEACHING EXPERIENCE AND EXEMPLARY TEACHERS

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### EVALUATION SCOPE

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**Evaluation Question:** Does teaching experience in elementary grades confer an advantage to senior high school reading teachers?

**Background:** Senior high schools hire reading teachers with experience teaching in elementary schools under the premise that these teachers are particularly effective with senior high school students who have low reading skills. This study was undertaken to test this premise. .

**Methods:** All ETO senior high school<sup>1</sup> teachers who taught Reading Intensive, Reading Intensive Plus, and Reading Retake were asked to complete a survey on the grade levels that they had taught, and on their teaching practice<sup>2</sup>. Descriptive statistics such as counts and percentages were calculated for questions with quantitative responses, and qualitative analyses were conducted on responses to open-ended survey questions. Also, statistical analyses were conducted on students' 2011 FCAT Reading scores, controlling for their prior year's scores. The following questions were posed and answered.

1. Do senior high school teachers with elementary teaching experience feel that their experience informs how they teach reading?
2. Do teachers with elementary teaching experience spend more class time teaching phonics than other teachers?
3. Do students assigned to reading teachers with and without elementary teaching experience differ in their achievement gains in reading?

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<sup>1</sup> Booker T. Washington, Homestead, Miami Carol City, Miami Central, Miami Edison, Miami Jackson, Miami Norland, Miami Northwestern, and North Miami senior high schools.

<sup>2</sup> A copy of the survey is available upon request.

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## FINDINGS

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### **The prevalence of elementary teaching experience among senior high school reading teachers.**

Of the 91 ETO senior high school teachers who responded to the survey, 27 (30%) had one or more years of experience teaching in elementary schools. For most of these teachers (78%;  $n = 21$ ), their experience in elementary school was less than 10 years prior to the 2010-11 school year.

Although three teachers' experience in elementary grades was limited to being a "resource," a "part-time interventionist," or a "pull-out" teacher, almost all of the teachers with elementary school experience (93%;  $n = 25$ ) had taught for at least one year in the beginning grades (kindergarten through 3<sup>rd</sup> grade) and roughly half (48%;  $n = 13$ ) had taught for at least four years. Also, three-quarters of the teachers (74%;  $n = 20$ ) taught 4<sup>th</sup> or 5<sup>th</sup> graders who had scored at FCAT levels 1 or 2 for at least one year. Thus, although the experience of this group of teachers was diverse, almost all had taught beginning readers within the prior 10 years.

### **Do ETO senior high school teachers with elementary teaching experience feel that their experience informs how they teach reading? What do teachers with elementary teaching experience feel that they do differently or additionally from other teachers?**

All but two teachers responded affirmatively to the following survey question, "*Does your experience teaching reading in elementary school grades influence your current teaching? If so, please describe.*" Of the two teachers who did not feel that their elementary experience influenced their current teaching, one had taught elementary grades almost 30 years before, and the other one had been an elementary resource teacher for only one year. Classifiable responses were synthesized into the following categories:

- Teacher could use the same strategies in senior high school as in elementary school ( $n = 11$ ). Five teachers specifically mentioned phonics, and 9 teachers mentioned various other strategies.
- Students have the same needs/it allows the teacher to identify students' needs/deficits ( $n = 6$ ).
- The experience taught the teacher the importance of using high interest reading material ( $n = 3$ ).

### Do teachers with elementary teaching experience spend more time teaching phonics than other teachers?

Because students were placed in their respective reading classes depending on their instructional needs, teachers' report of their use of phonics were analyzed by the class or classes taught. The number of teachers with early teaching experience who taught Intensive Reading Plus ( $n = 9$ ) and who taught Reading Retakers ( $n = 9$ ) was too low for statistical analyses. The numbers of teachers who taught at least 31 minutes per week of phonics were 10 of 19 (53%) and 12 of 36 (33%) teachers with and without elementary teaching experience, respectively. This difference was not statistically significant<sup>3</sup>.

“Would you like training on how to teach phonics?”

56% of teachers responded affirmatively

Table 1. Time Reportedly Spent by Teachers on Phonics Instruction.

	Intensive Reading Plus		Intensive Reading		Reading Retakers	
	count	%	count	%	count	%
0 minutes	1	3%	7	13%	9	23%
1 to 10 minutes per week	3	10%	6	11%	7	18%
11 to 20 minutes per week	4	13%	9	16%	9	23%
21 to 30 minutes per week	3	10%	11	20%	6	15%
31 to 40 minutes per week	2	7%	9	16%	5	13%
41 to 50 minutes per week	4	13%	4	7%	2	5%
more than 50 minutes per week	13	43%	9	16%	1	0%
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>55</b>	<b>100%</b>	<b>39</b>	<b>97%</b>

### Do students assigned to reading teachers with and without elementary teaching experience differ in their achievement gains in reading?

Students' achievement in reading as measured by the FCAT and by the FAIR was examined by class. Of the four classes, the numbers of teachers with and without elementary teaching experience were 9 and 10 in Intensive Reading Plus, 7 and 17 in Intensive Reading, 3 and 3 in Intensive Reading Enrichment, and 5 and 16 in Reading Retakers, respectively. The numbers of students in the four classes by grade are presented in Table 2. The numbers of students in the four classes assigned to teachers with and without elementary experience are presented in Table 3. Students of teachers whose experience was unknown were not included in analyses.

<sup>3</sup> Chi-square = 1.93, df = 1, 55, p = .165

Table 2. Counts of Students by Grade and Class.

Grade	Intensive Reading Plus	Intensive Reading	Intensive Reading Enrichment	Reading Retakers
9	215	931	142	--
10	379	843	172	13
11	--	98	1	527
12	--	15	--	583

Table 3. Counts of Students Assigned to Teachers with and without Elementary Teaching Experience by Class.

Teacher with Elementary Teaching Experience	Intensive Reading Plus	Intensive Reading	Intensive Reading Enrichment	Reading Retakers
Yes	222	507	137	358
No	372	1380	178	761

Analyses of the effect of teachers' experience in elementary school grades (yes/no) on achievement scores were conducted while controlling for the prior year's *Florida Comprehensive Assessment Test* (FCAT) Reading, English Language Learner status (yes/no), participation in the free/reduced lunch program (yes/no) and class absences<sup>4</sup>. There was a significant positive effect of teachers' elementary experience on the FCAT reading scores of students in the Reading Enrichment class and in the Reading Retakers' class such that students of teachers with elementary experience scored significantly better than students of teachers without the experience. The elementary experience was not significant for students in other classes.

<sup>4</sup> Students with other disabilities were excluded from analyses. Prior year's FCAT scores were standardized by grade district-wide. Absences were standardized across all ETO reading students. Parameter estimates are available upon request.

Analyses of students' spring *Florida Assessment in Reading* (FAIR) FAIR standard scores on Reading Comprehension, Maze, and Word Analyses scores were also analyzed. Results indicated statistically significant positive effects of elementary teaching experience on the following:

- Maze and Word Analysis scores for students in Intensive Reading Plus,
- Word Analysis scores for students in Intensive Reading Enrichment,
- Word Analysis scores for students in Reading Retakers.
- Reading Comprehension scores for students in Reading Retakers.

There was also a significant negative statistical effect of elementary experience on Maze scores for the Reading Retakers' class. This means that students of teachers with elementary experience in this class performed more poorly on the Maze than students of teachers without the experience.

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### CONCLUSIONS

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Results suggest that teachers with elementary experience might develop students' word analysis skills significantly more than other teachers. These skills did not appear to be sufficient to translate into significantly higher FCAT Reading scores for students in Intensive Reading Plus, but they did translate into an advantage for students in Intensive Reading Enrichment. In the Reading Retakers' class, increases in Word Analysis skills were coupled with increases in Reading Comprehension, which reflected favorably on the FCAT.

Table 4. Regression Statistics on the Effects of Teachers with Elementary Teaching Experience.

