Spring 5-2010

Process Evaluation of The Instant Word Notebook

Jeannie Ellen Roberts
Lindenwood University

Recommended Citation

Process Evaluation of The Instant Word Notebook

by

Jeannie Ellen Roberts

May 2010

A Dissertation submitted to the Education Faculty of Lindenwood University in partial

fulfillment of the requirements for Doctor of Education

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course of degree here or elsewhere.

Legal Full Name: Jeannie Ellen Roberts

Signature _Jeanie E. Roberts_   Date: _5/12/10_

A Dissertation

Process Evaluation of the Instant Word Notebook

by
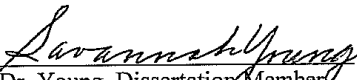
Jeannie Ellen Roberts

This dissertation has been approved as partial fulfillment of the requirements for the
degree of
Doctorate of Education
at Lindenwood University by the School of Education

Dr. Panagos, Dissertation Chair   (date)   5|12|10

Dr. Young, Dissertation Member   (date)   5/18/10

Dr. Ward, Dissertation Member   (date)   5/12/10

Dr. Cornell, Dissertation Member   (date)   5/12/10

Acknowledgements

Abstract

This program evaluation of The Instant Word Notebook was conducted by two educators who created an instructional tool to teach and assess the most frequently occurring words in written text, commonly known as Instant 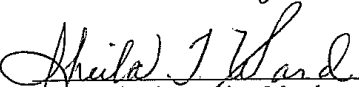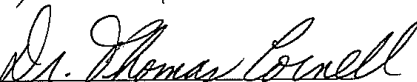Words. In an effort to increase the reading scores of first and second grade students, teachers were instructed to teach Instant Words. It was observed that teachers exposed students to Instant Words, but had no systematic process to teach and assess Instant Words for mastery. The purpose of The Instant Word Notebook was to teach and assess mastery of Instant Words to first and second grade students. To determine its effectiveness, the collaborative team conducted a process and outcome evaluation of The Instant Word Notebook.

In this process evaluation, the process investigator examined the fidelity of implementation of The Instant Word Notebook to determine if its use increased student achievement in word recognition. Both the control group and treatment group were taught Instant Words. The treatment group was taught Instant Words using The Instant Word Notebook, while the control group was taught Instant Words using the teacher's regular teaching strategies. Four of the nine Marzano et al.'s instructional strategies were selected and served as the conceptual framework of The Instant Word Notebook. The four most appropriate strategies selected for this study were (a) reinforcing effort and providing recognition, (b) [assigning] homework and practice, (c) [implementing] cooperative learning, and (d) setting objectives and providing feedback (Marzano et al., 2001). These instructional strategies were selected because they were observable, measurable, and aligned with the instructional focus of Instant Words.

A triangulation design consisting of two methodologies (classroom observation forms and teacher interviews) and one instrument (pre and post Instant Word recognition test) were used to measure fidelity of implementation. The Instant Word Notebook has great potential in closing the achievement gap for students as well as the providing teaching strategies to educators. The findings of this process evaluation provides encouraging results that The Instant Word Notebook can be a catalyst for increased word knowledge for students in the first and second grade.

Table of Contents

List of Tables

List of Figures

Chapter One - Introduction

This study was a program evaluation of The Instant Word Notebook. Two educators designed an instructional tool to teach the most frequently occurring words in written text, commonly known as Instant Words. First and second grade students at an elementary school participated in the study for six weeks. The classroom teachers implemented the Instant Word Notebook as the researchers of this study taught them.

Background of the Study

A critical life-long skill that every child is expected to master in the primary grades is the ability to read independently in order to comprehend effectively. According to the Report of the National Reading Panel (2000), "Reading is a vital skill that, when neglected, leaves a large percentage of American children at risk of being denied the benefits of an increasingly demanding global economy" (p. 1). Students who do not acquire the necessary skills in reading and comprehension are at a great disadvantage compared to students who do acquire the skills when trying to secure brighter futures. Stein et al. (2008) stated, "The government's *No Child Left Behind* program has recognized the need for accountability and interventions in educational settings that serve students who have historically been undereducated" (p. 368). As teachers and institutions are increasingly held accountable for student performance, educational reform will continue to be at the forefront of national and policy discussions for many years to come.

Marzano, Pickering, and Pollack (2001) emphasized that teachers have a great impact on student achievement by the decisions they make in relation to instructional strategies, classroom management, and instructional curriculum design. Shaughnessy (2004) revealed that teachers who set high goals, persist, and try other strategies when

one is not effective have a high sense of self-efficacy, which results in student learning. Bandura (1994) defines perceived self-efficacy as "people's belief about their capabilities to produce designated levels of performance that exercise influence over events that effect their lives" (p. 71). Self-efficacy plays an important role in how one thinks, feels, and behaves in regard to everyday life challenges. Protheroe (2008) also supported that teachers with strong self-efficacy believe they have the capacity to prepare children to meet the high standards and expectations of grade level curriculum. These characteristics are evident in their teaching behaviors. Louis and Marks (1998) stated that a "collective focus on student learning" indicated that teachers place an emphasis on high student achievement (p. 545). When teachers place a strong emphasis on high expectations of student achievement, students start to increase their efforts to meet the anticipated expectations that are defined by themselves or the teacher. In other words, the students' learning goals have no limits.

The first formal years of schooling are critical to children, as they become lifelong readers and writers. Word recognition is important to the success of students who are just beginning to read. Stahl and Nagy (2006) stated that high-frequency words are the "core words of the language and make up the bulk of the words in any genre, spoken, or written" (p. 98). Stahl and Nagy asserted that teachers expect their students to be familiar with high-frequency words, but due to diverse learning styles, ever-growing exposure to technologies, and differences in student preparedness at certain grade levels, it is no longer possible to anticipate the skills that students will have when they enter the classroom.

Fry (1991) developed a list of high frequency words, known as Instant Words. Instant Words have been identified for teachers as one of the important components of vocabulary instruction. Fry and Kress (2006) stated the following:

Instant Words are the most commonly used words in English and ranked in frequency order. The first 25 words make up about a third of all printed material. The first 200 words make up about a half of all written materials that include newspapers, articles, magazines, and textbooks. (p. 51)

According to Fry (1991), mastering Instant Words can allow students to focus on the more difficult words when reading because they already know up to 65% of the text. Cunningham (1998) identified that when young children learned to recognize and spell the most frequently occurring words instantly, they were able to decode, spell, and process the meanings of less frequently used words. Hirsch (2003) noted that there is a direct connection between the ability to acquire vocabulary early and reading ability in subsequent grades. Hirsch believed that educators must develop strategies to close the vocabulary gaps early in education due to various disadvantages so that older readers are able to bypass the difficulties associated with being unable to read for content and context at progressive grade levels. Because of this recognizable correlation between word recognition and reading achievement, educators should intervene with a sense of urgency to help students learn high frequency words at an accelerated rate.

A midwestern suburban school district, which became the study district, discovered from various reading assessments that a disproportionate number of their students were reading well below grade level. A variety of reading tests are used to identify strengths and weaknesses so that teachers plan instruction accordingly. The study

district's elementary administrative team consisted of the seventeen principals, the

Assistant Superintendent of Elementary Education, and reading personnel. The team

found it urgent to address the reading deficits in the district, which lead to reading and

discussing literature regarding strategies to improve reading achievement and vocabulary.

After extensive literature review and ongoing discussions, the study school determined

the students' limited knowledge of Instant Words affected their ability to be good readers.

The district secured the 300 Instant Words developed by Fry (2004), and established the

district goal that all students would master the first 300 Instant Words by the end of

second grade (see Appendix A). Fry (2004) indicated that the first 10 words of the Instant

Word list make up about 24% of all written material and that the first 100 make up 50%

of all written text. The list of Instant Words is used in many school districts and can be

obtained from the Internet as well as books written by Fry.

The list of Instant Words was given to the Principals with a directive to ensure

that all students learned them. After a month of classroom observations, one principal

noticed that teachers were not teaching Instant Words for mastery. Observations were

discussed during the weekly grade level meetings and teachers received constructive

feedback. After observations and conversations with teachers, the principal and district

reading coach revealed that teachers lacked an instructional tool that provided a process

for teaching and assessing mastery of Instant Words. Teachers were exposing students to

some of the Instant Words from the reading series, but no direct instruction of Instant

Words occurred. The principal sought the support of the district's reading coach to ensure

that Instant Word instruction occurred daily in the classroom in order to meet the

district's goal. Both educators created a plan to support teachers in the direct instruction of Instant Words.

One component of this plan was Instant Word professional development for teachers in the first and second grade. The principal and district reading coach provided teachers with extensive work sessions of professional development in order to prepare teachers to use The Instant Word Notebook. Together, they designed an instructional tool for teachers and then collaborated on a program evaluation, which investigated the program's process and outcome. From this point forward, the district reading coach will be referred to as the process investigator and the principal will be referred to as the outcome investigator. Together, the process investigator and the outcome investigator will be referred to as the collaborative team.

The collaborative team became interested in this new idea of creating an instructional tool to teach and assess mastery of Instant Words to determine the program's effectiveness. They wanted to evaluate student performance in order to determine if they should continue to use the program. The district's Assistant Superintendent of Elementary Education valued their innovative idea and provided ongoing support during the creation of an instructional tool for teachers. It was important for the collaborative team to create an instructional tool that was supported by teachers. Teachers were involved in the design by providing input as to what areas of reading instruction they felt students needed additional support. The teachers felt that students could benefit from more opportunities to write, use oral language, and have opportunities to practice skills while working together. The data gathered from the word recognition

pretest and posttest, classroom observations, and teacher's interviews were used to validate the instructional and assessment tool.

The instructional tool was designed to ensure that the Instant Words were aligned with the study district's focuses. The study district's focuses were (a) Marzano et al.'s (2001) instructional strategies, (b) five essential components of reading, and (c) Instant Words. The district's first focus was Marzano et al.'s nine instructional strategies. They are as follows:

1. Identifying similarities and differences.

2. Summarizing and note taking.

3. Reinforcing effort and providing recognition.

4. [Assigning] homework and practice.

5. [Utilizing] nonlinguistic representations.

6. [Implementing] cooperative learning.

7. Setting objectives and providing feedback.

8. Generating and testing hypotheses.

9. [Using] cues, questions, and advanced organizers. (p.146)

Teachers were instructed to integrate Marzano et al.'s nine instructional strategies in their daily lessons. Of the nine strategies, four of the most appropriate for the purpose of the instructional tool were selected for teachers to utilize while implementing the program. The other five instructional strategies identified by Marzano et al. were not chosen because of poor fit for this study. The four most appropriate strategies for this study were (a) reinforcing effort and providing recognition, (b) [assigning] homework and practice, (c) [implementing] cooperative learning, and (d) setting objectives and providing

feedback (Marzano et al., 2001). These instructional strategies were selected because they were observable, measurable, and aligned with the instructional focus of Instant Words. The collaborative team attempted to infuse the district's focus on Instant Words by incorporating Marzano et al. (2001) instructional strategies into the Instant Word professional development training.

The district's second focus was the implementation of essential reading components. According to National Institute of Child Health Development (2000), the Report of the National Reading Panel emphasized that students need to be proficient in the five fundamental components of reading in order to be successful readers. The components were (a) phonemic awareness, (b) phonics, (c) vocabulary, (d) fluency, and (e) comprehension. Of the five components, vocabulary was selected as the most appropriate for implementing the new instructional tool that was being considered. Stahl and Nagy (2006) stated, "An effective approach to vocabulary growth must be comprehensive, multifaceted, and long term" (p. 25). The researchers concluded that growth in reading achievement relies on continuous development in word knowledge. Vocabulary knowledge is the greatest tool that educators can give students to prepare them to be successful in life.

The district's third focus, Instant Words, was addressed through the creation of an instructional tool to teach and assess mastery of Instant Words. The collaborative team met daily to organize the Instant Words into six sets of 50 words. They also brainstormed activities that focused on oral language, writing, and cooperative learning while using the Instant words. After extensive work sessions after school, the collaborative team created a format that allowed students to interact with Instant Words on a daily basis. Together,

the collaborative team created an innovative instructional and assessment tool called The

Instant Word Notebook. It was designed to teach and assess mastery of Instant Words.

The collaborative team designed The Instant Word Notebook to address two of

the district's focuses, use of Instant Words and Marzano et al.'s instructional strategies.

Through a series of prototypes, an organized template with ample writing space was

created. The collaborative team tested out the prototypes on students participating in an

after school program to get feedback. The structure of the notebook allowed students the

opportunity to complete various Instant Word activities. The format of the notebook

allowed students to interact with the identified Instant Words while practicing academic

skills of word recognition, sentence writing, listening and speaking, and fluency.

Marzano et al.'s (2001) four selected instructional strategies most appropriate for this

study were included in The Instant Word Notebook. A progression of these instructional

strategies is necessary as the student transitions through each activity in The Instant Word

Notebook. In the first activity, students write the Instant Word in isolation and then

proceed to write the word in a sentence in the space provided. In the next activity,

students read the sentences aloud, while the rest of the class is listening. The last activity

allows students to work in a cooperative group while reading Instant Words in phrases. A

pencil, timer, and a highlighter were needed to complete each activity in the notebook.

The collaborative team conducted a program evaluation of The Instant Word

Notebook. Rossi and Freeman (1993) referred to program evaluation as a "systematic

application of scientific methods to assess the design implementation, improvement, or

outcome of a program" (p. 15). The collaborative team designed The Instant Word

Notebook to be used within a structured instructional routine to ensure that all teachers

teach and assess the Instant Words in a systematic way. The process investigator (district reading coach) focused on evaluating the implementation of The Instant Word Notebook. The frequency of the use of the four selected Marzano et al. (2001) instructional strategies during classroom observations of The Instant Word Notebook being used was analyzed, based on data from the classroom observation forms. The process investigator assessed how well teachers implemented The Instant Word Notebook as intended, based on the professional development they received. At the conclusion of the study, the teachers were interviewed to share their perceptions of the effectiveness of The Instant Word Notebook.

First and second grade students at one elementary school in the study district were selected to participate in the Instant Word Notebook study. The outcome investigator analyzed data of the treatment group of students' reading achievement after using The Instant Word Notebook and compared it to the data of the control group students' reading achievement that had not used The Instant Word Notebook. Both groups were taught Instant Words. The treatment group was taught Instant Words utilizing The Instant Word Notebook, while the control group was taught Instant Words using the teacher's normal or regular teaching strategies. The treatment group received professional development on how to implement The Instant Word Notebook, while the control group did not participate in The Instant Word Notebook professional development. The collaborative team infused the district's focus on Instant Words by incorporating four of the nine Marzano et al. (2001) instructional strategies in The Instant Word Notebook during the professional development training. The four most appropriate strategies for this study were (a) reinforcing effort and providing recognition, (b) [assigning] homework and

practice, (c) [implementing] cooperative learning, and (d) setting objectives and providing feedback (Marzano et al., 2001) These instructional strategies were selected because they were observable, measurable, and aligned with the instructional focus of Instant Words.

Statement of the Problem

The problem was the study district had low reading scores on district wide outcome assessments. In an effort to increase the reading scores of students, all teachers in first and second grade were instructed to teach Fry's 300 Instant Words so that students would master them by the end of second grade. At Bland Roberts Elementary, the collaborative team observed that teachers were exposing students to the Instant Words, but had no systematic process of teaching and assessing Instant Words for mastery. The collaborative team wanted to ensure that students mastered the Instant Words in order that they increase their reading achievement.

Purpose of the Study

The purpose of The Instant Word Notebook was to teach and assess mastery of Instant Words to first and second grade students in the study district. The purpose of this study was to conduct an evaluation of The Instant Word Notebook. The study also examined the teacher's fidelity of implementation of The Instant Word Notebook and its direct impact on reading achievement. The process evaluation involved observing classroom instruction during the implementation of The Instant Word Notebook and interviewing teachers at the conclusion of the six-week study. In addition, all first and

second graders were administered outcome assessments to determine word gain and increased student performance

The process investigator examined the results of implementing The Instant Word Notebook. Lohrmann (2006) stated, "Process evaluation is tracking the progress toward implementing a plan. The purpose of process evaluation is to monitor, document, and assess progress toward implementation of a program or intervention" (p. 154). The implementation fidelity was measured using two techniques to collect data. First, classroom instruction was observed for the use of four selected Marzano et al.'s (2001) instructional strategies during implementation of The Instant Word Notebook. Second, teachers discussed student progress during the study and were interviewed at the conclusion of the study. Fraenkel and Wallen (2006) stated, "Certain kinds of research questions can best be answered by observing how people act or how things look" (p. 449). They further advocated interviews as a way to gather information about people's attitudes, core values, and thought processes.

The outcome investigator examined The Instant Word Notebook outcomes. Lohrmann (2006) defined outcome evaluation as "subjects that are being compared to a control group of subjects who are similar in every way except for the fact that they are not exposed to the program being studied" (p. 154). The control and treatment groups were administered the Instant Word recognition test at the conclusion of the study. The outcome investigator analyzed data gathered from the pre and post Instant Word recognition test.

Significance of the Study

An explicit vocabulary instructional program involving Instant Words did not exist in the study district. The Instant Word Notebook was a program designed by the collaborative team to provide students with a systematic process for learning Instant Words. The process investigator examined the implementation of The Instant Word notebook through observations of first and second grade classrooms; however, it would be impossible to understand the importance of the fidelity of implementation without first defining the role of the research in improving educational practice. McDonald and Schneider (2006) stated the following:

> Scale-up research [as] translational research. It is conducted with the explicit objective of informing practice - which means not only documenting the importance of implementing interventions with integrity, but also documenting the benefits of balancing fidelity of implementation with adaptation to dynamic local contexts. (p. 11)

Dusenbury, Brannigan, Falco, and Hansen (2003) referred to fidelity in terms of adherence, adaptation, and the quality of delivery. This relates to the extent to which teachers may alter the program for their own circumstances, which may result in different outcomes. Protheroe (2008) defined fidelity of implementation as the "delivery of instruction in the way in which it was designed to be delivered" (p. 38). Protheroe emphasized the importance of alignment of instructional design and delivery. Berman and McLaughlin (1976) stated, "The bridge between a promising idea and its impact on students is implementation . . . [however] innovations are seldom implemented as planned" (p. 349). The process investigator assessed implementation fidelity through

observations of first and second grade classrooms using The Instant Word Notebook.

These observations were recorded on an observation form created by the collaborative

team.

Research Questions

The process investigator addressed the following research questions:

1. Will the fidelity of The Instant Word Notebook implementation, as measured

   by the classroom observations and teacher interviews, support the change in

   student achievement as measured by the pre and post Instant Word

   recognition test?

2. Did teachers implement The Instant Word Notebook with fidelity, as indicated

   by the classroom observation form using the four identified Marzano et al.

   (2001) instructional strategies?

3. Based on an interview at the conclusion of the study, did teachers' perceptions

   of teaching Instant Words change as a result of implementing The Instant

   Word Notebook?

Hypotheses

The outcome investigator addressed the following hypotheses:

H_o: Students who use The Instant Word Notebook will not have greater gains in word

recognition of Instant Words as measured by the pre and post Instant Word recognition

test.

H_1: Students who use The Instant Word Notebook will have greater gains in word

recognition of Instant Words as measured by the pre and post Instant Word recognition

test.

H$_o$: If students complete The Instant Word Notebook, reading achievement will not improve as measured on the Gates-MacGinitie test.

H$_1$: If students complete The Instant Word Notebook, reading achievement would improve as measured on the Gates-MacGinitie test.

The outcome investigator examined and analyzed the quantitative data of The Instant Word Notebook as part of the outcome evaluation. The outcome investigator analyzed the Instant Word recognition gains after the completion of The Instant Word Notebook and the 2007-2008 Gates-MacGinitie Reading Test data for first and second graders. For the purposes of this process evaluation, the process investigator elected to examine only data from the pre and post Instant Word recognition test and compare the results to the classroom observation data and teacher interviews.

Independent Variable

The use of The Instant Word Notebook in conjunction with teacher professional development was the independent variable investigated by the process investigator

Dependent Variables

The number of recorded responses on the observation forms, teacher interviews, and the Instant Word gains from the pre and post Instant Word recognition test were the dependent variables investigated by the process investigator.

Limitations of the Study

Implementation

All teachers included in the study were instructed on how to use The Instant Word Notebook teaching methodology. The collaborative team modeled lessons explicitly, and students' progress was monitored weekly. Through weekly observations, the fidelity of the implementation of The Instant Word Notebook program was documented. Differences in teacher skill level, motivation, and teaching styles may have had an adverse effect on the results on this study.

Supervision

One member of the collaborative team is the principal and supervisor of the teachers. Even though, the principal routinely conducts learning walks in the classrooms on a weekly basis, teachers may modify their behavior when they are observed in order to meet the expectations of the principal.

Length of the trial period

The Instant Word Notebook study occurred during a six-week period. The results might have been different between the control group and the treatment group if the study had been conducted over a longer period. Longer exposure with repetitive practice of Instant Words might have produced varying results.

Subject characteristics

Students with identified reading disabilities might have had an impact on the results of the study. There were many variations among the students in the study, which included gender, academic disabilities, socioeconomic status, behavior disorders, and attendance record.

Differential selection of participants

Participants in the experimental and control groups have different characteristics that may affect the dependent variable differently. The collaborative team made every effort to match the control and treatment group's demographics. The students were randomly assigned to a first and second grade classroom at the beginning of the school year.

Definitions of Terms

Automaticity

"Fast, accurate, and effortless word identification at the single word level. The speed and accuracy at which single words are identified is the best predictor of comprehension" (Hook & Jones, 2002, p. 9).

Decoding

The ability to use the alphabetic principle to sound out a word by recognizing which phonemes represent letters, and then blending those phonemes into a word (Pressley, 2002, p. 140).

Fidelity of implementation

"The delivery of instruction in a way in which it was designed to be delivered" (Protheroe, 2008, p. 38).

High-frequency words

"Core words of the language. These words make up the bulk of the words in any genre, spoken or written" (Stahl & Nagy, 2006, p. 98).

Innovation

"Change, modification, or improvement of an existing product" (Herrmann, 1996, p. 206).

Instant Words

The Instant Word List commonly known as Fry's Instant Words was developed by Edward Fry. For the purpose of this writing, Fry Instant Words will be referred as Instant Words.

> Instant Words are the most commonly used words in English and ranked in frequency order. The first 25 words make up about a third of all printed material and the first 200 words make up about a half of all written materials which include newspapers, articles, magazines, and textbooks (Fry & Kress, 2006, p. 51).

Linguistic

> Knowledge that includes the ability to (a) hear, distinguish, and categorize the sounds of speech; (b) understand the rules that determine how words fit together in phrases and sentences (syntax); and (c) understand the meaning of individual words and sentences and the relationship between them (Sousa, 2005, p. 92).

National Reading Panel

> A panel of educators who have compiled and summarized many years of scientific research that clearly shows effective reading instruction. Based on the information gathered, the panel created a document that addresses five critical areas related to learning to read are phonemic awareness, phonics, vocabulary, fluency, and comprehension. (National Reading Panel, 2000, p. 1)

Nonvisual information

"Prior knowledge, located behind the eyes, that reduces uncertainty in advance and permits identification decisions with less visual information." (Smith, 2004, p. 328).

Summary

This program evaluation study assessed the process and outcome measures to investigate the effectiveness of The Instant Word Notebook. According to Childress, Elmore, Grossman, and King (2006), "Achieving excellence on a broad scale requires a districtwide strategy for improving instruction in the classroom and an organization that can implement it" (p. 55). This can be done if the district creates a plan, implement best practices, build internal capacity, monitor progress, and hold all stakeholders accountable. After analyzing the study district's reading data, the administrators discovered that a significant number of students were reading below grade level on district reading assessments. In an effort to increase reading achievement in the district, the collaborative team designed The Instant Word Notebook as a systematic process to teach and assess mastery of Instant Words to first and second grade students. The four most appropriate of Marzano et al.'s (2001) nine instructional strategies selected served as the conceptual framework of The Instant Word Notebook.

Chapter Two– Review of Literature

Chapter Two presents the review of existing literature regarding The Instant Word Notebook. Instant Words were developed by Fry (1991) and are the most commonly used words in English and are ranked in order of frequency. The first 25 words make up about a third of all printed material and the first 200 words make up about a half of all written materials which include newspapers, articles, magazines, and textbooks. The collaborative team focused on four areas that were instrumental in the development of The Instant Word Notebook. The four topics reviewed were science of reading, creation of an instructional tool, sustaining change, and program evaluation. Science of Reading emphasizes the use of visual and nonvisual information and vocabulary. The importance of creativity and innovation were emphasized when creating the instructional tool, The Instant Word Notebook. In an effort to sustain change, professional development for teachers in the area of instructional strategies needed to be systematic and ongoing process. Finally, process and outcome evaluation of a program was critical in order to maintain fidelity of implementation of The Instant Word Notebook.

Science of Reading

According to Smith (2004), the science of reading involves aspects of human thought and behavior. Smith emphasized that reading engages the reader before, during, and after reading the text. Schoenbach, Greenleaf, Cziko and Hurwitz (1999) supported Smith's thoughts by stating that reading requires the interaction of complex skills. Sousa (2005) wrote, "Reading is the elaborate process that involves decoding abstract symbols into sounds, then into words that generate meaning" (p. 7). Schoenbach et al. defined reading as a connection between experiences, both recent and distant, and memories that

result in a "complex process of problem solving" that allow readers to associate those

experiences with the words and ideas expressed on the page (p. 38).

Smith (2004) acknowledged that "learning to read is literally a matter of understanding

reading" (p. 13). Smith stated the following:

> Comprehension may be regarded as relating to when one connects relevant
>
> aspects of the work around him, including written language in the case of reading,
>
> to the knowledge [what we carry around with us all of the time], intentions and
>
> expectations already in one's head. (p. 13)

By Smith's definition, the reader understands the text that is read and is heavily

influenced by the knowledge and beliefs he or she possesses even before reading.

Smith (2004) stated, "Comprehension and learning are fundamentally similar" (p.

13). The reader relates new knowledge to what he or she already knows. Sousa (2005)

supported that when a person cannot relate his or her own experience to a situation, it will

not make sense to them. Newton (1992) went on to support the significance of a person's

own knowledge by stressing that learning is a result of comprehension. Prior knowledge

enables the reader to make sense of information that comes through the reader's eyes.

Students that have prior knowledge of Instant Words will develop the capacity to read

connected text fluently and have a greater ability to comprehend what they read.

Visual and Nonvisual Information

Smith (2004) defined visual information as reading that involves interaction between

the eyes and the brain. Underwood (1996) also pointed out that eyes see an abundance of

visual information in a text that greatly affects reading. According to Sousa (2005), visual

information is available to the brain through the eyes from the surface of print. Smith stated the following:

> The eyes do not see at all, in a strictly literal sense. The eyes look … they are devices for collecting information for the brain, largely under the direction of the brain, and it is the brain that determines what we see and how we see it. A person connects visually with words, which immediately evokes an emotional connection with the terms that he knows. (p. 65)

The reader is left with a sensory-based memory of a word and its meaning that is no longer rooted in visual connection. Visual information is what vanishes when the lights go out. Smith concluded that visual information is needed when reading, but it is not enough by itself.

According to Smith (2004), a reader could have a wealth of visual information in the text before opening his or her eyes and still not be able to read. Smith (1997) stated, "Knowledge of the relevant language is essential for reading, but you [the reader] cannot expect to find it on the printed page" (p. 66). Young (1986) concurred that knowledge of relevant language is essential for reading, which is not always on the printed page. It is the information that the reader already knows. Smith (2004) defined nonvisual information as the "wealth of knowledge and experience that readers already have" (p. 67). Baumann and Duffy (1997) noted that nonvisual information is anything that can decrease the alternatives the brain considers as a person reads. Smith (1994) emphasized that when material bears no relevance to any prior knowledge for the reader, reading will become more difficult and learning to read will be impossible.

Beck, McKeown, and Kucan (2002) believed that meaning is the most important nonvisual information. Readers should have knowledge of words that allow them to connect to the text. Kolers (1967) conducted a study to measure the impact of nonvisual information. In each case, nonvisual information greatly affected the reader's understanding of the text. Kolers suggested the following:

> Sounds, talking, writing, listening, and speaking are significant to an understanding of reading. Reading is accomplished by integrating everything around us into meaning. Reading usually involves bringing meaning immediately or directly to the text without awareness of individual words or their possible alternative meaning. (p. 358)

Kolers found that the harder it is to read, the more difficult it is to associate the nonvisual information that is utilized because the reader is relying on prior knowledge to obtain meaning from the text. Smith (2004) pointed out that meaning occurs when the brain, with its purposes, expectations, and knowledge, is in control of the eyes while reading. Smith supported that the meanings of words should be taught through vocabulary instruction. Using The Instant Word Notebook, The teacher provides opportunities to make meaning from the Instant Words during daily oral language instruction.

Vocabulary Development

Vocabulary instruction plays an important role in learning to read. Research studies reviewed by the National Reading Panel (2000) found that meanings of words, vocabulary instruction, and comprehension were closely connected. A longitudinal study conducted by Hart and Risley (1995) documented the reading comprehension growth of third-grade students. The test results showed that the rate of vocabulary development was

a significant predictor of scores in listening, speaking, syntax, semantics, and comprehension. In addition, third graders from families receiving welfare had an average recorded speaking vocabulary size of just 525 words. Those children from families with middle-to-low socioeconomic status averaged 749 words, and the children from the upper socioeconomic status possessed an average vocabulary of 1,116 words. More important, the children from families receiving welfare added words to their vocabulary at a slower rate than children who were not receiving welfare. The federal government determines the income guidelines that families must meet to receive free and reduced lunch. This is also an indicator used by school systems when identifying students who are classified in the low socioeconomic status. The Instant Word Notebook provides all students the opportunity to master the 300 Instant Words by the end of second grade. Their socioeconomic status should not be a factor in their ability to learn the Instant Words at an accelerated rate using The Instant Word Notebook.

Beck, Perfetti, and McKeown (1982) demonstrated that "fourth graders receiving vocabulary instruction performed better on semantic tasks than those who did not receive instruction" (p. 508). The researchers found that vocabulary instruction had a direct relationship with text comprehension. Berninger, Abbott, Vermeulen, and Fulton (2006) investigated issues related to improving comprehension of second graders who were at risk of learning due to their difficulty comprehending text. The study indicated that the readers had word reading deficits. Beck et al. (2002) suggested that as reading develops, the reader encounters text vocabulary that links oral vocabulary from their experiences. The reader is then able to interpret the unknown words into speech, which is easier to

comprehend. Smith (2004) felt that when readers focus on every word, trying to make sense of each word, it makes material difficult to read.

According to the Report of the National Reading Panel (2000), the prerequisite processing of words is required in order to comprehend larger units of information. There are unique instructional programs or methodologies used to teach words. The Report of the National Reading Panel identified five areas of reading instruction that affect comprehension and vocabulary development:

1. In explicit instruction of vocabulary words, students are exposed to pre-taught vocabulary prior to reading the selection. Explicit instruction often includes the teaching of word roots and affixes.

2. Indirect instruction of vocabulary allows students to be exposed to words while reading independently and they are expected to infer the definitions by reading the words in context.

3. Multimedia instruction teaches vocabulary taught directly by exposing students to other media proven to be beneficial to students. Teachers use semantic mapping and graphic organizers to demonstrate word attributes.

4. The capacity method allows students to practice words so that they become automatic and stored into long-term memory. It is assumed that this method will allow additional capacity in order that comprehension occurs.

5. The association method allows learners to make connections between words known and unknown. These associations can be semantic, contextual, or based on imagery. (p. 18)

There are many strategies for teachers to teach vocabulary effectively. Stahl and Fairbanks (1986) conducted a meta-analysis to determine if repeated exposures to words investigated in the study yielded positive results. One noticeable trend reflected in the studies was the importance of high-frequency words. Lueng (1992) studied kindergarten and first grade students. Lueng noted that the frequency of the target word in stories influenced the occurrence of the word in a child's oral retellings. Beck et al. (2002) concluded that a child could transfer a picture of what is presented to the eyes into a storehouse in the brain by learning words in small increments during the course of reading. Beck et al. also stressed that children have to be able to identify a non-example of a word. The teacher can accomplish this by providing concrete examples of opposites of the word. Smith (2004) stated, "By acquiring a pool of knowledge about the redundancy of words, they [the readers] learn to identify words economically, on minimum reliance of visual information" (p. 134). Goodman (1997) suggested that reading requires a relationship between linguistic and mental processes. Goodman maintained, "It is not the product of exact interpretations, but a system of approximations based on the connections between our senses and memories" (p. 18). This means that differences in individual associations occur mainly because of different ways of exposure to vocabulary and the number of alternatives that are associated with that vocabulary.

Vocabulary development is essential to the reading process. Some students come to school with small debilitating vocabularies. Without intervention, the vocabulary gap will continue to grow. In order to close that gap, Graves (2006) recommended that students that have a limited vocabulary must catch up at an accelerated rate in order to be on the same academic level as their peers. Graves advocated that a program of this magnitude

must be designed to be ongoing and have the flexibility to meet the needs of all learners. Three years is a reasonable estimate for first graders, while older students in the same predicament may need more time. The Instant Word Notebook provides multiple opportunities for students to interact with vocabulary in a variety of ways to accelerate mastery of Instant Words.