		<b>Intensive Reading Plus</b>	<b>Intensive Reading</b>	<b>Intensive Reading Enrichment</b>	<b>Retakers Reading</b>
<b>FCAT</b>	<i>n</i> =	594	1,887	286	1,119
				$\beta = .166$ $t = 2.805$ $p = .005$	$\beta = .062$ $t = 2.383$ $p = .017$
		ns	ns		
<b>FAIR</b>	<i>n</i> =	533	1,639	286	754
					$\beta = .081$ $t = 2.146$ $p = .032$
	Reading Comprehension	ns	ns	ns	
		$\beta = .096$ $t = 2.234$ $p = .026$	ns	ns	$\beta = -.081$ $t = -2.279$ $p = .023$
	Maze				
		$\beta = .210$ $t = 4.93$ $p = .000$	ns	$\beta = .160$ $t = 2.574$ $p = .011$	$\beta = .126$ $t = 3.469$ $p = .001$
	Word Analysis				

Note. For use in analyses, achievement scores were standardized by grade for all students in the district. N's vary by test/sub-test. N's identify the test with the largest number of observations. Shaded cells have significant negative teacher effects ( $\beta$ ).

## Exemplary Teachers

### Do teachers identified as exemplary differ from other teachers in what they report doing that most helps their students?

In response to the following question, *“As a reading teacher, what do you do that is most helpful to your students? (It could be a strategy, a technique, an approach)”* five of seven exemplary teachers who responded to the survey named one or more reading strategy such as “chunking,” “stop-and-jot,” or “MOPP.” Three teachers mentioned general instructional strategies such as “explicit instruction,” “bell-to-bell instruction, and “building background knowledge.” Two teachers mentioned motivating students. Thus, this group of teachers listed specific reading strategies most frequently.

Analyses of a sample of 37 responses by the other teachers, found that 27 teachers listed general instructional strategies, seven gave motivational strategies, and six mentioned specific reading strategies. Thus, non-exemplary teachers most frequently listed general instructional strategies as the technique that they use that is most helpful to their students. All responses are included in the Appendix.

### What do the students of exemplary reading teachers feel was particularly helpful to their growth in reading?

Students of exemplary teachers were asked, *“What did your teacher do that helped you learn more this year than in other years?”* Of 272 students who responded to the survey, 223 (82%) reported having learned more that year in their reading classes than in prior years. Most frequently, students’ responses to the question included mention of specific reading strategies such as SWAG, MOPP, WIN, and Gist (minimum  $n = 104$ , 47%). Second in frequency was report that the teacher taught vocabulary (minimum  $n = 31$ , 14%) and that the teacher employed practices that the evaluator identified as being features of explicit instruction<sup>5</sup> (minimum  $n = 39$ , 18%)<sup>6</sup>. For instance<sup>7</sup>,

- “...give me materials that i was able to understand for that days lesson.”
- “She breaks down the information that we need to know if the students don’t understand.”
- “She helped me with when I needed it 1 on 1...”
- “...makes sure we all understand what was it about...”

Salient in students’ responses was the teacher’s portrayal. The teachers were invested, respectful, and patient. They demanded that the students work and stay focused. They distinguished themselves by

<sup>5</sup> The Appendix contains a copy of the survey with students’ responses and a chart with the features of explicit instruction.

<sup>6</sup> Mention of other instructional strategies such as the use of multiple modalities (“power point and images,” “hands-on”), making connections to students’ world (“topics focused on the modern world”), and of supporting students’ use of visualization (“showing us and instilling mental images”) were evident, but less frequent.

<sup>7</sup> All quotes are verbatim, without corrections of spelling or grammar errors.

their work ethic. Students, in spite of limited writing skills, communicated quite well the effect of teachers' actions. The students were engaged, appreciative, and highly motivated by their perceived increased competence.

- “well, she really encourage, and helped me alot, by the way she teaches me, she actually take the time out and help, it feels like she knows what us students is struggling on, and not just me other students thats in my class to, "SHE ACTUALLY LISTENS".”
- “...Unlike my other teachers the year before my teacher this year taught me way more and I feel very proud that i learn alot from him so next year I won't have a hard time reading and writting bad, So I learn alot this school year and I'm thankful for It.
- “...an for once i did not skip class.”
- “...HAS SHOWN ME THE MEANING OF HOW TOO DO MY WORK AND STOP FOCUSING ON STUFF THAT DONT CONCERN ME THATS WHY EVERYDAY IM GETTING READY FOR SCHOOL I MAKE SURE THAT I HAVE HER HOME WORK DNE AND.EVERYTHING”
- “...read and write with confidence and speak with conviction. If that is'nt motivation i do not know what is.”
- “”alot that others aintteach mehthhhh.....”
- “My teacher help me patiently , she also didn't give up...”
- “...she also gave everyone the same respect and wholesomeness.”
- “...She Will Actually Answer Our Questions And Not Ignore Us...”

Relatively few students mentioned practicing test-taking skills. Also, whereas a number of non-exemplary teachers considered it important to motivate students, students of exemplary teachers always described being motivated by their increased skills as a result of instruction.

#### Most Helpful?

- Reading Strategies
- Respectful attention to learning needs

### **Do students assigned to exemplary reading and those assigned to other reading teachers differ in their achievement gains in reading?**

Of students enrolled in Intensive Reading Plus, there was a significant positive effect on reading achievement for students of teachers deemed exemplary as measured by the FCAT and by the FAIR Reading Comprehension tests. Of students enrolled in Intensive Reading, there was a significant positive effect on reading achievement for students of teachers deemed exemplary as measured by the FCAT and by the FAIR Word Analysis tests. There was also a negative effect on reading as measured by the FCAT, by FAIR Reading Comprehension and Maze tests. Teacher effects could not be examined for the Intensive Reading Enrichment class because the number of students with exemplary teachers was low. Teacher effects were not significant for Reading Retakers as measured by the FCAT. There were no FAIR scores for the Tier I Reading Retakers, hence analyses on these could not be undertaken.

Table 5. Regression Statistics on the Effect of Tier I Teachers.

		<b>Intensive Reading Plus</b>	<b>Intensive Reading</b>	<b>Intensive Reading Enrichment</b>	<b>Retakers Reading</b>
<b>FCAT</b>	<i>n</i> =	908	2,722		1,015
		$\beta = .113$ $t = 3.597$ $p = .000$	$\beta = -.050$ $t = -2.81$ $p = .005$		ns
<b>FAIR</b>	<i>n</i> =	809	2,335		
		$\beta = .067$ $t = 1.994$ $p = .046$	$\beta = -.046$ $t = -2.418$ $p = .016$	There were too few students of Tier I teachers to permit analyses	The students of the Tier I teacher did not have FAIR scores
	Reading Comprehension		$\beta = -.058$ $t = -2.918$ $p = .004$		
	Maze	ns			
	Word Analysis	ns	$\beta = .041$ $t = 2.030$ $p = .042$		
Teachers		Branch <i>n</i> = 43 *Chong-Qui <i>n</i> = 39 *Mitchell <i>n</i> = 47 Mondy <i>n</i> = 42	Garvine <i>n</i> = 136 Walker <i>n</i> = 60	Walker <i>n</i> = 35	Tapanes <i>n</i> = 104

\* Above the 60th percentile in rank.

Shaded cells have significant negative teacher effects ( $\beta$ ).

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**APPENDIX**

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**ETO READING TEACHERS SURVEY RESULTS**


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**DESCRIPTION**

Does experience teaching reading in elementary grades confer an advantage?

**INSTRUCTIONS PROVIDED TO RESPONDENTS**

For multiple choice questions, please choose the answer that best describes your experience. Your individual responses will be confidential and will neither benefit nor harm you. If you have questions, please call me, Dr. Emily Arcia at 305-995-7537 in the Office of Program Evaluation.

**RESPONDENT METRICS**

Respondents: 91  
 First Response: 4/29/2011 04:46 PM  
 Last Response: 5/12/2011 02:16 PM

The following is a tabular depiction of the responses to each survey question. Additional comments provided by respondents, if any, are included after each table.