Oral Language

Oral language is words ordered and organized into a structure so that a person can communicate verbally. According to Stahl and Nagy (2006), "Vocabulary growth starts at birth, and there is much that can be done during the years before children are capable of substantial reading on their own" (p. 131). Oral language is an important component to aid in comprehension and vocabulary development. Pontecorvo, Orsolini, Burge, and Resnick (1996) suggested that oral language and written language are strongly connected. The researchers found that if enough emphasis were placed on the overlapping of oral and written language in the classroom, the students would develop an understanding of the text with fewer problems. Stahl and Nagy (2006) stated, "Just talking is important; however, it is equally important to have something to talk about" (p.133). Classroom activities that are supported by feedback provide opportunities for students to verbally express what they understood and learned. Oral language involves processing words and learning new word meanings through intonation, body language, shared language, and shared physical surroundings. According to Smith (1997), oral language is characterized as nonvisual information that allows the reader to acquire and organize new knowledge essential for reading. Students in first and second grade should participate in many oral language activities during the school day. Biemiller (as cited by Stahl and Nagy, 2006)

concluded that it is essential that oral language be used effectively in the classroom to foster growth in children's knowledge of words and concepts.

According to Sousa (2005), reading does not occur naturally to the human brain. Students learning to read associate their spoken language with the alphabet and with word recognition. Beck et al. (2002) identified that oral language is a critical component of increasing reading skills and school success. The National Institute of Child Health and Human Development (2000) conducted a longitudinal study following children from age three through third grade to study the impact of oral language in reading proficiency. The results suggested that oral language (language including grammar, vocabulary, and semantics) has a significant role in word recognition.

Oral language serves as a better source for reading comprehension than vocabulary instruction alone. Biemiller (2000) supported the importance of oral language by emphasizing that children who do not have the critical thinking necessary to develop reading skills do not possess the skills to read texts that introduce new vocabulary. Teachers must create opportunities for these students to apply new words to their own lives since they appear to be disconnected from the text.

There are many recommendations on strategies to increase mastery of vocabulary. Boote (2006) analyzed the results of the Elley Study and Effective Method for Building Meaning Vocabulary in Primary Grades. Based on this study, it was evident that repeated readings with pictures and verbal reading was an encouraging strategy. This study strongly supported repetition as an important component in word development. Nagy (1988) stated, "Reading with understanding depends, then, on low-level processes such as decoding and word recognition proceeding smoothly without much conscious attention"

(p. 23). Nagy suggested that increased knowledge of frequently occurring words also increased word recognition.

Rinaldi, Sells, and McLaughlin (1997) worked with 11-year-old students and third graders with reading difficulties to examine the effectiveness of a drill and practice intervention on sight word acquisition. During this intervention, evidence indicated that all students more than doubled their correct rates in oral reading and reduced their number of errors. Boote (2006) reported on another study to increase the vocabulary of kindergarten, first and second grade students. The repeated reading method was selected to increase the number of words known by primary children involved. Students learned three to four new words within a half hour each day, resulting in about twenty new words each week. Students were exposed to words taught consistently each week throughout the primary grades, and as a result, acquired about 1,200 word meanings a year. This significantly increased the development of vocabulary for children with initially low vocabularies. Beck et al. (2002) also suggested that high-frequency words are the beginning of oral language development and reading proficiency. Oral language is critical in the development of vocabulary for students in the primary grades.

Dolch (1948) asserted that if children identified a specific set of words by sight, their ability to recognize them in context later would be greater. Dolch supported that "words should be over learned and taught to be recognized instantly, without sounding out or spelling" (p. 99). Dolch published the high frequency list of words titled the Dolch Word List (see Appendix D). This list was comprised of 220 high frequency words that were common in the International Kindergarten Union Wordlist, the Gates List, and the Wheeler-Howl list. During this time, the terms *sight word* and *high-frequency words*

were used interchangeably. Dolch (1948) noted that these sight words needed to be recognized easily by students so that they did not struggle with the words or their meanings. Dolch maintained that "as [students] became more comfortable with the sight words, the words would be filtered out of their conscious thoughts, allowing them to expend their energies on more difficult words" (p. 99).

Dolch (1948) pointed out that beginning readers should memorize and identify high frequency words. The Dolch List is comprised of words that cannot be sounded out phonetically. The list "contains 220 words, which includes 95 common nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs" (p. 98). Words that are highlighted and separated to distinguish the more concrete words of the English language assist to help students concentrate on various parts of speech. The Dolch words are arranged according to grade level, up to third grade. It is the intent that all Dolch words are mastered by the end of third grade. Becoming fluent in reading, the 220 Dolch words are essential to literacy. Dolch recommended a variety of techniques to learn sight words, which included repetition and practice in order for word recognition to become automatic. Once the core basic sight words were memorized, children read more fluently and with greater comprehension.

Young (1986) revealed that as new generations of students begin to recognize Dolch's sight words, they might become strong readers with greater comprehension. Mastery of Dolch words could foster success throughout their academic studies. Young encouraged parents and professional educators to find creative ways to help children recognize the Dolch Word List. As a result, students developed a higher mastery of reading. Dolch's discovery changed the manner in which teachers taught reading. High

frequency words are still part of common language for educators and they continue to use them in classrooms today.

Another pioneer in the field of vocabulary research is Edward Fry, who developed the Instant Word List commonly known as Fry's Instant Words. Fry and Kress (2006) revealed that these "words are the most common words in English ranked in order of frequency. The first 25 Fry Instant Words make up about a third of all printed material" (p. 51). The remainder of the 300 Instant Words is often found in 65% of all written materials. Fry (1991) suggested strategies to increase readability of novice readers. Fry recommended a list of words generated on charts to be used for word study. Providing various arrangements of the words should prevent memorization of the chart. Fry (1991) recommended that teachers write Instant Word lessons that include a list of Instant Words, which consist of independent and group activities. Teachers select two to five words to learn per session depending upon the learning ability of the students. Fry also encouraged teachers to present the Instant Words so that students would attempt to pronounce each word. This technique proved beneficial for practice and memorization. Students who can read the majority of the words in a sentence can also decode the remaining words using phonics, context clues, or pictures, keeping comprehension in tact.

The science of reading encompasses the reader's experience, exposure, and desire to learn. Reading is building on the knowledge that readers already possess. Prior knowledge or nonvisual information allows the reader to make sense of the visual information that exists through the eyes when reading. The reader makes sense of the reading based on what he already knows and is able to connect to new words and

meanings. Reading involves many multifaceted skills that intermingle together so the reader fully comprehends what is read. This continuous interaction with the text allows readers to make sense of what is being read.

Creation of an Instructional Tool

Educators are continually seeking effective instructional tools and strategies that will increase achievement in all students. Creativity and innovation will be essential as new instructional tools are created. In the field of education, the need for both creativity and innovation exists. It is important to distinguish between creativity and innovation because the processes are different. Most often, these two words are used interchangeably, but are different in an assortment of ways. Herrmann (1996) stated, "Creativity is a process that produces an original outcome or product, while innovation is the change, modification, or improvement of an existing product" (p. 206). Innovation occurs when the change makes the product more efficient or fulfills a different need that was not originally intended.

There are consequences for these differences. Educators that make a commitment to improve the reading abilities of students must also be committed to find innovative ways to improve already established products in the field of education. In addition, they must be dedicated to creating new and different ways to reach students to ensure that they continuously make progress academically. The collaborative team created the instructional tool, The Instant Word Notebook, in an effort to increase the reading achievement of first and second graders at Bland Roberts Elementary.

Creativity

According to Simonton (1975), creativity typically focuses on the theory of creative thinking, characteristics of creative people, development of creativity across the individual life span, and the social environments most strongly associated with creative activity. Creativity is the ability to develop a new idea or rethink an old idea. Creativity is a human act that is important to human advancement. The capacity to solve problems in new ways and to produce works that are novel, appropriate, and socially valued is an ability that has fascinated people for centuries. Leaders can use this information to identify creative traits in their employees and assist their employees in achieving creativity.

Determining creativity is essential, but a method to measure and assess creativity is vital. Many elementary school student studies related to creativity are fueled by the desire to identify children who are gifted and possess skills to be innovative in science, business, and industry. Assessment plays a major part in all of these activities and school administrators face many challenges in measuring creativity. Franken (2002) stated, "Tests of creativity measure not only the number of alternatives that people can generate, but the uniqueness of those alternatives" (p. 394). Leaders may use the research on creativity to identify creative traits in educators and help teachers and administrators achieve creativity. Treffinger, Renzulli, and Feldhusen (1971) suggested that the inability of educators to come to a consensus on the importance of creativity has led to several problems in the educational system, including problems "establishing a useful operational definition, understanding the implications of differences among tests and test

administration procedures, and understanding the relationship of creativity to other human abilities" (p. 107).

Csikszentmihalyi (1996) discovered that the most significant trait of creative people was a mastery of a domain of knowledge or skill. The absence of knowledge or skill did not lead to nontraditional conceptualization and was not likely to lead to creative products. Csikszentmihalyi concluded that the most important characteristic of creative people is the capacity to experience flow. Csikszentmihalyi defined *flow* as the pleasure and contentment one feels when they enjoy a "highly focused state of consciousness" (p. 110). Flow, in this sense, comes from the "internal contentment that comes from ability and discovery and cannot be rewarded with recognition or increased income" (p. 110). Csikszentmihalyi stated that during the *flow state*, people have confidence that their abilities are comparable to the challenge that the task presents. This is a process of creating in order to extend the flow state. The collaborative team achieved flow during the process of creating the Instant Word Notebook. This process took a series of meetings to decide what the critical elements needed to be addressed in The Instant Word Notebook.

Understanding the personalities of creative people can be helpful as leaders and teachers work to apply these same qualities to their own personalities. Csikszentmihalyi (1996) suggested, "People sense problems before they are generally perceived and define those problems" (p. 363) Csikszentmihalyi also recommended the following suggestions to help people find problems:

1. Find a way to express what moves you.

2. Look at the problems from as many viewpoints as possible.

3. Figure out the implications of the problem.

4. Implement the solution. (pp. 366-367)

Csikszentmihalyi theorized that solutions of problems are not the only process of developing creativity. He stated, "Sometimes we are asked to respond to what other people say, or to produce ideas in response to events, without having particular problems that needs to be formulated and solved" (p. 368). Csikszentmihalyi suggested the following:

1. Produce as many ideas as possible. Brainstorm all the options, giving little emphasis to quality.

2. Have as many different ideas as possible. Consider others' perspectives, which could lead to an unknown awareness. This new awareness could then lead to originality.

3. Try to produce unlikely ideas. (pp. 368-370)

Csikszentmihalyi stressed, "Originality is the hallmark of creative thinking" (p. 396). The creation of The Instant Word Notebook was an example of infusing creativity and flow into the development of an instructional tool. The collaborative team designed The Instant Word Notebook to help solve the study district's problem of low reading achievement. During the process of creating The Instant Word Notebook, the collaborative team envisioned what it would look from the eyes of a first grader. The design created was simplistic and organized in a format that was easy to follow.

Innovation

Innovation occurs when an existing product has been changed, modified, or improved to meet the needs of the audience it serves. Innovation is not a random event or

intangible activity, but a consistent and systematic process. The innovation process

comes first, and should not be confused with the product development process.

Innovation is referred to as a process of devising a solution that addresses unmet

customer needs. For example, companies need to innovate to stay competitive.

Companies should possess three important skills in order to excel at this process. First,

the company must be able to identify all the customer's needs. Second, the company must

be able to determine which, among all these needs, are poorly satisfied or unmet. The

final skill a company must possess is the ability to devise solutions that satisfy the unmet

needs. Kelley (2001) stated the following:

> Innovation begins with an eye and suggests that visual and auditory connections
>
> are the first layer of many in the innovation stage of creativity. Industry
>
> professionals in the sciences and creative fields know this and recognize it
>
> naturally. Visualizing possibilities creates opportunities for innovation. (p. 28)

Innovation is much safer than creativity because innovation is incremental and builds on

an already established product or process. This makes success easier to achieve than

starting from the beginning. Herrmann (1996) cited a creative process involving the

creation of the first post-it notes. The creation of making post-its in different sizes,

shapes, and colors was considered innovative because it originated from an existing idea.

Herrmann contended that organizations that exclusively depend only on innovation will

prosper until their products and services lose their zest and become obsolete and non-

competitive. The collaborative team determined that The Instant Word Notebook can be

modified to meet the needs of all learners. During the implementation phase, teachers

gave input as to how the instructional tool could be more effective.

According to Kelley (2001), prototyping, brainstorming, and observing are the fundamentals of innovation. The first fundamental of innovation is prototyping. Anything can be prototyped such as a new product, service, or special promotion. It is important that the process continue in order that the long-term goal is achieved. Kelley noted that more energy to foster innovation through brainstorming could be created through prototyping. The second fundamental of innovation is brainstorming. It gives the team an opportunity to identify big ideas in the early stages to solve problems that may arise later on. Brainstorming needs to occur often and on a regular basis to be considered effective. The last fundamental of innovation, which is characterized as the most powerful source, is focused observations. Kelley stated, "Good insightful observation combines careful watching with occasional well-chosen 'why' questions to get at the underlying psychology of a person's interactions with product and services" (p. 37). The collaborative team incorporated the three fundamentals of innovation in the process of developing The Instant Word Notebook. They create several prototypes of the Notebook and brainstormed activities that would connect with Marzano et al.'s (2001) instructional strategies. During the implementation phase of the study, focused observations indicated if teachers were adhering to the prescribed process of teaching Instant Words. The collaborative team wanted to ensure that this innovative instructional tool would have a chance of being successful in the classroom.

Districts across the country are buying educational products that do not match the diverse needs of their students. Success in innovation is predicated on first uncovering unmet student needs. Christensen, Horn, and Johnson (2008) recognized that

One way to implement an innovation so that it will transform an organization is to implement it disruptively, not by using it to compete against the existing paradigm and serve existing customers, but to target those not being served or not buying what's served, people we call non-consumers. The innovative approach, then, need only be an improvement over the original in that it does what the original could not do. (p. 25)

A disruptive approach that considers students' academic differences may have the potential to address motivational factors that affect student achievement.

According to Katz (1964), "One way for organizations to become more innovative is to capitalize on their employees' ability to innovate. . . Many practitioners and academics now endorse the view that individual innovation helps to attain organizational success" (p. 132). Successful leaders of the future will make creativity and innovation a strategic priority in their organizations. Although creativity and innovation are two very different entities, they are both vital to any organization. Organizations can thrive and be successful when creativity is fostered and supported in the workplace. Schools can be effective organizations that support teacher's innovative methodologies and approaches to increase student achievement. In an effort to increase student achievement, the collaborative team created an innovative instructional tool, The Instant Word Notebook.

Sustaining Change

Leadership plays an important role in the development of creating vision, implementing change, and empowering staff members to participate in this continuous process of learning. The goal of organizational change is often associated with improving

performance and increasing productivity. Sustaining change results from shared decision making, collaborative efforts, and building a level of trust throughout the process. The lasting improvements lead to continuous monitoring and evaluating existing systems in an organization. The collaborative team explored two areas that can potentially impact sustaining change in the implementation of The Instant Word Notebook, instructional strategies and professional development. These two areas of focus are critical to the effective implementation of The Instant Word Notebook.

Instructional Strategies

Sustaining change involves implementing instructional strategies into the daily instructional routine. Marzano et al. (2001) identified instructional strategies that increased student achievement. Marzano et al. analyzed selected research studies on instructional techniques that could be used by teachers in K-12 classrooms. Based on their study, nine effective strategies were identified. The Marzano et al. nine instructional strategies are (a) identifying similarities and differences, (b) summarizing and note taking, (c) reinforcing effort and providing recognition, (d) assigning homework and practice, (e) utilizing non-linguistic representation, (f) implementing cooperative learning, (g) setting objectives and providing feedback, (h) generating and testing hypothesis, and (i) using questions, cues and advance organizers (p. 1). Marzano et al. utilized the meta-analysis research design to measure each strategy's impact on student achievement. After a collection of 21 studies with over 20,000 subjects, Marzano et al. identified nine categories as instructional strategies that affect student achievement (see Table 1).

Table 1

Categories of Instructional Strategies That Affect Student Achievement

Category	Average Effect Size	Percentile Gain
Identifying similarities and differences	1.61	45
Summarizing and note taking	1.00	34
Reinforcing effort and providing recognition	.80	29
Homework and practice	.77	28
Nonlinguistic representations	.75	27
Cooperative learning	.73	27
Setting objectives and providing feedback	.61	23
Generating and testing hypotheses	.61	23
Questions, cues, and advance organizers	.59	22

Note. From *Classroom instruction that works: Research-based strategies for*

Increasing student achievement (p. 7), by R. J. Marzano, D. Pickering, and J. E. Pollock, 2001,

Alexandria, VA: Association for Supervision & Curriculum Development.

For the purpose of this study, the collaborative team analyzed four of the nine

instructional strategies for use with The Instant Word Notebook. The strategies selected

for this study were (a) providing recognition and reinforcement of effort, (b) setting

objectives and providing feedback, (c) assigning homework and practice, and (d)

implementing cooperative learning. In creating The Instant Word Notebook, the

collaborative team embedded the four instructional strategies into the daily instruction of

Instant Words activities. These four selected Marzano et al.'s instructional strategies were

observable in the classroom and aligned with the instructional focus of The Instant Word Notebook.

The first Marzano et al. instructional strategy selected for development of The Instant Word Notebook was the following:

Reinforcing effort and providing recognition. According to studies conducted by Marzano et al. (2001), reinforcing effort and providing recognition showed a 29% gain in student achievement. Providing recognition for attainment of goals not only enhances achievement, but also motivates students to put forth their best effort. Marzano et al. used the term *recognition* as opposed to praise or reward. Recognition is identified as the purpose and intent of the teacher's comments about student effort and work. Marzano et al. believed that "rewarding students for simply performing a task does not enhance intrinsic motivation and might even decrease it" (p. 57). Marzano et al. also stated, "Abstract symbolic recognition is more effective than tangible rewards" (p. 57). Verbal praise is a powerful motivator that positively alters a student's attitude and behavior. This strategy helps to build students' self-confidence and self-worth.

Teachers should provide opportunities to make connections between effort and achievement in the classroom. Marzano et al. (2001) recommended the Pause, Prompt, and Praise strategy to motivate students and provide recognition for their efforts. The strategy is used to systematically address the needs of struggling students. The strategy is more effective when a student is experiencing difficulty with an assignment. The teacher will ask the student to stop working momentarily, than discuss the reason for the difficulty. The teacher will then prompt the student with a few suggestions for improving performance on the assignment. Once improvement is evident, the teacher praises the

students. There is an impact on student achievement when students give effort toward their assignments. A study conducted by Van Overwalle and De Metsenaere (1990) found that students who were taught about the relationship between effort and achievement increased their academic performance.

Weiner (1972) supported the idea that effort increases student achievement. Effort is a characteristic that students may not possess, yet teachers can help students learn to change their beliefs on effort. Marzano et al. (2001) suggested several instructional strategies to reinforce effort. For example, teachers could share their own experiences when they were unsure of success or use examples of well-known people that the students can identify with. In addition, students could be asked to recall their experiences when they were successful because they did not give up. In addition, Marzano et al. advocates that teachers encourage students to keep track of their efforts in a log or journal. During the implementation phase of The Instant Word Notebook, teachers provided feedback to reinforce effort to ensure students learned the Instant Words.

The second Marzano et al. (2001) instructional strategy selected for development of The Instant Word Notebook was the following:

Setting goals and providing feedback. One of the predictors of success is when short and long-term goals are determined. According to studies conducted by Marzano et al. (2001), setting goals and providing feedback showed a 23% gain in student achievement. Marzano et al. believed that setting goals is essential to a successful classroom environment and recommended that instructional goals should be narrow on the students' instructional focus. The instructional goals should also not be too specific, but should be stated in a general format, instead of stated as behavior objectives. In

addition, students should personalize the teacher's goals. Once the learning goals are established, students should adapt to the teacher's personal needs and desires.

Mager (1962) recommended that effective instructional objectives should contain three defining characteristics: performance, conditions, and criterion. In order to measure performance, the objective needs to state explicitly what the learner is expected to do. The objective should describe the conditions in which the performance is to occur, and should state the acceptable performance on the task in question. At the beginning of each lesson, the teacher states the objective of the lesson and identifies the targeted Instant Words of the day.

According to Marzano et al. (2001), achievement increases when teachers share with students their progress on specific tasks. Hattie (1992) analyzed almost 8,000 studies and concluded, "The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback" (p. 9). Students put forth more effort when feedback from teachers is frequent and genuine. Marzano et al. (2001) also researched the results of feedback from many studies analyzing the effects of feedback. Based on the results, four major points were emphasized: (a) feedback should be corrective in nature, (b) timely, (c) specific to a criterion, and (d) students can effectively provide some of their own feedback (pp. 97-98). Teachers were instructed to provide feedback as they monitored student progress as students worked independently in their Notebook.

Bangert-Downs, Kulik, Kulik, and Morgan (1991) identified that effective feedback requires the teacher to provide a justification for the correct and incorrect answers on an assignment. They concluded that achievement increased when students

were expected to work on a task until acceptable responses were noted. According to

Bangert-Downs et al., "More delays that occur in giving feedback, the less improvement

there is in achievement" (p. 97). They implied that immediate feedback improves

achievement. According to Crooks (1988), criterion referenced feedback provides

students with specific progress related to the task and skills that they were expected to

master. Providing feedback and setting objectives are traditional strategies in classrooms;

however, they are not used to their maximum potential to support instruction in

classrooms. These instructional strategies were intentionally embedded in the

professional development to ensure that teachers were consistent in setting objectives and

providing feedback to improve student performance using The Instant Word Notebook.

The third Marzano et al. instructional strategy selected for development of The

Instant Word Notebook was the following:

Homework and practice. According to studies conducted by Marzano et al.

(2001), homework and practice yielded a 28% gain in student achievement. Marzano et

al. advocated assigning homework to extend the learning opportunities for students and to

reinforce skills taught during the school day. Establishing the purpose of homework is

essential to student success. Marzano, Norford, Paynter, Pickering & Gaddy (2001)

identified three purposes for assigning homework to students. The purposes are to "(a)

give students opportunities to practice skills, (b) prepare students for new learning, and

(c) elaborate on introduced material to increase understanding " (p. 122). They also

supported the idea that one important factor in preparing students for a lesson is

determining any knowledge that students possess before they begin the lesson. These

activities assist in making the lesson less intimidating and more interesting to students.

The collaborative team communicated with parents emphasizing the importance of practicing Instant Words daily. They were given the list of words each week and encouraged to review the Instant Words each day.

Students need multiple opportunities to utilize skills in order to become proficient. Marzano , Norford, et al. (2001) stated, "Practice makes perfect. Practice may not always be perfect, but it is certain that without practice, little learning occurs" (p. 130). The researcher suggested that students should be engaged in at least 20 practice lessons to develop the speed and accuracy needed to be proficient in any given skill.

Marzano, Norford, et al. (2001) advocated four approaches to classroom practice. The approaches are as follows: (a) determine which skills are worth practicing, (b) schedule massed practice and distributed practice, (c) ask students to chart speed and accuracy, and (d) help students shape a skill or process (p. 130). Due to time constraints, teachers need to be selective as to the skills that need to be practiced. In regard to scheduling massed practice and distributed practice, Marzano, Norford, et al. supported that practice should at first occur as massed practice sessions that are implemented frequently and close together. Massed practice refers to concentrating on the same skill or process for a period of time. "Distributed practice is [a set of] practice session[s] that occurs further apart" (p. 130). Distributed practice allows students to practice new skills and skills learned previously. It is often referred to as integrated practice. Marzano, Norford, et al. stated that "When students are first learning a new skill or process, they should practice it immediately and often" (p. 131). When developing some skills, the emphasis is on accuracy and speed. To gain accuracy, students should be able to group sections or create charts to note their progress and consistently set higher goals. The last

approach was helping students shape a skill or process. Marzano, Norford, et al. stated, "Helping students shape a new skill or process involves illustrating important variations" (p. 133). It is important that the teacher model the expectations of the assignment to ensure that the students understand the process or skill intended.

Parents were encouraged to help students with reinforcing Instant Word recognition at home. Students had opportunities to complete assignments in The Instant Word Notebook at home with parents. In addition, parents were asked to work with flashcards of Instant Words daily with their children. Students could read their sentences from The Instant Word Notebook aloud to their parents to practice oral language skills.

The fourth and final Marzano et al. instructional strategy selected for development of The Instant Word Notebook was the following:

Cooperative learning. Grouping students to complete tasks has been common practice for teachers since the turn of the century. According to Marzano et al. (2001), an education reformer named Harris initiated a plan in St. Louis, Missouri in 1965 that allowed for the rapid promotion of students through grouping in the elementary grades. Kulik and Kulik (1982) stated, "The Harris Plan represented the first step toward ability grouped classroom" (p. 415). Today, educators use terms such as differentiation and tiers of intervention to describe ability grouping to address the diverse academic needs of students in classrooms.

According to studies conducted by Marzano et al. (2001), cooperative learning showed a 27% gain in student achievement. Marzano et al. advocated that "cooperative learning provides students with opportunities to interact with each other in groups in ways that enhance their learning" (p. 85). The process occurs when teams of students are

engaged in various activities in order to develop their understanding of a topic. Each

student in the group is accountable for acquiring knowledge and assisting others in the

group so that everyone learns. It is important for students to work together through the

assignment until all group members successfully understand and complete the task.

Johnson and Johnson (as cited in Marzano et al., 2001) identified five elements of

cooperative learning. First, positive interdependence fosters the need to depend on each

participant of the group. Second, face-to-face promotion interaction involves helping

each other learn and recognizing success and effort. Third, individual and group

accountability allows each participant to contribute to the group achieving their goals.

Fourth, interpersonal and small group skills interaction which facilitates ongoing

communication, trust, leadership, and conflict resolution. The fifth element is group

processing that allows students to reflect on how the team can function more effectively.

        According to Marzano et al. (2001), there are several methods to separate students

into instructional groups, within both a school and a classroom. In general, homogenous

grouping (as opposed to no grouping) seems to have a positive effect on achievement for

students of all ability levels. Marzano et al. believed that homogenous grouping has

different effects on different students. Teachers should be observant of the impact it has

on students and adjust groups accordingly.

    Johnson and Johnson (1999) found that cooperative grouping strategies are most

effective when applied at least once a week. The group's cooperative efforts affect each

member jointly and everyone benefits from the thoughts and actions within the group.

Students believe that they are a team and the group will share a common destiny.

Everyone in the group feels supportive and celebrates the group collective success.

According to Marzano et al. (2001), cooperative learning promotes student learning and academic achievement. This strategy allowed students to retain information and embraced learning opportunities during cooperative learning. In addition, oral language is developed during cooperative learning activities.

Professional Development

Guskey (2000), a leading researcher in the field of professional development, defined professional development as "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn improve the learning of students" (p. 16). Professional development is the core of school improvement efforts. This process helps educators think more systematically about outcomes. The expected outcome is effective teaching practices that improve student learning. Educators play a critical role in helping children learn at high levels. Schools are looking at teaching and learning from a systems perspective. It is the intent that professional development will improve teacher learning that will ultimately lead to increased student achievement. Senge (as cited in Cobb, 2005) stated the following:

> Systems thinking enable educators to view situations as interrelationships and patterns rather than single events occurring in a linear fashion. Professional development is perceived not as single event services, but as ongoing and systematic. There has been a shift in the movement of professional development with a greater focus on results for teacher practice and student learning. (p. 388)

Cobb investigated two similar schools that made annual yearly progress in student achievement. Their approach to professional development processes was analyzed. In comparing the schools, the difference noted was that teachers felt they had a voice and

input into the process. Cobb concluded, "Schools that become conscientious consumers of professional development produce teachers that take charge of their learning and increase student achievement" (p. 388). Ongoing dialogue and meaningful professional development is to key to link student instruction to student performance successfully. Bean (2004) supported that best practices in professional development relies upon attention to the goals of the organizations and the individual instructors. Teachers and staff need to be a part of the institutional changes so that students will benefit from motivated instruction (p. 13).

Joyce and Showers (1995) identified four components of the professional development model as the following:

1. Exploration of theory - Teachers need to understand the theory and research that supports and serves as the foundation. Exploration of a theory can take place in the form of a book study model or bringing in an expert on the topic with follow through.

2. Demonstration or modeling - It is valuable to observe someone who is knowledgeable of the concept and can model a specific strategy or approach effectively. This leads to a better understanding of the strategy and increases the opportunity for teachers to raise questions and concerns.

3. Practice of the skill learned - It may take 20 to 25 trials for teachers to gain control of a new model of teaching.

4. Peer coaching - Support and feedback from a peer provides essential support that can enhance the probability of transferring training to classroom practice. The coaching model makes professional development relevant to what teachers are

doing on a daily basis and has a direct, immediate impact on the students teachers

serve. It also requires teachers to be reflective and to think more critically about

both their teaching and associated student learning. (p. 110)

It is critical that the rationale of any program is embedded in the work of the

teachers. Programs should have the potential for affecting the performance of students by

providing ongoing support that teachers need to implement various instructional practices

appropriately. It is important to build a culture in schools that recognizes teachers as

professionals responsible for designing and implementing the most effective educational

program for their students. Current reform efforts rely on teachers' knowledge and skills

while improving teacher practice in ways that increases student achievement. Aligning

professional development to the school vision is important and should be emphasized as

an investment in teacher quality and teacher retention. Teachers can enhance their

teaching abilities by participating in collaborative projects that focus on topics selected as

part of their professional development in the school district.

Morrow and Casey (2004) developed The Teacher Change project, a program

designed to focus on literacy. The purpose of this study was to focus on the learning

process for a group of teachers. The goals of the project were to incorporate elements

from the literature research and provide a research-based model for exemplary practice in

early literacy instruction. Master teachers were selected as coaches that helped teachers in

the program accomplish their goals. The reading coach responsibilities include discussing

the implementation of strategies, modeling lessons for teachers, and providing feedback

for reflection and time to talk about issues of concern. The use of teacher study groups

are implemented to discuss and reflect on current reading research. In order to facilitate

teacher change, information such as surveys, observations of lessons, group discussions, and informal discussions are analyzed.

Program Evaluation

Rossi and Freeman (1993) referred to program evaluation as "a systematic application of scientific methods to assess the design, implementation, improvement, or outcomes of a program" (p.15). Program evaluation can usually involve quantitative methods of social research and may include qualitative methods as well. Quantitative and qualitative methods can be used in an evaluation simultaneously. A researcher may conduct an evaluation at any time during a program or study. After careful analysis of the results, a researcher gains insight into program delivery, direction of implementation, and examination of the outcomes. Program evaluation allows school leaders to assess impacts of their programs and report the results to participants and stakeholders. There are two types of program evaluation: process evaluation and outcome evaluation.

Process Evaluation

Process evaluation assesses how the program is delivered. It addresses when the program occurred, where it occurred, and who delivered the program as intended. It is important that implementation be linked to student learning in order that improved outcomes are the product of effective innovations to benefit student achievement. This emphasis on implementation and delivery places the responsibility of instruction and learning on the teacher. A well-delivered lesson and good interactions between teachers and students make all of the difference in students' ability to learn.

Fidelity of implementation is critical to the success of new programs in order to determine their effectiveness. Johnson, Mellard, Fuchs, and McKnight (2006) identified

six proactive practices that help ensure fidelity of implementation. They are (a) linking interventions to improved outcomes (credibility), (b) describing operations, techniques, and components, (c) defining responsibilities of specific persons, (d) creating a data system for measuring operations, techniques, and components, (e) creating a system for feedback and decision making (formative), and (f) creating accountability measures for non-compliance (p. 42). It is the assumption that if the program is implemented as designed and the outcomes result in increased student achievement, the intervention may be replicated and repeated.

Wallace, Blasé, Fixsen, and Naoom (2008) stated, "The best reason to pursue implementation of an education innovation is to help solve a problem or accomplish a goal with respect to student behavior or achievement" (p. 25). The collaborative team saw a problem in student achievement and decided to create The Instant Word Notebook to improve reading outcomes of students in the primary grades. Gunn (as cited in Protheroe, 2008) emphasized that as schools prepare for the implementation of a new program or instructional approach, it is critical that five components are addressed. Gunn identified the five components as (a) learning the curriculum content and approaches for instructional delivery, (b) allowing teachers to practice and observe one another during the initial phase of implementation, (c) allowing teaching time to develop comfort and fluency with the process, (d) observing other staff members who have been trained in what was being observed with feedback, and (e) refining implementation through teacher use of observation feedback, and grade level team meetings, and monitoring of progress (p. 41). These processes, if ignored, can become a threat to the implementation, and jeopardize the success of the program.

Outcome Evaluation

   Outcome evaluation addresses the results of the study. This may encompass short-term and long-term outcomes. Gomby and Larson (1992) argued the following:

> The purpose of an outcome evaluation is not only to measure changes in outcome, but also to establish the intervention that caused the changes. . . . The most crucial decisions in an evaluation to establish causation involve its design, that is the decisions about what will be measured, and when those assessments will occur. Only an evaluation with a rigorous design can establish causal links between the intervention and the observed outcomes. (p. 71)

It is important that the design of the study be implemented properly in order to achieve results that are considered to be valid and reliable.