<b>SECTION - YOUR EXPERIENCE TEACHING READING</b>
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<i>1. What is your last name?</i>		
<i>2. At which school do you teach?</i>		
18.7%	17	Northwestern
12.1%	11	Carol City
9.9%	9	Booker T. Washington
9.9%	9	North Miami
8.8%	8	Central
8.8%	8	Edison
8.8%	8	Homestead
8.8%	8	Jackson
8.8%	8	Southridge
5.5%	5	Norland

*3. As a reading teacher, what do you do that is most helpful to your students? (It could be a strategy, a technique, an approach; whatever you feel makes you a good reading teacher.)*

**Exemplary Teachers**

- Explicit instruction, bell-to bell instruction, strong phonics lessons, solid vocabulary, effective essential questions tied directly to each one of the F-CAT benchmarks. Strategies: MOPP, WIN, SWAG, stop and jot, chunking, LSAT reading strategies, endurance.
- Build vocabulary, silent reading fluency, increase student motivation to reading and view themselves as 'readers.' Develop thinking/reading comprehension skills and abilities.
- The phonics program SIPPS has been most beneficial in helping my students apply the rules of reading and consequently become better readers.
- As a reading teacher, I focused on increasing student achievement through the implementation of research-based reading strategies in order to increase comprehension. A number of my students experienced academic growth in the area of decoding words through the utilization of phonics (SIPPS), the ability to actively participate in discussion of new information learned while reading, and the enjoyment of reading.
- I feel that my approach and expectations of them really sets the tone in my classroom. They can and will succeed.

### **Exemplary Teachers with Elementary Experience**

- Reciprocal Reading; building background knowledge for students; focusing extensively on vocabulary; encouraging students so that they can improve self-esteem that has been damaged by repeated past failures in reading.
- Explicit instruction that is scaffolded.

### **Teachers with Elementary Experience**

- My students read independently every class. After reading, I ask them scaffolded questions. The first questions are just to make sure they did the reading, then some basic comprehension questions, leading up to a written analysis of some aspect of the reading.
- Flexible setting, individualized instruction according to student's abilities/deficits, using graph organizers for vocabulary development, and using strategies such as "I do, We do, You do".
- Teaching my students good reading strategies and building their confidence is most helpful to them.
- I help teach FCAT test-taking strategies, focusing on reading comprehension. I also strive to be a positive motivational force for my students.
- Giving my students the opportunity to work at their own pace. I do not rush my students.
- I use instructional scaffolding to help my students become successful learners.
- Understanding students' strengths and weaknesses and using this information to drive instruction.
- Individualized Reading in small groups.
- As a reading teacher, I have found that it is imperative that comprehension instruction is explicit. Second, the strategies must be modeled by skillful readers including teachers and peers. Last, the strategies must be scaffolded by teachers until the students are able to use the strategies successfully while independently reading. I believe, efficiency is critical when teaching at-risk students. This type of approach can best be achieved by placing students in an instructional group with others that are at their instructional reading level.
- It depends upon the class and the material to be read. Sometimes I use a particular approach, other times I use an opening strategy to engage reluctant readers.
- DATA CHATS
- When I am instructing material that is more rigorous I tend to sit down with my students and show them step by step how I personally break down something I find hard. This might include dimming the lights, sitting with my feet up and using the organizer of my choice. I give them copies and have them follow along while I am analyzing in my own way. By the end of this my students are usually comfortable and ready to complete the material as a group.
- As a reading teacher a strategy that I find most helpful is SWAG. When students scan the article, preview the words and questions, and, find the GIST using the WIN strategy.
- Looking at their data and trying to infuse what they are lacking above and beyond the designated benchmark overall.
- While giving them various strategies to utilize during everyday reading. I motivate the students into believing in themselves.
- Activation of active reading strategies.
- Provide one-to-one instruction as much as possible.
- Reciprocal Teaching
- My background as an ESE teacher helps enhance my teaching through the following activities: repetition, use of visuals, keeping the students focused using materials they can relate to, having an inclusion teacher, therefore having 2 teacher led groups, doing as many creative activities related to state standards as possible (text features using the newspaper, promethean board for various activities (multiple meaning games), having students do non traditional book reports (I have an assignment sheet with 8 different activities that the students choose 3), and using the computer component to the different reading programs that I teach (Edge A and Jamestown). I explain to them that this course is meant to help them become more successful both in school and in their lives. I try to relate as much to the real world and world of work as possible. Many of these students have not been successful, so therefore they need to know that everything they do is important as a stepping stone for their future. Regarding phonics: (question below) Every time students ask me to spell a word or they misspell a word, I teach phonics!

Phonics is a daily happening, students must stop and sound out words in order to be better readers, while using context clues. I do SIPPS with the Edge A students. In regard to phonics, all teachers need to be trained to teach it correctly.

- The use of data driven instruction.
- Adjusting the lessons and strategies to utilize student strengths and improve their weak areas by pairing it with a strength
- skills. Instructional priorities; Enhanced instruction in the high level reasoning skills, vocabulary, and reading..
- I really feel like the root word component of SIPPS has been effective, and I have expanded the list of roots. Breaking down challenging words, using the knowledge of prefixes, suffixes and roots is a technique I have always enjoyed and seen to be extremely beneficial.
- As a reading teacher, I use student engagement activities to actively involve all students.
- incorporating reading manipulatives

### Other Teachers

- Clearly setting 9week measurable reading goals for students ie. by december, all students will be reading X number of words per minute and show a mastery of Y benchmarks.
- Keeping a track of student growth also really help to invest students on why its imperative that they become strong readers. Thirdly, what I found highly effective is quickly setting a purpose for most of the reading activities. Many of my students responded really well when they knew why we were doing a certain activity and how that would help their reading goal.
- Activate Prior Knowledge; Reciprocal Teaching reading strategies; pre-teach vocabulary related to reading selection, set a purpose for reading.
- As a reading teacher I believe it is important that my students apply the skills and strategies they have been taught while reading text. I also believe it is important they are actively engage in the text they are reading. I also teach my students to use these same strategies in their other classes when reading text.
- As a reading teacher the most helpful thing that I do to help my students is provided them with different strategies such as the WIN or the GIST or tips for success helping them try to eliminate the wrong answers. Also by introducing new vocabulary words to them.
- As a Reading teacher, I feel reading, modeling, chunking, and "breaking it down" allows me to be a good reading teacher to my students.
- As a reading teacher, I work hard to demonstrate how each strategy can be applied for use in a learning environment as well as for outside of classroom settings. I feel being relevant to the everyday lives of our student population fosters a deeper understanding and an eagerness to learn.
- Be excited about reading, monitor student's reading ability, and provide instructional materials tailored to student needs.
- Bell Ringers, WHOLE GROUP
- Challenge my students with novel study, and make the reading applicable to them.
- Direct contact and independence with leveled text
- Effective reading strategies to target reading deficiencies
- explicit instruction
- Explicit Instruction (I do, we do, you do) and using a multi-sensory approach. I try my best to make sure I reach the diverse styles of learning in my class, especially for the lower level readers.
- Explicit teaching is the most beneficial.
- Explicit teaching. Modeling, i.e. I do, we do, you do.
- Focus on prefixes, suffixes and root words to help them become better readers.
- Frontloading background information and vocabulary.
- Gist, reciprocal teaching, think alouds and read alouds
- Grammar and vocabulary.
- Guided (assisted) practice with opportunity for IMMEDIATE corrective feedback