   According to McNamara (2006), there are many methods to use during the collection of data during a program evaluation that include "questions, surveys, checklists, interviews, documentation reviews, observations, focus groups, and case studies" (p. 231). Questionnaires, surveys, and checklists are used for gathering information from people in a quick and non-threatening way. They can be completed anonymously, are inexpensive to administer, easy to compare and analyze, and can result in a multitude of data perceived as impersonal with incomplete details. Interviews are valuable because the researcher can fully understand someone's impressions or experiences and learn more about their answers to questionnaires. McNamara concluded that "through this process, the interviewer can get more in-depth information, develop a relationship with the teacher, and be more flexible with the person interviewed" (p.231).

In many cases, this method can be time consuming and the results can be hard to analyze and compare.

McNamara (2006) supported that documentation reviews are important to obtain information as to how a program operates without interrupting the program. Documents such as anecdotal records, minutes from a meeting, or memos can provide comprehensive and historical information. The information already exists and there are few biases about the information. McNamara cautions that this method could be time consuming and may not give the interviewer incomplete information or the necessary information needed. Through observation, the researcher can gather accurate information about how a program and the process actually operate. Through this modality, the practitioner can see the basic operations as they are actually occurring and can adapt to events as they occur. Some drawbacks of this method are (a) it may be difficult to interpret seen behaviors and (b) the presence of the observer may influence the behaviors of the program participants.

McNamara identified *focus groups* as a format to give opportunities for teachers to explore a topic in detail through group discussions. This collaborative method can assist group members to discover common views and impressions and gather valuable information about a program. One challenge would be finding a common time for six to eight people to meet consistently.

Finally, McNamara (2006) found that case studies were a powerful way to support the success of the program to others that may be interested in participating in the program. McNamara stated, "Case studies help the reader fully understand the experiences of a program and conduct a comprehensive examination through cross comparison of cases. However, this method may be time consuming to collect, organize,

and describe in-depth information" (p. 232). Using a variety of methods of data collection

is an important consideration in a program evaluation study to ensure that the study is

conducted as intended and implemented with fidelity. In this program evaluation study,

the process investigator analyzed interviews from the classroom teacher, classroom

observations, and the pre and post Instant Word recognition test to determine the impact

on student achievement.

Summary

Chapter Two discussed four areas of literature important for the study of The

Instant Word Notebook. For the purpose of this study, the science of reading

encompasses the areas of visual and nonvisual information, oral language, and

vocabulary development. Creation of an instructional tool involves knowledge of

creativity and innovation. Professional development for teachers and knowledge of

instructional strategies is important to sustaining change. Program evaluation allows

school leaders to assess the impact of the instructional programs in the areas of process

and outcome to determine the program's effectiveness. In chapter three, the methodology

of this program evaluation study is discussed in detail.

Chapter Three - Methodology

A program evaluation study was conducted to evaluate the process and outcome

of The Instant Word Notebook. Rossi and Freeman (1993) defined program evaluation as

a systematic application of scientific methods to assess the design implementation,

improvement, or outcome of a program. The collaborative team of this program

evaluation study analyzed The Instant Word Notebook from two different perspectives to

determine its effectiveness on student achievement in the first and second grade at Bland

Roberts Elementary. The process investigator conducted a mixed method study that was

qualitative and quantitative in nature, evaluating data from two methods and one

instrument. The two methods used in this study were classroom observations and teacher

interviews. The process investigator evaluated the implementation of the process with an

emphasis on professional development consisting of four of Marzano et al.'s (2001) nine

instructional strategies. In addition, the process investigator interviewed teachers who

participated in the study to determine if their perceptions affected the fidelity of

implementation of The Instant Word Notebook. The process investigator also analyzed

the fidelity of implementation as measured by the classroom observations and teacher

interviews and compared them to the Instant Word achievement from the pre and post

Instant Word recognition test, which was analyzed by the outcome investigator to

determine the effectiveness of the program evaluation. The outcome investigator

analyzed quantitative data of the treatment group's reading achievement after using The

Instant Word Notebook and compared it to the data of the control group students' reading

achievement that had not used The Instant Word Notebook.

Process Evaluation Research Design

The process investigator used a triangulation design consisting of mixed-

methodologies. Fraenkel and Wallen (2006) stated, "In a triangulation design, the

researcher simultaneously collects both quantitative and qualitative data, compares the

results, and then uses those findings to see whether they validate each other" (p. 443).

Fraenkel and Wallen stated the following:

> [Triangulation] involves checking what one hears and sees by comparing one's

sources of information – do they agree? . . . Triangulation can work with any

subject, in any setting, and at any level. It improves the quality of the data that are

collected and the accuracy of the researcher's interpretations. (p. 521)

The triangulation design helped the process investigator analyze the results to

determine if the data from each of the three instruments validated each other. In order to

determine the effectiveness of The Instant Word Notebook, the process investigator chose

to evaluate three forms of data simultaneously: classroom observation form, Instant Word

recognition pretest and posttest, and teacher interviews (see Figure 1).
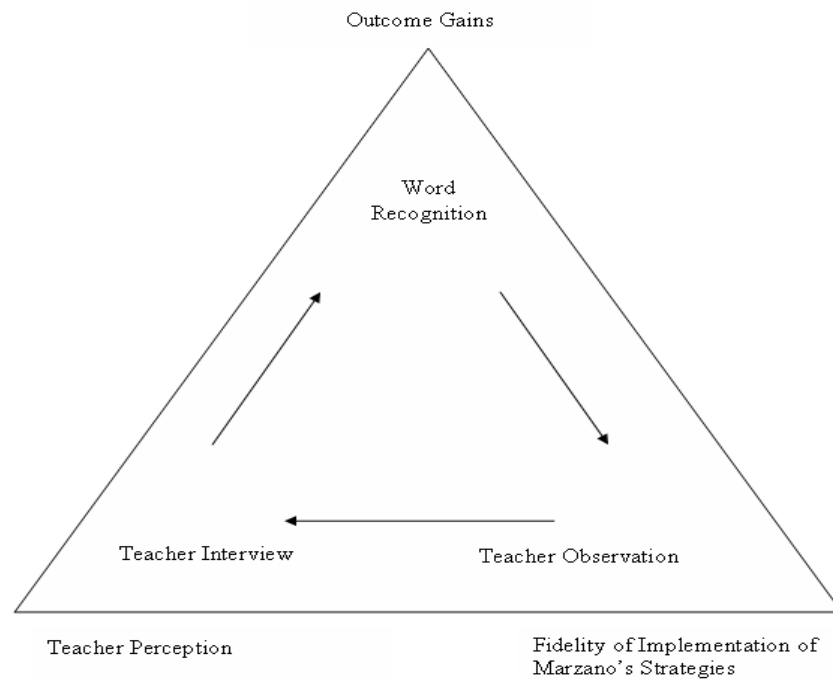
Figure 1. Triangulation design of one instrument and two methods used to evaluate the

effectiveness of The Instant Word Notebook.

The process investigator addressed the following three research questions:

1. Will the fidelity of The Instant Word Notebook implementation, as measured by the classroom observations and teacher interviews, support the change in student achievement as measured by the pre and post Instant Word recognition test?

2. Did teachers implement The Instant Word Notebook with fidelity, as indicated by the classroom observations, using the four identified Marzano et al. (2001) instructional strategies?

3. Based on an interview at the conclusion of the study, did teachers' perceptions of teaching Instant Words change as a result of implementing The Instant Word Notebook?

The outcome investigator addressed the following hypotheses:

H_o: Students who use The Instant Word Notebook will not have greater gains in word recognition of Instant Words as measured by the pre and post Instant Word recognition test.

H_1: Students who use The Instant Word Notebook will have greater gains in word recognition of Instant Words as measured by the pre and post Instant Word recognition test.

H_o: If students complete The Instant Word Notebook, reading achievement will not improve as measured on the Gates-MacGinitie test.

H_1: If students complete The Instant Word Notebook, reading achievement would improve as measured on the Gates-MacGinitie test.

Sample Population

The study involved 75 first and second graders in an elementary school in a suburban school district. The study occurred during the 2007-2008 school year. Students were randomly assigned to first and second grade classes at the beginning of the year. For the purposes of confidentiality, the school will be referred to by the fictitious name Bland Roberts Elementary.

Study District

The study district is located in a select group of proximal suburban communities of over 50,000 people. There are 24 schools in the surrounding area, covering 92 square miles. This district has been recognized for its excellence under the Exemplary Schools Program, sponsored by the United States Department of Education. In the qualitative section of the study, purposeful sampling was utilized by the collaborative team. Teacher participants were the subjects within the qualitative portion of the study. All the teachers who taught first and second grade at Bland Roberts Elementary participated in the qualitative portion (n=4) of the study. These teachers (n=4) all received professional development in Marzano et al.'s (2001) instructional strategies and the five essential components of reading instruction. In addition, the treatment group of teachers (n=2) received training in the implementation of The Instant Word Notebook.

Professional development was the core of the study district's school improvement efforts. The study district's intention was for professional development to improve teacher learning, which would, in turn increase student achievement. The study district worked diligently to ensure that all students were reading at or above grade level by third grade. Two of the study district's focuses were the use of Marzano et al.'s instructional

strategies and Instant Word mastery. The collaborative team infused the district's focus on Instant Words by incorporating four of the nine Marzano et al. (2001) instructional strategies not only in the development of The Instant Word Notebook but also during the professional development on the teacher's use of The Instant Word Notebook.

The district consisted of 25 schools that included 17 elementary schools, three middle schools, three high schools, one alternative school, and one early childhood center. At the time of this study, the district served more than 12,186 students. At the time of the study, Bland Roberts Elementary enrollment was 278 students. The study district participated in the free and reduced lunch program. States agencies that administer the school meal program must issue free and reduced prices to those who meet the requirements. The number of families eligible to receive free and reduced lunch serves as an indicator of low wage households in the study district's attendance area.

During the 2007-2008 school year. 7,240 students in the study district were eligible for free and reduced lunch, which comprises 60.3% of the student population in the study district. At the time of the study, Bland Roberts Elementary student population consisted of 52.9% students who were eligible for free and reduced lunch. That equates to 147 students. More specifically, 58.1% of first grade students participating in the study received free and reduced lunch. In addition, 55.2% of second grade students participating in the study received free and reduced lunch.

Table 2 illustrates the growth of families qualifying for free and reduced lunch at Bland Roberts Elementary. There was an 11.6% increase from the 2004 to 2008 school year of students who qualified for free and reduced lunch. This data serves as an indicator of the growing increase in low-income families at Bland Roberts Elementary.

Table 2

Percentage of Bland Roberts Elementary Free and Reduced Lunch Students from

2004 – 2008.

2004	41.3
2005	44.5
2006	47.1
2007	50.2
2008	52.9

Note. From Missouri Department of Elementary and Secondary Education (2008).

Figure 2 illustrates the steady increase of students qualifying for free and reduced lunch

from the 2004 to 2008 school year.

Trend of Free and Reduced Lunch
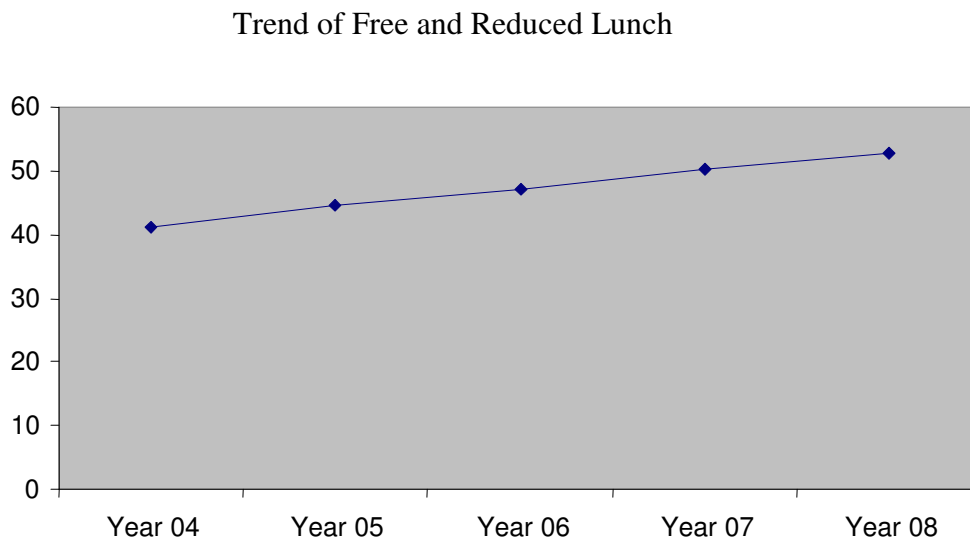
Figure 2. Trend of students qualifying for free and reduced lunch.

Table 3 outlines the district's diverse community during the 2007-2008 school year. The enrollment of Black students was 9,222, which represented 75.4% of the total population. The enrollment of White students was 2,761, which represented 22.6% of the total population. The enrollment of Hispanic students was 132, which represented 1.1% of the total population. The enrollment of Asian students was 102, which represented .9% of the total population. The enrollment of Native American students was 11, which represented .1% of the total population. At the time of the study, Bland Roberts Elementary represented a diverse population similar to the study district.

Table 3

Percentage of Enrollment of Bland Roberts Elementary from 2004 to 2008

by Ethnic Subgroups

	2004	2005	2006	2007	2008
Total	259	255	276	301	278
Asian	.0	.4	.4	1.3	1.1
Black	35.5	36.5	42.0	45.8	46.8
Hispanic	1.9	1.6	.0	1.0	1.4
Native American	0.0	0.0	0.0	0.0	0.0
White	62.5	61.6	56.9	51.8	50.7

Note. From Missouri Department of Elementary and Secondary Education (2008).

Figure 3 illustrates that Bland Roberts Elementary student population consisted of
278 students at the time when the study was conducted. Over the last four years, Bland
Roberts Elementary has shown an increase of 10.3% in the enrollment of Black students,
while the enrollment of White students declined by 10.7%.

2007-2008 Enrollment Demographics of Students at
Bland Roberts Elementary
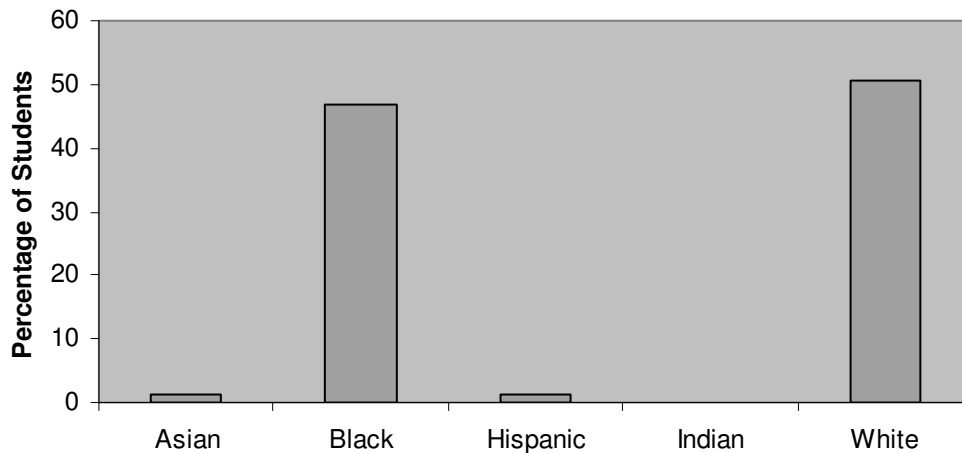
Figure 3. Enrollment demographics of students who attended Bland Roberts Elementary

during the 2007-2008 school year.

Table 4 profiles the average attendance of participants. Bland Roberts Elementary

average daily attendance for the 2007-2008 school year was 95.1 %. The average daily

attendance for the school's population was lower than the first and second grade students

participating in the study. First grade students' average attendance was 98.6 % and

second grade students' average attendance was 97.3 %. The Missouri Department of

Elementary and Secondary Education predicted average was 95% attendance. Therefore,

the first and second graders in the study attended at a greater rate than the district, Bland

Roberts Elementary as a whole, and the state's

predicted average attendance.

Table 4

Attendance Comparison of Study Participants

	Average Daily Attendance for 2007 – 2008 School year
District	93.0 %
Bland Roberts	95.1 %
1st grade	98.6 %
2nd grade	97.3 %

Note. From Core Data of Study District

Table 5 illustrates the number of students receiving an Individualized Education Plan. Individualized Education Plans are given to students who qualify for educational and medical diagnoses.