- High Interest reading material
- I asked my students this question. Their answers ranged from "you taught us instead of just talking like some teachers" to "you put pressure on us." Personally I think what makes me a good reading teacher is understanding the needs of my students. This year I am teaching 11th grade retakers. Passing the FCAT is the most important thing to them. Therefore we have worked mainly on understanding what the question is asking and breaking down the answers. If I was teaching 9th grade decoders I would have to do something else in order to be a "good reading teacher."
- I believe that a combination of reading strategies and meeting the needs of my student is what truly help my students.
- I develop a relationship with each student which leads to increased motivation and cooperation.
- I DO, YOU DO, WE DO IS A STRATEGY THAT I UTILIZE OFTEN IN MY CLASSES. THIS ALLOWS THE STUDENTS TO BE INFORMED OF WHAT THE THINKING PROCESS IS LIKE FOR INDIVIDUAL READERS.
- I encourage students to make connections, which helps them to understand the text and leads them to a purpose for reading.
- I first attempt to build a rapport with students and walk students through strategies that work for each student.
- I teach my students a variety of strategies and I also make connections to things that they already know and are familiar with in order to teach them new concepts.
- I teach reading in special ESE classes. I like to use the WIN-Gist strategy along with some graphic organizers. The strategy allows my students to look at the reading passage in small chunks and it is also another way of using the 5W, and H questions types. Graphic organizers give my students a visual image of the passage or another way at looking at the words from the passage. I find the use of a strategy with a graphic organizer in teaching reading with my students to be very effective.
- I think repeated strategies and small group instruction are most helpful; combined with the wrap up activity that forces students to recall what they learned that day. I think when small group instruction is tailored to the students' needs using FAIR Data then they get the most out of the instruction. Repeated practice reads for Fluency has also shown beneficial.
- I think Silent Reading time is helpful to my students. I think strategies like WIN, GIST, ect. that chunks the text helps my students with comprehension so they can discuss the text.
- I think the explicit teaching model is what is working best with the students. It is that gradual release of responsibility with the I do, we do, you do model.
- I thoroughly explain a topic and start from the basics to the highest level.
- I try to "meet them where they are," in their reading/cognitive ability and go from there. I also try to relate stories, strategies, and concepts to the real world. Lastly, I try to enhance/reinforce their self-image and self-esteem.
- I use a rise to rigor approach to preparing retakers for the FCAT reading test. I teach them how to read and analyze poetry, short stories, dramas, speeches, and informational reading. Further, I teach them how to profile the distractors that routinely appear on this test.
- If I were a reading teacher, resources, supplies and a curriculum fit for high school students would be more appropriate than the newspaper, particularly the lowly written USA today.
- In dealing with low level readers, a combination of strategies, techniques, and approaches are helpful to my students. Explicit instruction of fundamental skills is vital to their progression. Working in small groups and allowing students to read and discuss leveled texts, increases students' comprehension and fluency and allows them to better understand concepts that are being taught. The use of graphic organizers also increases students understanding of concepts.
- In my opinion building a rapport with my students has helped me to become a successful reading teacher. I can get my students to perform, because they know that I have high expectations for them.
- Investment: I pride myself in investing my students in being confident readers and eloquent speakers.
- Listen!!
- Make my lessons fun and entertaining.

- Modeling, Explicit teaching, and Differentiated Instruction
- Motivation, Motivation, Motivation!
- My students are mostly visual learners and graphic organizers were detrimental to their learning. Reciprocal teaching and scaffolding during reading assignments were also helpful. They also loved to draw the meaning of vocabulary terms in their Frayer Models.
- Positive Motivation, consistency and explicit strategies.
- Reading and Discussion with a written response--it helps the students make a connection to the information and it's application in a real world setting
- Repeatedly modeling strategies - read-a-louds- high interest materials.
- Since many of my students are visual learners and actually ask many questions about the world around them, I try to capture their interest with real-world connections through discovery learning.
- SiPPS, Gist, WIN
- SIPP's, Reciprocal Teaching, Active Reading Strategies, Data Analysis and CARING and BELIEVING.
- Sit with each student individually and go over their test scores. I create a form and have the student complete it with me and they must set a goal. This was impressive to my students because they said no one ever sat with them and reviewed their scores. Many of them said their teacher just told them they did not pass the test. They didn't give them a score or discuss their strengths and weaknesses.
- Students learn differently, as a teacher I use various strategies to help build their comprehension. Repetition is a must for retaining, and understanding. Homework is necessary, because it allows students to practice what was taught in class. Computer base activities, reading for 30 minutes a day and handouts will also enhance students abilities to recall the lesson taught.
- Students need time to read books and novels. Students need time to become activer readers and essentially become one with the text.
- Teacher Modeling, working along with students and then having students work independently.
- Teaching students to understand and implement the Process of Comprehension and to take an affective approach to reading.
- The 6 reading comps + reciprocal & CRISS strat etc.
- The most helpful approach to my students is making sure that all tasks encourage critical thinking, and allowing students time to actually read on their own. In short, there must be a balance between remediation and rigor.
- The question is "What don't you do that could be helpful to your students?" The answer is plain and simple. I do everything possible and that includes; giving a brief synopsis of my life while tying it in with the lesson; using reading strategies that I have learned through professional development; reasoning with students and providing additional instruction on their weakest area in reading (using data); working one on one with students; listening to students (likes/dislikes) about reading habits; getting to know my students on another level (what may be going on in his/her home); and asking students what can I do to help him/her to become a better reader? In addition, I may allow additional time for reading task because I have students that have a learning disability; and allowing students to read books for a purpose (entertainment/information).
- To better serve my students who experience varying disabilities, I implement differentiated instruction through content, process, and product. In addition, students are grouped heterogeneously according to the following reports: Unique Learning System, MangoMon/Learning Today, Florida Alternate Assessment, and teacher observation.

**4. INTENSIVE READING PLUS:** *On average, how many minutes per week do you spend teaching phonics to students in your Intensive Reading Plus classes?*

67.0%	61	not applicable, I don't teach this course.
14.3%	13	more than 50 minutes per week
4.4%	4	11 to 20 minutes per week
4.4%	4	41 to 50 minutes per week
3.3%	3	1 to 10 minutes per week

3.3%	3	21 to 30 minutes per week
2.2%	2	31 to 40 minutes per week
1.1%	1	0 minutes

5. **INTENSIVE READING:** *On average, how many minutes per week do you spend teaching phonics to students in your Intensive Reading classes?*

39.6%	36	not applicable, I don't teach this course.
12.1%	11	21 to 30 minutes per week
9.9%	9	11 to 20 minutes per week
9.9%	9	31 to 40 minutes per week
9.9%	9	more than 50 minutes per week
7.7%	7	0 minutes
6.6%	6	1 to 10 minutes per week
4.4%	4	41 to 50 minutes per week

6. **READING RETAKERS:** *On average, how many minutes per week do you spend teaching phonics to students in your Reading Retakers' classes?*

57.1%	52	not applicable, I don't teach this course.
9.9%	9	0 minutes
9.9%	9	11 to 20 minutes per week
7.7%	7	1 to 10 minutes per week
6.6%	6	21 to 30 minutes per week
5.5%	5	31 to 40 minutes per week
2.2%	2	41 to 50 minutes per week
1.1%	1	more than 50 minutes per week

7. *Would you like training on how to teach phonics? {Individual responses will be confidential.}*

56.0%	51	Yes
44.0%	40	No

8. *Have you taught reading in elementary school?*

70.3%	64	No
29.7%	27	Yes

## SECTION - YOUR EXPERIENCE TEACHING READING IN ELEMENTARY SCHOOLS...

9. *Does your experience teaching reading in elementary school grades influence your current teaching? If so, please describe how.*

- Absolutely, I believe that due to my having taught ESOL and Reading at the Elementary School level my instructional development of lessons are more apt to include all types of learners. With a foundation of understanding that students are taught individually through whole group, covering all learning styles throughout the class period. By the end of the subject at that time being taught all students have received a chance to be instructed and practice at their level, rate and style. This was practiced and supported at the elementary level and I continue this method at the secondary level.
- Definitely - I have a more solid understanding of phonemes and morphemes. and when we were asked to teach phonics this year, though I had to brush up on it, it did not terrify me.
- I feel that teaching in an elementary school prior to teaching in a high school has contributed to my current reading instruction. I can see that there is a disconnect with being able to read words in whole or in syllables. It is evident that the foundation for reading needs to be revisited and firmed up in order for high school students to become effective readers.
- I have to model my lessons and instill in my students' minds that reading can be enjoyable.
- In the teaching of the phonic rules and instruction on how to decode words.
- My experience teaching reading in elementary school grades influence my current teaching style.