Table 5

Number of Students with an Individual Education Plan

	First Grade		Second Grade	
	Control	Treatment	Control	Treatment
Learning Disabled	0	0	0	0
Emotionally Disturbed	0	0	1	0
Language Impaired	0	0	0	1
Speech Impaired	0	1	0	0

Note. From Core Data of Study District

Bland Roberts Elementary had a very small population of students with an Individual Education Plan. One student in the first grade treatment group had a speech

diagnosis. Two students in second grade were identified as having an Individualized

Education Plan. One student in the control group had an emotionally disturbed diagnosis

and one student in the treatment group had a diagnosis of language impaired. The sample

size of these outliers was so small that it did not affect the study's outcomes.

Table 6 illustrates the number of students in each grade level using The Instant

Word Notebook in the program evaluation study.

Table 6

Number of Students using The Instant Word Notebook during the 2007-

2008 school year

	First Grade	Second Grade	Total
Treatment Group	17	21	38
Control Group	21	16	37
Total	38	37	75

The students' test scores from The Instant Word Notebook were analyzed by a series of

statistical tests from the sample population of first and second grade students.

Students from first and second grade classrooms, selected for the treatment and

control groups, participated in The Instant Word Notebook study for six weeks during the

2007- 2008 school year. The participants were administered the pre and post Instant

Word recognition test. The final population consisted of the comparison of 75 students,

of which 38 were in the treatment group and 37 were in the control group.

Table 7 presents the years of experience of professional staff in the study district.

Table 7

Years of Experience of Professional Staff with Advanced Degrees in the Study

District

	2004	2005	2006	2007	2008
Years of Experience	15.2	16.6	17.8	15.4	16.8
Advanced Degrees	44.9	51.8	57.6	56.7	54.6

Note. From Missouri Department of Elementary and Secondary Education (2008).

The study district was committed to providing students with high quality teaching instruction. The professional staff's average number of years of experience was 16.8 years. In 2007, 54.6% of the teachers had a Masters degree. Table 8 provides the staffing ratio at Bland Roberts Elementary, which has maintained a student teacher ratio below the state and district expectations.

Table 8

Staffing Ratios

	2004	2005	2006	2007	2008
Students per Teacher	14	15	16	16	15
Students per Classroom Teacher	16	17	21	18	17
Students per Administrator	259	255	276	301	278

Note. From Missouri Department of Elementary and Secondary Education (2008).

School

During the 2007-2008 school year, Bland Roberts Elementary accommodated fifteen classrooms, which consisted of kindergarten through sixth grade. There were two classrooms at each grade level with one multi-age classroom. The total population of Bland Roberts Elementary was 278 students. This enrollment allowed a student to teacher ratio of 18:1. In the 2007- 2008 school year, the school's attendance rate was 95.0%, with a 16.7% mobility rate. According to Hartman (2002), student mobility refers to "students moving from school to school for undetermined reasons. Students that transfer to different schools frequently have more academic and behavioral problems in school" (p. 227).

Bland Roberts Elementary has consistently maintained an average of 95% attendance rate for the past four years. The school has surpassed the district's average attendance rate of 94% in 2007 and the state attendance average of 94% in 2007. Table 9 provides annual yearly attendance rates for the study district compared with the annual yearly attendance rates of Bland Roberts Elementary.

Table 9

Comparison of Attendance Rates

	2004	2005	2006	2007	2008
District K-12	93	94	93	94	93
District K-8	94	94	94	95	95
Bland Roberts	95.1	95.2	95.1	95.0	95.1

Note. From Missouri Department of Elementary and Secondary Education (2008).

The daily attendance rate for the 2007-2008 school year for kindergarten through twelfth grade was 93%. The daily attendance rate for the 2007-2008 school year for Bland Roberts Elementary was 95.1%, which exceeded the district's average attendance rate. In addition, the daily attendance rate for the first and second grade students who participated in the study was 97%.

Table 10 describes the characteristics of the teachers that participated in The Instant Word Notebook program evaluation. The study involved two first grade classroom teachers and two second grade classroom teachers. All of the teachers received their bachelors degree and pursued hours beyond their masters degree. In addition, teachers were in attendance during 99.5% of the Instant Word professional development training. All of the teachers received professional development training in Marzano et al.'s (2001) instructional strategies during the 2006-2007 school year. These teachers taught Instant Words using their usual teaching strategies including Marzano's et al.'s instructional strategies. The Instant Word Notebook incorporated four of Marzano et al.'s nine instructional strategies to reinforce word recognition using The Instant Word Notebook.

Table 10

Characteristics of Teachers that Participated in The Instant Word Notebook Study

	Grade 1			Grade 2		
	Control	Treatment	Mean	Control	Treatment	Mean
Years of Teaching Experience	21	15	18	33	28	30.5
Years of post Bachelor Degree	3	4	3.5	2	6	4
Year taught in Grade 1 or 2	12	6	9	23	15	19
Number of Days absent during study	1	0	.5	0	0	0

Note. From Core Data of Study District (2008).

Bland Roberts Elementary had embedded several structures into the organization to prioritize student achievement and provide effective teacher instructional strategies. The primary grades consisted of kindergarten to third grade. The students in these classrooms received 90 minutes of uninterrupted reading instruction daily. *Uninterrupted* indicates that minimal disruptions, such as intercom announcements, pullouts for outside resources, assemblies, and field trips, would not occur during scheduled reading instruction. The 90 minutes of reading instruction was divided into three areas of instruction. The first segment of instruction was oral language. In this section, teachers shared literature that gave students opportunities to listen and respond. An emphasis on phonemic awareness activities is important, and exposes students to sounds in spoken language. The second segment of the reading instruction dealt with Word Work. This

portion of the lesson emphasized phonics, spelling, and high frequency words. The last segment of the reading instruction was focused on comprehension, fluency, and independent reading.

Communication Arts

In an effort to ensure a viable and guaranteed curriculum, the study district aligned its curriculum to researched-based instructional materials and various types of assessments. All teachers in the study district, kindergarten through sixth grade, used a reading program from Harcourt Publishers. The publishing company has since changed the name to Houghton Mifflin Harcourt. The study district chose the Harcourt Trophies reading program, which is based on scientifically based reading research. The National Institute of Child Health and Human Development (2000) published a Report of the National Reading Panel. They indicated that scientifically based reading research applies rigorous, systematic and objective procedures in order to obtain valid knowledge that pertains to reading development, reading instruction, and reading difficulties. The district's reading program has embedded the five critical components of reading, which are phonemic awareness, phonics, vocabulary, fluency, and comprehension. A brief description of each reading component is as follows:

Comprehension	The understanding of meaning in text
Fluency	The ability to read with accuracy, and with appropriate rate, expression, and phrasing
Vocabulary	The knowledge of words, their definitions, and context
Phonics	The relationship between written and spoken letters and sounds

Phonemic Awareness   The knowledge and manipulation of sounds in spoken

words

The study district implemented the 3-Tier Model of reading instruction. Vaughn, Linan-Thompson, and Hickman (2003) developed this process at the University of Texas as a framework for explaining how any reading program can be implemented in a school setting. The 3-Tier Model delivers comprehensive reading instruction for all students from kindergarten through sixth grade. This preventative model is designed to reduce reading difficulties and meet the instructional needs of all learners. This model provides research-based instruction to target interventions that lead to successful reading. In Tier I, all first and second grade students receive their core reading instruction from the classroom teacher. Embedded in the reading instruction are the five critical components of reading. Teachers are trained to differentiate in order to meet the needs of all students. Reading instruction is generally taught within a 90-minute period. Tier II is necessary for students not responding to Tier I efforts. These students are provided supplemental instruction in addition to Tier I. Typically, a reading specialist or classroom teacher works with the students in a small group setting with an instructional focus based on monitoring progress. The duration of this instruction varies based on student assessments. Tier III is most appropriate for students not responding to core instruction in Tier I and Tier II efforts. They are provided more intensive, targeted intervention focused on their individual needs. Tier III instruction may extend up to an additional hour a day and the instructional focus is based on student strengths and targets essential skills that will accelerate their learning.

At the time of the study, student movement through the 3-Tier Model was based on assessment data and collaborative grade level team decisions. The assessment tool used to make this determination was the Dynamic Indicators of Basic Early Literacy Skills assessment, commonly known as DIBELS. Good and Kaminski (1996) created this formative early literacy computer based assessment to identify kindergarten through sixth grade students that may be a risk for reading difficulty. In addition, this assessment is used as a progress-monitoring tool to assess students every two weeks to determine academic growth and progress.

Instrumentation and Methodology

In the triangulation design, the results are obtained from more than one instrument. Fraenkel and Wallen (2006) stated, "[Triangulation] improves the quality of the data that are collected and the accuracy of the researcher" (p. 521). The process investigator conducted a mixed method study that was qualitative and quantitative in nature, evaluating data from two methods and one instrument. The two methods used were classroom observations and teacher interviews. The instrument used was the pre and post Instant Word recognition test of the Instant Word Notebook. The process investigator analyzed the fidelity of implementation as measured by the classroom observations and teacher interviews and compared them to the pre and post Instant Word recognition test used in the implementation of The Instant Word Notebook.

The Instant Word Notebook

The Instant Word Notebook is an organized template on landscape-oriented sheets of paper. The notebook provided students with a structure to complete various Instant Word activities. In addition to The Instant Word Notebook, students were provided with

a pencil and highlighter marker to complete each activity. The notebook is divided into six sections of 50 Instant Words for a total of 300 words over six weeks. Each week, the students focused on 50 different Instant Words and reviewed the previously taught words. Each page offered ample workspace for the student to record responses. Students were able to copy each word directly underneath the pre-printed Instant Word. Students also wrote sentences using each Instant Word in a designated space next to each word. The space has manuscript lines for students to write two sentences. Instant Words are repetitively listed in columns underneath students' sentences. This list of words allowed students to highlight each word as other students recited their sentences aloud. The Instant Word phrases were listed in separate boxes below the listed words (see Appendix B).

The treatment and control group received the same reading program during the 90-minute reading block. The control group continued to complete daily oral language activities from the Harcourt Trophies reading program while the treatment group completed The Instant Word Notebook during the daily oral language instructional block. The Instant Word Notebook was an additional thirty minutes of instruction time during daily oral language. It occurred outside of the allotted 90 minutes of reading instruction. For the treatment group, instruction from The Instant Word Notebook occurred during the daily oral language instructional block of time. Teachers were provided professional development on the implementation of The Instant Word Notebook prior to the study. During several grade level meetings, they participated in an orientation of the notebook that included a review of four of Marzano et al.'s (2001) nine instructional strategies. The collaborative team reviewed each component of The Instant Word Notebook and

modeled a classroom lesson for the teachers of the treatment group. During the six-week study, all students in the first and second grade were administered the pre and post Instant Word recognition test. The process investigator examined the data from this test to determine if students' knowledge of Instant Words increased during the implementation of The Instant Word Notebook.

Classroom observation form

The classroom observation form was designed by the collaborative team to use during designated instructional time using The Instant Word Notebook (see Appendix E). Classroom observations provide a short, focused, and informal evaluation of how often and how well teachers use effective research based instructional practices. Fraenkel and Wallen (2006) recommended that the observation form be simple and concise. They stated, "A weakness in many observation forms is that they ask the observer to record more behaviors than can be done accurately" (p. 443). The classroom observation form used during The Instant Word Notebook study was divided into four sections: instructional strategies, instructional delivery, engagement of students, and learning climate.

The first section evaluated instructional strategies. During classroom observations, the collaborative team focused on observing four of Marzano et al. (2001) nine instructional strategies. They were (a) reinforcing effort and providing recognition, (b) setting goals and providing feedback, (c) homework and practice, and (d) cooperative learning. These four selected Marzano et al.'s instructional strategies were observable in the classroom and aligned with the instructional focus of The Instant Word Notebook.

The second section evaluated the instructional delivery. The emphases were (a) instructional activity observed, (b) instruction aligned with curriculum, (c) feedback drives instruction, and (d) feedback brings about positive communications. The third section evaluated student and teacher engagement during the observation. The collaborative team observed and recorded whether the student's engagement was extensive, moderate, or slight. Extensive is indicated when it is observed that most students are engaged and participating. Moderate is indicated when it is observed that some students are engaged and participating. Slight is indicated when it is observed that few students are engaged and participating. The teacher's engagement was noted as either "yes" or "no." Descriptors of student engagement used to help the observer decide whether students were engaged are as follows:

- Students investing energy in listening and doing

- Students expressing understanding of objective

- Students promptly starting learning tasks

- Students responding to teacher questions and directions

- Students displaying intense concentration on the task

- Students displaying enthusiasm for learning

- Students staying focused throughout task

- Students asking for help, asking questions

- Students responding appropriately to teacher feedback

The teachers' level of engagement was also a focus during observation. An area to document teacher engagement was provided on the observation form. Descriptors of

teacher engagement were used to help the observer decide whether students were engaged during instruction with The Instant Word Notebook. The descriptors are as follows:

- Calling on students

- Listening to students

- Providing individual assistance

- Probing/delving for student thoughts/ideas

- Seizing opportunity for higher order thinking

- Providing specific praise

- Moving around room

- Demonstrating enthusiasm

- Affirmation

The fourth and last section of the observation form evaluated the learning climate of the classroom. The indicators noted on the observation form were (a) conducive to learning, (b) somewhat conducive, and (c) not conducive to learning. Conducive indicates that the behavior observed is favorable in order to bring out the intended result. The observations provided data for the collaborative team to prescribe specific actions and activities to improve classroom instruction and enhance the quality of student achievement. During the 30-minute observation, the collaborative team focused on observing student behavior during instruction and observing the teaching behaviors of the teachers during instruction. The classroom observation form also indicated observation of how teachers interact with students by providing teacher feedback on student learning and student performance. The collaborative team used the study district's observation

form to measure the teacher's use of Marzano et al.'s instructional strategies. It was important that the observer noted the behaviors of the teachers and students during the classroom observation. Using the observation forms, the collaborative team provided constructive feedback to the teachers during grade level meetings. In addition, the teachers provided constructive feedback on the use of The Instant Word Notebook to the collaborative team during grade level meetings. Table 11 identifies the observable behaviors of the teachers and students during the implementation of The Instant Word Notebook.

Table 11

Observable Behaviors of the Teachers and Students during the Implementation of The Instant Word Notebook

Strategies	Student Behavior	Teacher Behavior
Reinforcing effort and Providing Recognition	Students praise their peers after fluently reading Instant Words.	Teachers place stickers in each Instant Word Notebook in each Instant Word Notebook after each set of 10 sentences are completed. An Instant Word Celebration occurs after completion of The Instant Word Notebooks.
Setting Objectives and Providing Feedback	Students highlight in The Instant Word Notebook if they hear the target word spoken in the oral language activity. Students provide feedback to their peers as	Teachers verbalize the objective and write the focus skill in an area that is visible to all students. Teachers discuss the focus skill and objective each day. Teachers adjust instruction of Instant Words after they receive suggestions from the

	they work in cooperative groups.	collaborative team on a weekly basis.
Assigning Homework and Practice	Students practice reading Instant Words with their parents every day. Students finish any undone sentence writing at home.	Teachers may assign Instant Words as homework assignment and check for parent's signature each day. Teachers record whether or not students complete sentences at home with parent assistance.
Implementing Cooperative Learning	Students work in teams while they practice reading Instant Word phrases.	The teacher walks around the room and monitors student progress, providing feedback as students work in groups or pairs.

Note. Form created by collaborative team using Marzano et al. (2001) instructional strategies.

Teacher Interview

At the conclusion of the six-week study, both teachers of the treatment group consented to participate in a 30-minute informal interview. They were invited to the conference room at the school by the collaborative team. During the audiotaped interview, the teachers were encouraged to speak freely and honestly about their experiences using The Instant Word Notebook. They provided constructive feedback of the implementation of The Instant Word Notebook. The collaborative team took notes during the interview to ensure that they captured exactly what the interviewees said. In an effort to reduce the data, the collaborative team transcribed the interviews to identify common responses from the teacher's comments. Both teachers were asked the same five

questions during the interview process (see Appendix F). The questions selected were open-ended interview questions. The collaborative team determined the exact wording and the sequence of the questions in advance. During the interview, the teachers were asked the same questions in order to increase the comparability of results. This process assisted the collaborative team in organizing and analyzing the data for interpretation.

According to Fraenkel and Wallen (2006), there are six basic types of questions that can be asked during an interview. They are (a) background questions, (b) knowledge questions, (c) experience questions, (d) opinion questions, and (e) feeling questions (pp. 457-458). Of the six types, the collaborative team chose three types of questions to include in the interview protocol. The three types of questions selected for the purpose of The Instant Word Notebook study addressed teachers' experiences, opinions, and feelings about the study. Experience (behavior) questions focus on what a person is currently doing or has done in the past. This type of questioning allows the person to discuss their experience with the current reading program and the use of The Instant Word Notebook. Opinion (value) questions focus on what people think about a topic or issue. The responses to this type of questioning generally reflect the teacher's goals, beliefs, attitudes, and values. Feeling questions reveal how people feel about particular topics. These types of questions are usually directed toward people's emotional connections to their own experiences.