- My experience teaching reading in elementary school grades influenced my current teaching because was able to explicitly teach phonics from the basics of phonics to the complex components of phonics. As a result, I felt very comfortable teaching phonics.
- My experience teaching reading in elementary school has certainly influenced teaching reading at the high school level.
- No.
- Not in any way I'm conscious of.
- Regardless of age, if a student doesn't have the basics of reading and phonics skills they need to start at a point at which they can be successful. I look for high interest, low level materials
- Since our HS readers are delayed, some of the techniques used in elementary school are applicable in HS for our students. It gives us a jumping off point in deciding how to approach certain skill builders.
- Teaching reading in elementary school allowed me to spiral on growth of students interest. Give a child a book of interest and a strong foundation in pre-reading skills they will soak knowledge up like a sponge. "Be Creative"
- yes
- Yes but it was quite some time ago but I did tutor elementary students except for the past 2 years.
- Yes it does because my retakers have the same deficiencies as an elementary student so my elementary skills automatically kicks in when I'm teaching.
- Yes it does. I have realized that I could use some of the same skills from my Elementary experience with my high school students.
- YES, BECAUSE A LOT OF THE STRATEGIES I UTILIZED WITH MY ELEMENTARY STUDENTS ARE VERY BENEFICIAL TO THE STUDENTS I TEACH NOW BECAUSE THEY ARE VERY DEFICIENT IN THE AREA OF READING. THE STRATEGIES ALLOW ME TO DO A LOT OF SCAFFOLDING WHERE WE CAN START FROM THE BOTTOM AND WORK OUR WAY UP.
- Yes, because in elementary phonics is stressed so highly. I taught using Voyager Passport, which stresses phonics. I also learned how to break words/thoughts/sentences into smaller, easier to understand bits.
- Yes, because it allows me to see where my students are lacking.
- Yes, because many of my students display the same traits my younger students faced. They tend to lack prosody and fluency.
- Yes, I utilize syllabication to teach word decoding and I approach it as a tool to use as needed in my intensive and retakers co-teaching classes. In the intensive plus I am very comfortable actively teaching phonics because of my experience with SRA direct instruction
- Yes, is has given me a better understanding of why 9th grades students are struggling readers. (No phonetic background)
- Yes,in all areas.especially basic skills,vocabulary,and reading comprehension strategies required to meet grade level standards.
- Yes,it does. Teaching reading is pivotal at the elementary level where it's ongoing; therefore, having the prior experience has a great influence currently.
- Yes. As a reading teacher in high school, I can determine the areas of weaknesses in students; areas in the foundation
- Yes. I am able to create bottom up lessons when necessary. Small group lessons were second nature as I transitioned high school.

10. *Did you teach phonics when you taught reading in elementary school?*

92.6%	25	Yes
7.4%	2	No

11. *How many years ago was it that you taught reading in an elementary school?*

- 1 year (n = 5)
- 2 years (n = 1)

- 4 years (n = 4)
- 5 years (n = 3)
- 6 to 10 years (n = 7)
- 11 to 20 years ago (n = 4)
- 21 or more years ago (n = 1)
- {Evaluator's note: three teachers noted brief experiences and/or having taught a whole language approach to reading}
- {Evaluator's note: at least two teachers answered the question incorrectly by specifying the number of years that they taught in elementary schools}

<b>SECTION - YEARS TEACHING READING IN ELEMENTARY SCHOOLS</b>
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**INSTRUCTIONS PROVIDED TO RESPONDENTS**

For each grade below, indicate the number of years that you taught reading to students in the given grade. If you taught multiple grades, give an approximation by dividing the years. For instance, if for three years you taught reading to 3rd, 4th, and 5th graders, record 1 year for each grade.

**12. Kindergartners**

66.7%	18	0 years
18.5%	5	1 year
7.4%	2	3 years
3.7%	1	2 years
3.7%	1	4 or more years

**13. 1st graders**

51.9%	14	0 years
18.5%	5	1 year
14.8%	4	3 years
7.4%	2	2 years
7.4%	2	4 or more years

**14. 2nd graders**

37.0%	10	0 years
29.6%	8	1 year
22.2%	6	2 years
11.1%	3	4 or more years

**15. 3rd graders**

25.9%	7	0 years
25.9%	7	1 year
18.5%	5	3 years
18.5%	5	4 or more years
11.1%	3	2 years

**16. 4th graders: Classroom(s) of students at Levels 1 and 2**

37.0%	10	0 years
29.6%	8	1 year
18.5%	5	2 years
11.1%	3	4 or more years
3.7%	1	3 years

**17. 4th graders: Classroom(s) of students at all levels or at Levels 3 and above.**

48.1%	13	0 years
18.5%	5	4 or more years
11.1%	3	1 year

11.1% 3 2 years

11.1% 3 3 years

*18. 5th grade: Classroom(s) of students at Levels 1 and 2*

44.4% 12 0 years

22.2% 6 1 year

14.8% 4 2 years

11.1% 3 3 years

7.4% 2 4 or more years

*19. 5th grade: Classroom(s) of students at all Levels or at levels 3 and above.*

48.1% 13 0 years

18.5% 5 1 year

14.8% 4 4 or more years

11.1% 3 2 years

7.4% 2 3 years

*20. Is there something that you would like to add?*

- 3 YEARS OF PK
- 3 years with K-6 classes, 5 months with 2nd & 3rd, 5 years with 2nd - 5th, 4 years with 4th and 5th
- I am a special education teacher with a Masters Degree in Reading and have taught multi-grade classrooms as a rule in Elementary.
- I believe it will be beneficial if all educators receive training in effectively teaching phonics.
- I don't think this is applicable as I briefly taught kindergarten in the public school but it was a whole language setting. And the other experience was student teach. Montessorri was prior. All other experience has been through private tutoring and working for Sylvan at that age level.
- I think it is important that secondary teachers are provided more training on Phonics. Most secondary teachers have never taught elementary and it is essential that continued training be given to ensure that their delivery is accurate.
- I was a part-time interventionist at the elementary level for 5-6 years before moving to my full-time position at Carol City High. I used the Voyager Passport series and the Soar to Success series.
- I was a pull-out teacher for elementary for approximately a year-and-a-half. I had to individualize a program for each student based on their needs.
- I was a resource teacher, doing pull-out small groups.
- I was fortunate enough this year to utilize the Rewards program this year for intervention and I loved it! I saw so much growth in a very short amount of time. It works.
- I would absolutely love training in phonics instruction. It would really benefit my students who are lacking in this area.
- Immediately after college, I also taught a self-contained elementary class that contained third through eighth grade students for about 2-3 years. Each student was on an individualized program, but quite honestly, it was so long ago, I do not recall whether I taught phonics or not.
- Interpretation of data to retaker students.
- Limit the amount of testing the students are required to do!
- Materials should be up to date and relevant to the high school student.
- no
- Retaker teachers spend more time with students individually.
- Retakers need a lot of motivation.

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 ETO READING STUDENT SURVEY RESULTS
 

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## DESCRIPTION

http://surveygoldplus.com/s/90482DC68EDF40B2/65.htm or  
 http://tinyurl.com/Rstudent

## INSTRUCTIONS PROVIDED TO RESPONDENTS

Dear Student,

I am conducting this survey as part of an evaluation of the reading program. Please read each question carefully and choose the answer that most closely matches your experience or opinion. Answer sincerely. Your answers will not benefit or hurt you or your teacher in any way. Only I will see your responses. Thank you,

Emily Arcia

Office of Evaluation

## RESPONDENT METRICS

Respondents: 288

First Response: 4/21/2011 08:10 AM

Last Response: 5/13/2011 10:09 AM

The following is a tabular depiction of the responses to each survey question. Additional comments provided by respondents, if any, are included after each table.

## SECTION - READING CLASSES AND THE FCAT READING TEST

<i>1. What is your last name?</i>		
<i>2. What is your first name?</i>		
<i>3. What is your student identification number?</i>		
<i>4. At what level do you think you scored at on this year's Reading FCAT?</i>		
55.9%	161	3
27.8%	80	4
12.2%	35	2
2.4%	7	1
1.7%	5	5
<i>5. Which answer below best describes how much you have learned in Reading class this year?</i>		
76.4%	220	more than other years
22.2%	64	the same as other years
1.4%	4	less than other years

## SECTION - WHAT HELPED YOU THE MOST?

*6. What did your teacher do that helped you learn more this year than in other years?*

{Evaluator's note: Below are examples of key issues identified in the students' responses. Because many of the responses address more than one issue, only a few sample responses were pulled. Readers are encouraged to read all the responses and appreciate their richness. Teachers' names were deleted by the evaluator.}

**Examples of Reading Strategies**

- explaining word families prefixes, suffixes, and pronunciation. i also read several passages that helped with questions. lots of word and reading strategies. i learned how to do a gist, which is a small summary of words in a passages. i also learned selective underlining which is when you underline the most important things in a passage. i also learned the MOPP. M=main idea, O=organizational text patterns P=perspective(authors) P=authors purpose.

- My Teacher Helped Me With Personifications , Simile And Get All The Details In The Passges.
- ` She Taught Us How To Understand What We Was Reading , Look Back In Passage , Learn New Words && What They Mean.. She MADE READING Funn At Times! Most Importantly She Helped Us(:
- gist, frayer model, m.o.p.p, the i do you do and we do, and more
- ms {xxxxxx} taught me sippis and figurative language.and she also taught me more abotu marginal notes
- how to do the gist afther ever paragraph.And also how to underline important words in the paragraph.another thing she tought that help me was how to brake down words that are hard to say in that is called sippis i used all of the lesson she tought on the fcst.
- he teach me to mop swagg and win , he helped me read better
- how to get the word and understand the word by using the text and context clue and after you read summary what u read in each paragraph
- I learn about new ways to break the words up
- I learned how to pronounce words better,take marginal notes and sub headings.Also I learned how to underline and check my answers from the story.
- i learned how to read fast in say the word right put mi finger on the word while im reading and understanding what im reading and sounding out the words before i ask the teacher how to spell it
- I Learn About The Stratiges About Underlineing Process Of Elmination Go Back In The Text Thats What Will Make You Understand The Story Better And Understand The Question And I Learn About MOPP M=Main Idea/ Iscential Message O=Organizational Text Pattern P=Prespective(Author) P= Author Purpose With These Things I Learn I Have A Feeling I Did Good On The FCAT!
- I learned alot of thing i learned how to spell in syballables, i learned how read faster in better.
- I Learned SIPPS And How To Break Down Works. i learned strageties, collage vocabulary, how to swag , and comprehend skills
- when i learned how to mop swagg and win

#### **Examples of Vocabulary**

- Alot of vocabulary
- Add more words to my vocabulary. And used examples,pictures, synonyms, and antonyms to help me understand the new words I learned.
- COLLEGE VOCABULARY
- Kept going over the lesson in teaching word I didn't know.

#### **Examples of Non-Subject Specific Instructional Strategies**

- she kept teacher the same thing over in over to I got it that is how
- when poeple be there over me helping me
- gave great explanations gave us to too see if i was on the righth track and i was and even better practice at vocabularys and passages
- help me more on my fluency reading .show me how to do the work ,explain better and stay on my tail and i cant forget homework.
- My teacher helped me alot, by taking step by step making sure i understand.
- she explain to me everythin slowly until she made sure i understood it
- She explain everything that she has tought more understandly and in more details.
- she explained everything well until i understood what i was doing . she practiced with me alot and she made learning easy.

#### **Examples of Teacher's Work Ethic and Interactional Style**

- My teacher help me patiently , she also didn't give up . She was very understanding and give me materials that i was able to understand for that days lesson.
- he kicked out students that were disrespectful and took us serious.and he didnt want take us for a joke
- help me how to study more do not put myself down listen and to have confidence in myself
- MY TEACHE PUSH ME TOO GO ALL THE WAY AND NEVER GIVE UP ON OUR HOPES AND DREMS
- my teacher always kept me motivated.she never let me give my hopes up and she made learning easy and fun.she was always there for me when i needed help with something and she explained anything i diddent understand to me.
- my teacher helped me alot she taught me new reading strategies ,she taught me how to read more faster,she taught me how to breakdown bigger words she taught me how to look more carefully in the stories to find the main ideas and out of all my years

in school the way she teach she got me more intrested in books because before i didnt like to read now i read more than i use to.

- my teacher helped me more this year than others because he have alot of experience how to teach the student. when i dont understand the work i called him to explain me again. {Evaluator's note: *Contrary to the student's impression, this is a first year teacher*}
- she just taught me the basics on how to do the work that she gave . Also she works with me and the rest of the class as hard as she can.
- alot that others aintteach mehthhhh.....
- Worked with me before and after school and during class.

#### Examples of Effects on Student

- She made sure that I understood. She gave me hope and support. She tried to answer everything that I asked the best she could. She made me feel like im not futile.
- \*-\*; she made me want to read more , she made reading fun in now i LOVE to read !
- He kept me motivated and showed me the importance of school attendance. But most of all he gave us a big goal we will think, read and write with confidence and speak with conviction. If that is'nt motivation i do not know what is.
- He's a person that will not say no to a student no matter what it is. I know how to read better than last year he relly knows what he's doing. This year has been a learning to me and I think to others to.
- I UNDERSTAND EVERYTHING THAT MY TEACHER TAUGHT ME THIS YEAR. LAST YEAR WAS A LITTLE COMPLICATED FOR ME TO UNDEERSTASND. I APPRECIATE MY TEACHER FOR HELPING ME ALOT THIS YEAR.
- My Teacher Helped me to read more better and write very well. Also my teacher taught us new words everyday college words, so when I start college I'll know all these words and not have trouble knowing them. Unlike my other teachers the year before my teacher this year taught me way more and I feel very proud that i learn alot from him so next year I won't have a hard time reading and writting bad, So I learn alot this school year and I'm thankful for It.
- my teacher ms. {xxx} motivated me to do good. i've learned things that i didnt know i am so glad that i had ms. {xxx} this year.
- my teacher showed me that i can succeed in life unlike my other teachers they dont care but my reading teacher this year made me focus on school more then anything.
- the one on one time an the suoppert of my class but now i feel like i can do anything if i put my mind to it
- help me belive in myslef that i can do it.

#### Examples of Unclassifiable Responses

- alot
- everything !.
- improve alot
- she help me understanted more things

#### Additional Responses {Evaluator's note: *Includes responses that are repetitive of the examples above and others that address multiple issues*}

- Expalin to me really what's going on in the story. She broke it down to me and i got it. Its really easy when she teach me the things that i didn't really get last years or other years. That didn't make sense to me. I think or i know i did better in her class.
- he help me learn a new reading stratigie call win,mopp,swagg
- ` Gave Me More Stratiges , And Told Me What Would Help Me More And What To Do And Not To Do , For Example : MOPP Means Main Idea , Organizational Text Patterns , Authors Perspective , Authors Purpose . She Also Told Use How To Go Back In The Passage And To Look At Our Questions Before Reading .
- 'She Help Me Learn Words That I Didnt Understand,An Knowinq Them Words Help Me Understand Whats Readingq All About
- a lot about reading strategies...i think my teacher help me read much better
- back break the lesson down to me
- before reading the story, look at text features and go look at the questions
- every time we went to her class we read our books for 30 minutes.
- everything
- explained more information to me to help me understand
- gave me a big goal
- he gave us challenging work lets say college words to show that we can do better then the other grades.
- He has helped us alot in reading fluency and comprehesion and prepare for the FCAT.

- he help us in our reading for the fcata
- He made it easier for you to understand what you doing.
- he showed me how too mopp , swagg , and win out a story . he gave us college bound words everyday . and most of all he encouraged us !!!!!!!!!!!!!!!
- He Taught Me S.W.A.G.G An W.I.N He Made Me Study Alot For Test.
- He teached me the strategies " MOPP , WIN& SWAG". He also kjept us motivated & showed the impotence of school attendance. And most of all he gave us a big goal too hepl us suceed in life.
- he though me how do main idea and he showed use the different types of figuretive language
- he thought me alot of thing i didn't know and i actually got better in the test we took every month.
- he tought us how to mop, win and swagg an article
- Help Me Break Down Bigger Words
- help us more often and went over all the classwork
- help us with the sipps and that help me because it gives me a better understanding on the words i do not no
- helped me learn how to use the strategies she would use to become and read better and the majority of those times i use them and they are:scan the article,read subtitles,read capitions that may appear on the article or passage,read questions then began reading.
- helped me through alot of things
- how water runing out
- I didnt know
- I REALLY DO THINK THAT I IMPROVED IN MY VOCABULARY AND READING SKILLS BY ALWAYS HAVING NEW VOCABULARY AND READING IN THE BEGINING OF EACH CLASS.
- idk
- in my math class my teacher broke done problems step by step which made me understand more,same in my other classes
- It helped me more because he/she explain the type of task more & to use context clues to find what one word mean. Also, what the categories are going to be on the test.
- Learn how to answer questions the correct way.
- Made the work a lot funner then my other reading classes and she puts it in a way I can understand it.
- MOPP, WIN, SWAG
- motivated me in kept tellin i can do it and dont give up
- ms. {xxx} helped improve my reading adn compehention skills by helping me side by side
- Ms. .{xxx} Help Me Spell Way Better,Because Im A Bad Speller.So Thats One Thing.Another Thing Is The I Understand What I Read Now!
- Ms. .{xxx} aught me to go back and re-read the story , look for clues in the story ,and underline my anwers
- my teacher had us to read Miami herald newspapers and helped us understand what we are reading on a higher level of reading and doing that made it easier for me to understand what im reading with these lower level passages.
- My teacher help me to understand that my reading influence is not so well so they she gave me some tips to help me and Im still improving
- My Teacher Help Me Achieve to learn more reading and always read to try my best get a higher score on the FCAT.
- My teacher help me learn about the sounding of word,the transformation of word,the base and root word,and etc...
- My Teacher Help Me Learned More This Year More Than Other Years By Teaching Me Useful Information That I Need To Know Explaininq And Going Over Everything Little By Little
- my teacher help understand the different ways of reading unerd line key words
- My teacher helped me a lot by making us read the first 15 min. of class and tought us good test taking strategies
- My Teacher Helped Me Alot On Vocabulary And Context Clues To Find Out The Meaning Of The Word Around The Word So That I Dont Spend Too Much Time Trying To Figure It Out And Basically Encourage Me To Stay Focused On The Test
- My teacher helped me by showing me how to answer questions the right way. She helped me learn more about suffix, prefix, sounds to letters, and spelling all together. I learned everything I needed to know, all the basics thats why I feel I learn more this school year then in the other years.
- my teacher helped me learn about the meanings of words I didn't know before, until I came into this classroom
- My teacher helped me learned more by the W.I.N and M.O.P And S.W.A.G strategies.
- my teacher helped me understand my vocabulary ,comprehension in a way i would understand instead of having one way of doing it she shows us many different ideas of doing reading