For the purpose of this study, the collaborative team created five questions to ask during the interview. The collaborative team selected one question that reflected the teacher's experience, two questions that reflected the teacher's opinions about the

benefits of the study, and two questions that revealed the teacher's feelings about the

study. The questions selected for the purpose of this study were the following:

Question One   Why do you feel the researchers of this study are implementing The

                    Instant Word Notebook? (feeling)

Question Two   Where do you feel Instant Words should fit into the curriculum?

                    Explain. (feeling)

Question Three   How did your students respond to The Instant Word Study

                    Notebook? (experience)

Question Four   What are your recommendations for The Instant Word Study

                    Notebook? (opinion)

Question Five   After the completion of the study, would you continue to utilize The

                    Instant Word Notebook in your class? Why or why not? (opinion)

Procedures for Data Collection

        Both the treatment and control groups were taught Instant Words. The treatment

group, which consisted of 43 first and second grade students, was taught Instant Words

using The Instant Word Notebook. The control group, which consisted of 42 first and

second grade students, was taught Instant Words using the teacher's usual teaching

strategies. All students were given a pretest and posttest of the 300 Instant Words that

were identified in The Instant Word Notebook.

        The treatment group participated in various activities using Instant Words. The

classroom teacher allotted 30 minutes daily to allow students to practice oral language,

write sentences with Instant Words, and practice fluency of Instant Words phrases within

activities completed in The Instant Word Notebook. The classroom teacher provided

feedback to students in The Instant Word Notebook during the six-week period. Five procedural steps were created to implement The Instant Word Notebook study. Implementing The Instant Word Notebook study with fidelity ensured the collaborative team that the study was conducted as intended.

Step one. Instant Word professional development was planned and scheduled for teachers using The Instant Word Notebook. They participated in three 30-minute sessions in preparation of teaching Instant Words using The Instant Word Notebook. The four Marzano et al.'s (2001) instructional strategies and teacher expectations were modeled for the teacher. The collaborative team modeled the components of The Instant Word Notebook, which included segments of sentence writing, oral language, and fluency activities.

Teachers were expected to engage students in Instant Word activities for at least 30 minutes daily during a six-week period. Each teacher was given directions in The Instant Word Notebook that specified daily expectations of teachers, which included data collection, setting focus skills, proximity to students, modeling, guided practice, and parent involvement. Teachers were expected to adhere to the directions in The Instant Word Notebook during the implementation phase with fidelity to ensure that students received the program as intended by the collaborative team of the study.

Step two. The classroom teachers of the treatment group were given a spreadsheet to record the students' progress. The students' scores reflected their completion of sentence writing, the number of Instant Words recited during oral language exercises and the recognition of Instant Words during fluency activities. In addition, a pretest and posttest were given each week. The test measured students' mastery of the 50 words for

that week. The pretest was given on Monday and the posttest was given on Friday. The

teacher discussed the scores and set goals with each student (see Appendix G).

Step three. Each student in the treatment group was given The Instant Word

Notebook that specified daily activities in three sections, which were sentence writing,

oral language activities, and fluency practice with Instant Word phrases. In the first

section of The Instant Word Notebook, students were engaged in sentence writing. Each

student wrote each word in the box specified. They also wrote a sentence for each of the

10 words each day in their Instant Word Notebook. Students were expected to include a

specific Instant Word in each sentence written, and were encouraged to include multiple

Instant Words in each sentence. Teachers provided feedback and provided recognition in

the form of a sticker placed on the page to indicate completion.

The second section of The Instant Word Notebook dealt with oral language

activities. Students had the opportunity to recite their written sentences in front of their

peers. The Instant Word phrases were used as sentence starters. As students listened to

their classmates talk, they highlighted the targeted Instant Words in their notebook as

they heard them. The teacher checked the students' word recognition chart every day.

The third and final section of The Instant Word Notebook allowed students to

work with partners. During this cooperative learning experience, every student was

expected to read each word that was embedded in a phrase with automaticity. Hook and

Jones (2002) described automaticity as the "fast and effortless word recognition that

comes after a great deal of practice" (p. 9). The task should be done effortlessly without

any conscious thought such as riding a bike or driving a car. The teacher monitored the

students' fluency of Instant Words by observing students working in cooperative groups

as they read the Instant Word phrases. In cooperative groups, students alternated reading

Instant Word phrases, while the other student provided praise and recognized their effort

for the number of phrases the student recited in one minute. They recorded the number of

words recited in their Instant Word Notebook.

Step four. The collaborative team collected, evaluated, and analyzed data using

various methods. The process investigator evaluated the use of Marzano et al.'s (2001)

instructional strategies during the implementation of The Instant Word Notebook. In

addition, interviews were analyzed to produce feedback from the study. Through weekly

classroom observations, the process investigator monitored the fidelity of implementation

of The Instant Word Notebook. The outcome investigator used two instruments to

determine the effectiveness of The Instant Word Notebook, the results of the pretest and

posttest of the Gates-MacGinitie Reading Test and the pre and post Instant Word

recognition.

Step five. After the conclusion of the study, the collaborative team conducted an

informal interview with the two teachers in the treatment group. The collaborative team

chose a central location at the school [conference room] to provide an informal setting

that fostered a casual conversation. Open-ended questions were selected to determine

teachers' perceptions of The Instant Word Notebook. Five carefully selected standardized

open-ended questions framed the 30-minute discussion. To ensure validity, the interview

was audio taped during the interview and later transcribed. The collaborative team

analyzed the transcription for similar patterns of the responses of one teacher and

compared with the responses of the other teacher.

Summary

Chapter Three explained the methodology used in this program evaluation study of The Instant Word Notebook. Randomly selected groups of first and second graders were provided daily instruction of Instant Words using The Instant Word Notebook in an attempt to improve the reading achievement at Bland Roberts Elementary. Through a series of uninterrupted and focused exercises, students were introduced to a set of 300 Instant Words over a period of six weeks. A control group, comprised of students from the same diverse student body, complemented the treatment group of students. A program evaluation allowed the collaborative team to measure the effectiveness of The Instant Word Notebook. In this triangulation design, both quantitative (Instant Word recognition) and qualitative (classroom observations and teacher interviews) data provided the collaborative team with information to determine the impact of The Instant Word Notebook on reading achievement. The process investigator analyzed the fidelity of implementation of The Instant Word Notebook to ensure that the results were valid and the study was conducted as intended. The outcome investigator analyzed data of the treatment group of students' Instant Word recognition after using The Instant Word Notebook and compared it to the data of the control group students' Instant Word recognition that had not used The Instant Word Notebook. Chapter Four presents the results obtained with those methods.

Chapter Four - Results

Chapter Four presents the results of the quantitative and qualitative data. This study evaluated an instructional tool, The Instant Word Notebook, created by the collaborative team to improve student achievement. The fidelity of implementation of The Instant Word Notebook and the pre and post Instant Word recognition test of the Instant Word Notebook were analyzed to determine if process fidelity was related to improved word recognition. The process investigator analyzed two methods and one instruments to validate the results. The two methods used were classroom observations and teacher interviews. The instrument used was the pre and post Instant Word recognition test of the Instant Word Notebook.

The purpose of The Instant Word Notebook was to teach and assess mastery of Instant Words to first and second grade students at Bland Roberts Elementary. The purpose of this study was to conduct a six-week program evaluation (process and outcome) of The Instant Word Notebook to determine teacher fidelity of implementation and the Notebooks' impact on reading achievement. The problem was the study district had low reading scores on district wide outcome assessments. In an effort to increase the reading scores of students, all teachers in first and second grade were instructed to teach Fry's 300 Instant Words so that students would master them by the end of second grade. At Bland Roberts Elementary, the collaborative team observed that teachers were exposing students to the Instant Words, but had no systematic process of teaching and assessing Instant Words for mastery. The collaborative team wanted to ensure that students mastered the Instant Words to increase their reading achievement.

The process investigator examined the process of implementing The Instant Word Notebook using a mixed method approach involving two methodologies and one instrument. The implementation of fidelity was measured using two methodologies. First, classroom instruction was observed for use of four of Marzano et al.'s (2001) nine instructional strategies during implementation of The Instant Word Notebook. Second, teachers were interviewed at the conclusion of the study. The instrument used was the pre and post Instant Word recognition test of the Instant Word Notebook. The process investigator analyzed the fidelity of implementation as measured by the classroom observations and teacher interviews and compared them to the pre and post Instant Word recognition test used in the implementation of The Instant Word Notebook.

The process investigator compared the data from the pre and post Instant Word recognition test to the classroom observations and teacher interviews to determine if the fidelity of implementation affected the results of using The Instant Word Notebook.

In a triangulation design, "The researcher simultaneously collects both quantitative and qualitative data, compares the results and then uses the findings to see whether they validate each other" (Fraenkel & Wallen, 2006. p. 443). In this study, two of the three research questions were qualitative in nature, while one research question was quantitative in nature.

The process investigator's three research questions were the following:

1. Will the fidelity of The Instant Word Notebook implementation, as measured by the classroom observations and teacher interviews, support the change in student achievement as measured by pre and post Instant Word recognition test?

2. Did teachers implement The Instant Word Notebook with fidelity, as indicated by the classroom observation form using the four identified Marzano et al. (2001) instructional strategies?

3. Based on an interview at the conclusion of the study, did teachers' perceptions of teaching Instant Words change as a result of implementing The Instant Word Notebook?

The outcome investigator analyzed data pertaining to the first research question addressed by the process investigator. The outcome investigator addressed the following hypothesis:

H_o = Students who use The Instant Word Notebook will not have greater gains in word recognition of Instant Words as measured by the pretest and posttest of The Instant Word Notebook.

The outcome investigator addressed the following null hypothesis:

H_1 = Students who use The Instant Word Notebook will have greater gains in word recognition of Instant Words as measured by the pretest and posttest of The Instant Word Notebook.

The other data of quantitative analysis mentioned in the methodology in chapter three was addressed by the outcome investigator. The outcome investigator analyzed student academic achievement with the null hypothesis:

$H_{o:}$ If students complete The Instant Word Notebook, reading achievement will not improve as measured on the Gates-MacGinitie test.

$H_{1:}$ If students complete The Instant Word Notebook, reading achievement would improve as measured on the Gates-MacGinitie test.

Data indicates that the outcome investigator should reject the null hypothesis for first grade and not reject for second grade. Data indicates that the alternate hypothesis that students using Instant Word Notebook would increase in achievement for first graders. The alternative hypothesis for second graders did not indicate a significant increase in student achievement.

Results and Analysis of Data

The process evaluation of The Instant Word Notebook consisted of examining and analyzing data that was related to the three research questions. The results of two methods and one instrument were analyzed to determine if they validated one another. The data from the observation forms and teacher interviews were analyzed. The data from the pre and post Instant Word recognition test was analyzed. The collaborative team analyzed the student's word recognition data after completion of The Instant Word Notebook study. The outcome investigator conducted an analysis of the pre and post Instant Word recognition test.

The Instant Word Notebook

The first of the three research questions addressed by the process investigator was, Will the fidelity of The Instant Word Notebook implementation, as measured by the classroom observations and teacher interviews, support the change in student achievement as measured by pre and post Instant Word recognition test?

The data represented students' word recognition of The Instant Word Notebook. Mastering Instant Words allows students to focus on the more difficult words when reading because they already know up to 65% of the text, which are Instant Words. The study district recognized the importance of these Instant Words and each principal was

instructed to make sure all first and second grade students master 300 Instant Words in

their building. The Instant Word Notebook included an assessment component to

measure students' growth of Instant Word mastery. A pretest and posttest of Fry's (1991)

300 Instant Words were given to both first and second grade students in the treatment and

control groups. Students' totals represented the amount correct out of 300 words.

Table 12 presents data comparing first grade and second grade groups' growth in

their Instant Word recognition after completion of The Instant Word Notebook.

Table 12

Group Comparison of Instant Word Recognition Test

Grade Level	Groups	Number of Students	Pre Test	Post Test	Instant Word Gains
01	Treatment	17	65	87.94	22.94
	Control	21	54.86	56.90	2.57
	Combined	38	119.86	144.84	25.51
02	Treatment	21	153.33	238.90	77.71
	Control	16	166.75	182.13	15.94
	Combined	37	320.08	421.03	96.76

Note. From the Bland Roberts Elementary Data.

The first grade treatment group's Instant Word recognition mean score is higher

than the first grade control group's Instant Word recognition mean score. The first grade

treatment group gained 22.94 Instant Words and the control group gained 2.57 Instant

Words after completion of the Instant Word Notebook. The second grade treatment

group's Word Recognition mean score was higher than the second grade control group. The second grade treatment group gained 77.71 Instant Words and the control group gained 15.94 Instant Words after completion of the Instant Word Notebook. In other words, the word recognition of the students who used the Instant Word Notebook was much higher than that of the students who did not use the Instant Word Notebook. The second grade students of the treatment group made substantial gains compared to the student in the first grade treatment group.

Classroom Observations

The second of the three research questions addressed by the process investigator was, Did teachers implement The Instant Word Notebook with fidelity, as indicated by the classroom observation form using the four identified Marzano et al. (2001) instructional strategies?

The collaborative team conducted 25 observations in both first and second grade classrooms over a span of six-weeks. The observations were analyzed to determine whether the teachers implemented The Instant Word Notebook with fidelity. Protheroe (2008) defined fidelity of implementation as the delivery of instruction in a way in which it was intended. During classroom observations, the collaborative team observed whether the student's engagement was extensive, moderate, or slight. Extensive would be described as most students participating in the classroom activity. Moderate would be described as some students participating, while slight would be described as few students participating. During classroom observations, the areas of focus were four of Marzano's et al. (2001) nine instructional strategies that were determined to be most appropriate for The Instant Word Notebook. The four strategies were (a) reinforcing effort and providing

recognition, (b) [assigning] homework and practice, (c) [implementing] cooperative learning, and (d) setting objectives and providing feedback.

Providing recognition and reinforcement of effort. According to Marzano et al., this instructional strategy has shown a 29 percentile gain in student achievement. During the implementation of The Instant Word Notebook, teachers placed stickers in each Instant Word Notebook after each set of 10 sentences were completed. An Instant Word Celebration occurred after completion of The Instant Word Notebook. Students were given certificates at the completion of the notebook. Students were instructed to praise their peers after fluently reading Instant Words.

Table 13 presents the results based on 25 observations conducted during the six-week study of first and second grade students that used The Instant Word Notebook. The focused strategy was providing recognition and reinforcement of effort.

Table 13

Providing Recognition and Reinforcement of Effort

Descriptors	Frequency	Percent
Extensive	17	68%
Moderate	8	32%
Slight	0	0%
No Response	0	0%
Total	25	100%

In 17 of the 25 observations (68%), teachers were providing recognition and reinforcing effort extensively. In 8 of the 25 observations (32%), teachers were implementing the strategies moderately.

Setting objectives. Setting goals is essential to a successful classroom environment. Marzano et al. (2001) stated that providing feedback and setting objectives are traditional strategies in classrooms, yet they are under used and not practiced consistently. Marzano et al. emphasized that when students know what they are learning, their performance, on average, will be greater than students who do not know what they are learning. They concluded that achievement increases when students are expected to work on a task until objectives are met.

Table 14 presents the results based on 25 observations conducted during the six-week study of first and second grade students that used The Instant Word Notebook. The focused strategy was setting objectives.

Table 14

Setting Objectives

Descriptors	Frequency	Percent
Extensive	19	76%
Moderate	5	20%
Slight	1	4%
No Response	0	0%
Total	25	100%

In 19 of the 25 observations (76%), teachers were setting objectives extensively. In 5 of the 25 observations (20%), teachers were implementing the strategies moderately. In 1 of the 25 observations (4%), teachers were implementing the strategies slightly.

The collaborative team observed that as teachers became more confident and competent teaching with The Instant Word Notebook, the frequency of implementation

with fidelity increased. The collaborative team observed teachers as they walked around the classroom and monitored students as they wrote sentences independently. They also assisted students as they made corrections based on the focus skill. Teachers shared information with students regarding their ability to speak clearly and create complete thoughts after students spoke extemporaneously. Teachers wrote and discussed the focus skill and objective each day in a manner that was easily understood by the student.