- My Teacher helped Me With Sipps And How To Pronounce The Word Correctly And What Kind Of Bench Mark Is For The Question
- my teacher helped me with words and taught me how to tell words from others
- MY TEACHER MS, {XXX} HAS TAUGHT ME A LOT OF STUFF LIKE SYNONYMS AND SUCH AS USING SUFFIXES AND PREFIXES THE MOP IS M=MAIN IDEA O=ORGANIZATIONAL TEXT PATTERN P=AUTHORS PERSPECTIVE AND LAST BUT NOT LEAST P=AUTHORS PURPOSE ALSO MS, {XXX} SHE ALSO TAUGHT ME HOW TO USE COMPLETE SENTENCES. MS, {XXXX} GO OVER THE AWT'S WHICH MEAN ACADEMIC WORD INVENTORY, SHE ALSO GOES OVER THE FRAYER MODEL WITH US SO THAT WE WOULD KNOW WHAT WE ARE DOING THE WHOLE 4TH NINE WEEKS I HAVE BEEN HERE MS, {XXX} HAS SHOWN ME THE MEANING OF HOW TO DO MY WORK AND STOP FOCUSING ON STUFF THAT DON'T CONCERN ME THAT'S WHY EVERYDAY I'M GETTING READY FOR SCHOOL I MAKE SURE THAT I HAVE HER HOMEWORK DONE AND EVERYTHING
- my teacher ms, {XXX} broke down everything in taught us piece by piece.
- my teacher practice with us every day, and she showed us how to find the answers and understand words
- My teacher Stuff More In To Me This Year Other Than Last. Also I Paid More attention
- my teacher taught me how to break down words also how to read by syllables by using sipps.
- my teacher took her time, unlike other teachers who speed and she didn't which up the lessons so much.
- My teacher taught me how spell words using prefixes and suffixes, as well as common sounds. She taught me how say and spell large words. She taught me how write in complete sentences. She showed me that some words aren't spelled how they sound, some letters can make the same sound as another letter. She thought me that you can use a lot of different strategies to determine your MAIN IDEA and author's purpose in an article, passage, poem, etc.
- My vocabulary.
- new vocabulary words and mop win swag
- NOTHING
- reviewed things i really didn't understand that much such as reading strategies and word spelling
- She breaks down the information that we need to know if the students don't understand. Also, if it's still complicated she finds other sources so that we can get a better understanding.
- She broke it down more so i can understand and she was more patient and didn't rush through benchmarks me or the class didn't understand.
- She did more activities to help us learn. She taught us different things everyday, and she made sure it was dealing with reading and also fun.
- She explained to us step by step on everything, she also helped us a lot on our vocabulary and made us do quizzes, also she gave us homework on our vocabulary and everything.
- she gave me more vocabulary than others did the past years and also vocabulary homework. i think i really learn more this year than i did last year and all the other years.
- She gave us index cards and made us put words on them and that helped me to remember them and now my vocabulary and grammar has increased.
- she gave work that helps better my vocabulary
- she had help me a lot because last year i didn't learn that much like i did this year
- she had us do lots of activities group work and explained at points that i can understand
- She has more ways of teaching us how to solve a problem more than my previous years
- she help me better my reading this year.. Sipps is helping me a lot
- she help me break down words, take side notes when im reading a story, go back in the passage to re-read again, also give me strategies such as MOP= M:MAIN IDEA O:ORGANIZATIONAL TEXT PATTERN P:AUTHORS PERSPECTIVE, AUTHORS PURPOSE
- she help me comprehend more and help with reading test skills to help me with the feat by reading more fluently.
- she help me learn more about main idea author's purpose and more about frayer model. she also taught me better sequence of events.
- she help me on something that called gist when summarize the story in to one paragraph so that way you would understand the story...also she taught me margin notes and that help me better and now i feel like i can use that anytime i can
- she help me spell and guides me through my work
- she help me understand what i was reading and the meaning of different words.
- she help me with a lot of stuff that i didn't know last year and i really thank her for that because i really needed it

- She help us learned bout how to beark up big words into sound that we already know. In how to make a passage understandable by using text features.
- She help use hands on. Other teachers don't do that.
- she helped me by,showing us and instilling mental images to help us.also that having flash cards to help with vocabulary.
- She helped me comphrehined more and read more fluency she also taught me good readin skills when it comes to a long story.
- She helped me learn more because when she teach she break it down so i can understand more.An so i can get a better score in that area.
- she helped me reread over what ive read sometimes before i answer the questions also i underline i do marginal notes
- She helped me with when i needed it 1 on 1 help she explained thoruoghly the instuctions if i didnt understand and also read out what they ment.
- she interacted with us more and we did activitys in groups
- SHE JUST EXPLAN MORE THEAN MY OTHER TEACHER AND SHE MAKE READING NOT BOREDIN LIKE OTHER TEACHER AND SHE DONT GIVE US BOOK WORK AT ALL SO I THINK SHE DOIN GREAT AND IM KEARN SOMETHING THIS YEAR AN I THINK I MIGHT PASS HER CLASS THIS YEAR ALSD.....
- she let us read before getting the class started.
- she made reading very interesting and exciting for me to learn.
- She made Us Do Many Group Work So We Can Learn More And Gett Better AT Whatt She Feels We Can Do.
- she made us read more and she is the best reading teacher every she helps the class understand thing much better than other teacher.
- she make powerpoint and images that help us understand better the lesson and also her lessons are very instructive and fun at the same time. she tries to get everyones attention y makes sure we all understand what was it about at the end of the class period.
- she showed how to mark important parts in the passage so when you stuck on a question you dont have to waste time rereading because u will already have the answer hilighter
- She Showed Me Alot Of Things That Would Help Me In Life
- she shows us sipps and simle,personfication,awi,figurativelanguage
- she takes her time to make me understand what she is teaching. also the way she teaches makes me in understand better.
- she taught me how to read more fluently and also how to break the words down
- she taught me the twig,wig and win that i didn't learn last years
- She taught me things I never learned before. She also helped me understand what I was reading.
- She taught well.
- she teached me the sipps lessons how to sound out word by breakin of the little words and finding the meaning for them then youl know the meaning
- She teached us some strategies that i was taught in middle school that i had totally forgot about and them stragies where, W.I.N, F.R.I.E.S and etc. Also those strategies i used help me to become a better reader and help me on my reading test and exams and to understand the story so i can answer the questions correctly
- she tought meh the gist and how to sound out the words even if its a long word sound it out and most likely it would come out to be the word.
- She tought us test tacking tips and show us how to go back in the story and look for the answers
- She Understood Us And Made Work More Easier ! She Helped Us In So Many Diffrent Ways And She Made Sure We Knew The Work And Had A Good Grade On It !")
- She used different reading strategies and she is more understanding then most of my other reading teachers
- She went over things and did sipps to help us pronounce and spell words correctly and she also gave everyone the same respect and wholesomeness
- She work one on one with me to help me keep up with the class.
- Sipps lessons
- SIPPS-A LESSON LEARNED TO BRAKE DOWN WORDS AND READ AND DETROY AND MAIN IDEA AND WORDS AND PHRASES
- sipps[how to breack down words,also help me spell better]..also, learn about texts features[like sub heading, main idea etc...] and last literary devices[similes,metaphors, etc....]
- swag mop
- Teach Me Things I Didn't Know.

- teach new things
- teach us other option strategy on how to take the test. the same option dosent help the students, some like other ways on how to take reading test
- teach well
- Text Features
- that you have to take your reading in read over your question
- The teacher tells us,the more you read,the more knowledge you have.When you read and you see the word that you don't know what it means,read the context clue,it might help you to understand what the word means.My teacher was wonderful.
- The Thing My Teacher Did To Help Me Leran More Then Last Year Was That They Went Over More Useful Information That I kNOW i'll Surely Use In The Future.
- the thing that help me the most this year than others was main idea and i felt that she went over it enough.
- The things my teacher did to help me learn more this year is teach me how to M.O.P, W.I.N, And SWAG The story. He taught me how to improve my reading fluency. And He Taught me new words to improve my vocabulary.
- The way that my reading teacher helped me more this year is that he explained each word in an understandable way for me to understand the material much better. He would show us the strategies win , swag , and mopp that help me a lot in my feat. He showed us college vocabulary words for us to be very advanced and to start speaking in an professional way. He taught us how to fill an application form for a job that will help me in the future.. for those reasons above is that i learned better this year and i could always use those strategies to help me in the future..
- they broke the lessons down
- they explain the work to me and show me how do the work. my teacher show me how do the GIST.
- they teach me how to say words .also they teach me alot about math things that i never learn be for. also in medical we be learning about all types of things
- They tougth me how to read the questions first and go back in the text and scan read the passage and they also tougth me how to identify the main ideas and other stuff. And lastly they taught me how to use contex clues to understand what the passage is saying
- Things my teacher help me learn more this year than other year is how to sound out bigger words
- this teacher pushed me an his class room was not boring like other teachers class room an for once i did not skip class
- This year my teacher did alot to help me he help us one by one an explain the things that was most need .
- this year my teacher help me with something new and its called sippes and it helps me spell better
- to swag while reading and to mop the story and at the ending to win the passage.
- Told me to not lose focus when doing things. Follow the steps she taught me and I will be garanteed to do a great job on any test
- Um. Well Everytime We Get Too Class She Will Let Us Read Our Books For About 30-35 Minutes. She Will Actually Answer Our Questions And Not Ignore Us. And Give Us Classwork And Homework That We Can Understand.
- underline sentences while your reading
- understanding context clues
- we did lots of vocabulary
- We did two-column notes, frayer models, and we did alot of note taking and class discussions.
- Well he has taught me a lot of thing that most of my teacher haven't . Even though most of his student's have behavior problems he would still always teach us. He would not let any student come out his class room if they did not learn something. I learned in his class how to find the main idea of a story and how to do a good reading log, like what are the thing we have to put, and even helped us in our spelling and not only with simple words but with college words.
- well i learned new words,i even know how to mopp win and swagg etc and I know i learned alot this year and i know im passing the Fcat
- Well it was sort of the same but now thanks to my teacher i understand the concept better, it's more clear to me.
- well my teacher helped me to understand and learn many things like words and phrases and hoow to work hard and how to learn from my mistakes and there is no secrets to success in school and in life
- well my teacher let me do more reading and also a,lot of reading based exercisesthat enhanced my vocabulary and my already enhanced and oddly superior vocabulary(though am a horrid speller)
- well she help me with main idea which i need help on the most and cause and effect to find them and to answer those type of question that is wht she help me out the most
- well what really helped me was the fact they taught me about indentifying the authors purpose and skiping through the passage for less time.

- well what what my teacher did was that he pushed until i actually paid attention.
- well within mrs.garvine class , i put more effort with everything she showed , even though i know the stuff but she helped me to enjoy reading, & how identify mult. things =] thats all
- Well, I had many other reading teachers but none one of them taught me more than the teacher I have this year. This year I learned a new way to pronounce words that I don't understand,how to put aside the answers in a test that has no sense towards the question, my teacher also taught me to keep my confidence up and to think what the question is asking.
- Well, my teacher came with some lessons that I have never seen before and some ideas to pass tests. Also, my teacher helped me more with understanding passages to get the answer to pass that feat test.
- well, she really encourage, and helped me alot, by the way she teaches me, she actually take the time out and help, it feels like she knows what us students is struggling on, and not just me other students thats in my class to, "SHE ACTUALLY LISTENS".....
- well,my middle school years i was getting terrible grades. When i was at carol city senior high school i was not learning anything.But now that i attend miami central senior high i learned alot these teachers really knows how to teach a student and how they teach really increased my grades and i'm doing really well...Thanks central,and i thank me for my hard work...
- Well...This lady showed the class as well myself different types of worlds for example "Insight". Pfft, if it weren't for her I'd be lost as fuhhh if I ever heard that word. Also she taught on topics focused on the modern world which I found amazing because I didn't know their was so much going on that we can help on. Hands down Ms. Garvine is beast as heck as teacher with teaching methods in keeping the class excited and awake.
- what helped me the most was doing sippis and that helped me hoe to spell,break down words,and spelling them out
- what helped was sippis, and to scan through the answers ,and underline whats most important in the passage also to write gists about the passage.
- What I Learned This Year Was About How You Can Look At A Title In Just Answer Your Question For Example If My Teacher Put A Package In Front Of Me I Just Can Look At The Title In Scan Thru The Package In Go To The Question In Answer Them. Also, I Learned More About The Vowels
- What my teacher did that helped me learn this,Was the groups she put us in it really helped because she helpED us all by going group to group and worked with the whole group.
- What my teacher did that most teacher did not helped on was learning how to infer in a passage. She taught us the "ball park strategy".
- What my teacher did to help me learn more than I have in other years is, he helped me learn new text structures and adjust some of my old reading stratagies. He also taught us that no matter were you came from you can succeed, which motivated me to do even better. Other teachers just try and teach but I believe that if you talk to us more we would be more comfortable. Another thing my teacher taught me that I didnt know last year was MOP SWAG and WIN that works very well and I Get even more questions right on my test then I usally did.
- WHAT MY TEACHER DID TO HELP ME LEARNED MORE THIS YEAR THAN LAST YEAR WAS KEPT ME STAY FOCUS AND UNDERSTAND ALL THE WORK SHE GIVE US AND HELP US LEARN HOW TO READ AT A MORE INFEAUNCE WAY.
- What my teacher help me the most this year was with reading more books and explaining things more and experiencing more new things and words.
- yes she help me alot this year.

## SIXTEEN ELEMENTS OF EXPLICIT INSTRUCTION<sup>8</sup>

1. **Focus instruction on critical content.** Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
3. **Break down complex skills and strategies into smaller instructional units.** Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesized (i.e., practiced as a whole).
4. **Design organized and focused lessons.** Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations.** Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instruction.** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
7. **Provide step-by-step demonstrations.** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language.** Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.
9. **Provide an adequate range of examples and non-examples.** In order to establish the boundaries of when and when not to apply a skill, strategy, concepts, or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.
10. **Provide guided and supported practice.** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.
11. **Require frequent responses.** Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral responses, written responses, or action responses) helps them focus on the lesson content, provides

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<sup>8</sup> Archer, A. L. & Hughes, C. A. (2011). **Explicit Instruction: Effective and Efficient Teaching** , The Guilford Press.

opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.

12. **Monitor student performance closely.** Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.
13. **Provide immediate affirmative and corrective feedback.** Follow up on students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.
14. **Deliver the lesson at a brisk pace.** Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.
15. **Help students organize knowledge.** Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.
16. **Provide distributed and cumulative practice.** **Distributed** (vs. massed) **practice** refers to multiple opportunities to practice a skill over time. **Cumulative practice** is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.