Providing feedback. As the collaborative team observed and offered suggestions, teachers began to adjust their instruction with Instant Words. The objectives were verbally stated and posted in a visible location in the classroom. Students praised their peers after fluently reading Instant Words. Students shared assessment of recognizing other student's ability to speak with complete thoughts after speaking extemporaneously. The students were able to identify Instant Words spoken by other students. Students provided feedback to their peers when they worked in cooperative groups. As stated in Chapter Two, Marzano et al. (2001) advocated feedback as a powerful motivator that enhances student achievement. Marzano et al. stated, "Although common practice in most K-12 classrooms, setting objectives and providing feedback are frequently underused in terms of their flexibility and power" (p. 102).

Table 15 presents the results based on 25 observations conducted during the six-week study of first and second grade students that used The Instant Word Notebook. The focused strategy was providing feedback during instruction using The Instant Word Notebook.

Table 15

Providing Feedback

Descriptors	Frequency	Percent
Extensive	17	68%
Moderate	6	24%
Slight	2	8%
No Response	0	0%
Total	25	100%

In 17 of the 25 observations (68%), teachers were setting objectives extensively. In 6 of the 25 observations (24%), teachers were implementing the strategy moderately. In 2 of the 25 observations (8%), teachers were implementing the strategy slightly.

The collaborative team conducted observations to ensure that the instruction of Instant Words was aligned with the objective of the lesson. Teachers consistently posted and verbally stated the objective in every observed lesson. The objective was posted in a visible area and the teacher stated the objective throughout the lesson. In addition, teachers were expected to state the learner objective in their lesson plans to ensure an alignment with the grade level performance standards. This process helped to facilitate a clear focus on instruction when planning lessons.

*Assigning of homework and practic*e. Parents were involved in The Instant Word Notebook study. They provided consent for their child to participate in the study. Students practiced the Instant Words on flashcards at home with parents. Teachers assigned Instant Words as a homework assignment and checked for parent's signature

each day. This activity allowed the students to see the words again and practice them with their parents. Teachers expected students to complete sentence writing at home each day with the help of their parents. Teachers monitored the completion of The Instant Word Notebook each day utilizing a daily homework sheet. Students recorded homework assignments, and parents signed the sheet to indicate that they listened to their child read each Instant Word. These fluency activities reinforced the skills necessary to develop automaticity, which means students are able to identify words quickly and automatically. As stated in chapter two, knowledge of Instant Words allows the reader to concentrate on the meaning of what was read.

　　Implementing cooperative learning. The teacher monitored students' progress and provided feedback as the students worked in groups practicing Instant Words phrases. The phrases contained one or more of the Instant Words. Each member had a responsibility and task in the group. Each team had a Reader, Re-Reader, Monitor, and Reporter. The Reader read the Instant Word phrase. The Re-Reader read the phrase again. The Monitor's role ensured that the phrase was read correctly with intonation and expression. The Reporters' responsibility was to encourage and provide praise to all participants.

　　Table 16 presents the results based on 25 observations conducted during the six-week study of first and second grade students that used The Instant Word Notebook. The focused strategy was providing feedback.

Table 16

Implementing Cooperative Learning

Descriptors	Frequency	Percent
Extensive	14	56%
Moderate	11	44%
Slight	0	0%
No Response	0	0%
Total	25	100%

In 14 of the 25 observations (56%), students were working in cooperative groups extensively. In 11 of the 25 observations (44%), students were working in cooperative groups moderately. All observations indicated that the cooperative learning strategy was used during implementation of The Instant Word Notebook. As the students become familiar with the process of the task, the activity will become more automatic. This facilitated and increased their interpersonal relationships with their peers. This last activity of The Instant Word Notebook allowed students to interact with the Instant Words in small groups. Students focused on the identification of Instant Words while practicing taking turns, praising others, and working cooperatively together with peers.

Teacher Interview

The third and final of the three research questions addressed by the process investigator was, Based on an interview at the conclusion of the study, did teachers' perceptions of teaching Instant Words change, as a result of implementing The Instant Word Notebook?

The teachers of the treatment group participated in an informal interview with the collaborative team. Fraenkel and Wallen (2006) stated, "An interview is the careful asking of relevant questions" (p. 455). The purpose of an interview is to find out what the interviewee is thinking or feeling about a particular topic. According to McNamara (2006), interviews are beneficial to both parties; in this case, it was the collaborative team and the teachers. This process gave the collaborative team an opportunity to understand the teacher's impressions or experiences, and learn more about their answers. It also gave an insight to the teacher's personal perspective, which helped to determine the fidelity of implementation of The Instant Word Notebook.

Five interview questions were presented to the first and second grade teachers of the treatment group at a convenient time after the school day in the conference room. The conference room was chosen as an informal setting to have the interview with the teachers in a conversational tone. The collaborative team designed the questions to be open-ended, which allowed teachers to give specific answers and the opportunity to elaborate if necessary. The interview protocol was designed with spaces between each question for note taking. After the 45-minute interview, the collaborative team reflected upon the feedback and transcribed the interview along with their handwritten notes.

The first interview question asked teachers to express their feelings about why they thought the researchers were implementing the Instant Word Study. The following statements are the exact words of their perceptions of the implementation of The Instant Word Notebook. Teacher #1, a first grade teacher, stated

I felt that The Instant Word Notebook improved my students' ability to read on grade level reading materials. Their confidence improved and they were more

willing to tackle the larger words. It [The Instant Word Notebook] was easy to follow and the students enjoyed the time spent working in their notebook.

Teacher #2, a second grade teacher, stated that

The Instant Word Notebook was a great idea to focus on the words we [teachers] take for granted that they already know. It is those words that students get hung up on when reading. There reading sounds choppy and laborious. It was a great idea to create The Instant Word Notebook. Teaching these words is something we do, but not in a systematic format such as The Instant Word Notebook. This is definitely helping us meet one of our districts' goals as well.

The second interview question asked teachers how the Instant Words could fit into the existing district's communication arts curriculum. The following statements are the exact words of their perceptions of how the Instant Word instruction could fit into the curriculum. Teacher #1, a first grade teacher, stated

I usually implement The Instant Word Notebook activities right after lunch. Our class has already had our reading instruction. During The Instant Word Notebook time, I try to reinforce the Instant Words that the students were exposed to in the reading block.

Teacher #2, a second grade teacher, stated

Everyday students are learning more words. They need to interact with these words as much as possible. I have posted these words [300 Instant Words] in my classroom so that students can see and use them in their writing. I also have the students work with Instant Words after school during tutoring. I often assign [Instant Words] for homework so that the Instant Words are reinforced at home.

The third interview question asked teachers to reflect on how their students responded to The Instant Word Notebook. The following statements are their exact words of their perceptions of how teachers felt about the student's response to The Instant Word Notebook.

Teacher #1, a first grade teacher, stated

The students loved working in their own notebook. I could tell that their penmanship improved by the end of the study. Providing recognition by rewarding the stickers really encouraged the students to put forth effort and do their best.

Teacher # 2, a second grade teacher, stated

My students thought the learning activities in The Instant Word Notebook were fun. They especially liked reading phrases that contained the Instant Words to a partner. I observed them working on expression as well as intonation. This all helped their reading become more like we talk. They were really surprised by the number of words they could say. This activity integrated reading, writing, listening, and speaking. These are all part of our curriculum. All students felt successful doing the activities in The Instant Word Notebook.

The fourth interview question asked teachers to make recommendations for the Instant Word Study based on their implementation. They were encouraged to explain their answers in detail. The following statements are the exact words of their perceptions to improve the different components of The Instant Word Notebook: sentence writing, oral language, fluency practice. Teacher #1, a first grade teacher, stated

After experiencing The Instant Word Notebook, the spaces for writing could be larger for students to write lengthier sentences. Students often ran out of space and proceeded to write under the line, which made it difficult to read. During the oral language section, place the words to be highlighted on a separate page. Students need to see that this activity as different from the other activities.

Teacher #2, a second grade teacher, stated

The book could be made a little smaller. I felt that there were too many pages. The students had to constantly turn the pages back and forth. By the end of the week, some student's books were falling apart. They are made with the binder system and the pages always slip out of the groove. It is difficult to put them back in the binder comb.

The fifth and final question asked teachers if they would use The Instant Word Notebook in their class again if they had a choice. They were asked to explain in detail. The following statements are the exact words of their opinion of the future use of The Instant Word Notebook.

Teacher #1, a first grade teacher, stated

The Instant Word Notebook gave students good practice with sentence writing. It did have its benefits for low achieving students as well as on grade level students. The power was in the practice. I just wish we had more time to integrate it into the curriculum, along with the other content areas [science, social studies, and math]. If I had to do it over again, I would use The Instant Notebook earlier in the school year.

Teacher #2, a second grade teacher, stated

> Students did enjoy this part of the school day. The cooperative learning was so beneficial for the students. They need opportunities to take turns, work together, and praise one another. I liked the opportunity to provide feedback on a constant basis. This experience has made me more reflective in my teaching. Students were responsive to the notebook. I would definitely use it again. Thanks for the experience. I agree that starting it at the beginning of the year would be a benefit for the students. The pretest will help to determine where all my students' skills are and set my instructional focus for my class.

Both interviewees agreed that The Instant Word Notebook provided students with opportunities to interact with Instant Words in a format that was engaging and interactive. Based on the interview, the collaborative team used the feedback to redesign the notebook (e.g., making writing areas larger for first graders) so that it may be more efficient and conducive to student learning. They also brainstormed ideas of how to integrate Instant Words into the existing curriculum. That way, Instant Words, are recognized in all content areas. The constructive feedback gleamed from the interviews prompted the collaborative team to consider redesigning the notebook format such as adjusting the line spaces for writing sentences for each grade level. The collaborative team valued the constructive feedback from the teachers who participated in this study of The Instant Word Notebook.

Summary

Chapter Four reported the results of one instrument and two methods used in this program evaluation study. The process investigator examined the data from classroom observations, teacher interviews, and the pre and post Instant Word recognition test to compare results to determine if they validated each other. Based on the triangulation of research design (one instrument and two methods), the results of this study indicated that fidelity of implementation and teacher perceptions had an positive impact on the increase Instant Word recognition for students that participated in The Instant Word Notebook study. Chapter Five provides a discussion of the results, research findings, connection to the literature, and recommendations for educators, administrators, and future research of The Instant Word Notebook.

Chapter Five – Discussion, Summary and Recommendations

The collaborative team developed The Instant Word Notebook to meet a need in their school. The two aspects of this program evaluation were examining the process of implementation and evaluating the Instant Word recognition gains using The Instant Word Notebook. In an effort to increase reading achievement, the collaborative team created an instructional tool to teach and assess mastery of Instant Words to first and second graders at Bland Roberts Elementary.

The problem was the study district had low reading scores on district wide outcome assessments. In an effort to increase the reading scores of students, all teachers in first and second grade were instructed to teach Fry's 300 Instant Words so that students would master them by the end of second grade. At Bland Roberts Elementary, the collaborative team observed that teachers were exposing students to the Instant Words, but had no systematic process of teaching and assessing Instant Words for mastery. The collaborative team wanted to ensure that students mastered the Instant Words in order that they increase their reading achievement.

A selected group of first and second graders at Bland Roberts Elementary participated in The Instant Word Notebook study in an attempt to improve their reading performance. The process investigator utilized the triangulation design to analyzed data from one instrument and two methods. The instrument was the pre and post Instant Word recognition test. The two methods were teacher interviews and classroom observations. Through a series of uninterrupted, focused exercises, students were introduced to a set of 300 Instant Words during a six-week period. A control group comprised of students from the same diverse student body complemented the treatment group of students. The

collaborative team evaluated the effectiveness of The Instant Word Notebook by examining its process and outcome. Quantitative and qualitative analysis of this study provided the collaborative team with reading data to determine the impact of The Instant Word Notebook on reading achievement. The process investigator analyzed the fidelity of implementation of The Instant Word Notebook to ensure that the results were valid and the study was conducted as intended.

Discussion of the Results

Based on the data gathered from one instrument (Instant Word recognition test) and two methods (classroom observation and teacher interview), some assumptions were made by the process investigator. There were significant word recognition gains from the first and second grade treatment groups as compared to the first and second grade control groups. Students in the first grade were just beginning to learn to read whereas students in second grade were making a transition to reading to learn. Second grade students had an additional year of formal schooling and were exposed to Instant Words in a variety of settings. In addition, both treatment groups that implemented the Instant Word Notebook made word recognition gains because the instruction provided was direct and explicit. The classroom routine was predictable with clear, consistent expectations of the learner outcome. Infusing Marzano's et al.'s (2001) instructional strategies allowed opportunities for teachers to feel empowered while implementing a variety of research-based strategies in the classroom. As the teachers monitored student performance, they consistently reinforced student effort. It is important that teachers set objectives to help set the instructional focus of the lesson. In the area of homework and practice, parent involvement proved to be instrumental in the achievement of students. As a result,

students excelled using the Instant Word Notebook in the first and second grade at Bland Roberts Elementary. The study provided encouraging preliminary information about the effectiveness of explicit instruction of Instant Words when implementing The Instant Word Notebook with fidelity.

Research Findings

The results of this study of Instant Words produced three important findings. First, the observation form analysis indicated that teachers overwhelmingly adhered to the implementation of The Instant Word Notebook as directed by the collaborative team. The teachers of the treatment group participated in professional development training provided by the collaborative team. At the conclusion of the study, both teachers had increased confidence in the implementation of The Instant Word Notebook.

Second, according to the interviews conducted by the collaborative team, teachers responded positively to their experience with the use of The Instant Word Notebook. Their responses provided social validation, which indicated positive comments about the study. By providing feedback, the collaborative team was able to make modifications and changes to The Instant Notebook to meet the needs of all students.

Third, the collaborative team analyzed the results of pre and post Instant Word recognition test. Based on the data collected, the use of The Instant Word Notebook had a positive effect on the word recognition of first and second grade students. The treatment group in first grade exhibited a 22.9% mean gain of Instant Words recognition. The treatment group in second grade exhibited a 77.7% mean gain of Instant Words recognition. The Instant Word Notebook, when used as an instructional tool, has the potential to provide early intervention for students learning to read.

The results demonstrated an overall benefit of implementing The Instant Word Notebook. When combined with an effective reading program (Harcourt Trophies), The Instant Word Notebook can provide students with more opportunities to learn Instant Words. Being able to read words with automaticity allows the students to concentrate on the meaning of what they are reading. It also builds their confidence as they begin to sound like readers.

Connection to Literature Review

Upon analyzing the results, the four areas of literature review that the collaborative team focused on were the science of reading, creation of an instructional tool, sustaining change, and program evaluation. The science of reading encompassed three areas of literature review that influenced the components of The Instant Word Notebook. These areas were visual and nonvisual information, vocabulary, and oral language. The Instant Word Notebook embedded opportunities for students to use visual and nonvisual information as part of the activities. Students orally read their sentences aloud to practice speaking. This also gave the other students opportunities to practice their listening skills. Within these activities, students interacted with Instant Words.

Reviewing the literature on creativity and innovation influenced the creation of an instructional tool. The collaborative team incorporated the three fundamentals of innovation in the process of developing The Instant Word Notebook. According to Kelley (2001), the three fundamentals of innovation are prototyping, brainstorming, and observing. The collaborative team created several prototypes of the Notebook and brainstormed activities that would connect with Marzano et al.'s (2001) instructional strategies. First, they made a prototype of their idea by simple drawing boxes to fill in

information. Second, the collaborative team conferred with teachers concerning

information that is critical to know at that particular grade level, brainstormed numerous

ideas of how the notebook would look and determined what information was essential so

that activities were engaging and interactive. This process took some time until it was

determined that it met the needs of the students. Third and finally, focused observations

of the use of The Instant Word Notebook were taken into consideration to include

teachers' perceptions during implementation. Teachers noted that the construction of The

Instant Word Notebook needed to be redesigned after they commented that by the end of

the week, the pages were coming apart. During observations, it was also observed that the

size of the writing space for sentences was too confining and small for the first graders.

The teachers recommended that the writing lines needed to be wider to accommodate the

students' emerging fine motor skills. The collaborative team observed that the second

graders had better writing control and the space provided was sufficient. These three

fundamentals of innovation are critical to the success of a newly created instructional

tool.

      In reviewing the literature that related to sustaining change, the areas of

professional development and instructional strategies were emphasized. As stated in

Chapter Two, sustaining change results from shared decision making, collaborative

efforts, and building a level of trust throughout the process. It was the collaborative

team's goal that The Instant Word Notebook would eventually be implemented on a

larger scale so that more students are exposed to Instant Words using The Instant Word

Notebook. Sustaining the implementation of The Instant Word Notebook in first and

second grade is paramount so they continue to have ongoing success with Instant Word recognition.

The collaborative team attempted to infuse the district's focus on Instant Words by incorporating four of the nine Marzano et al. (2001) instructional strategies in The Instant Word Notebook during the professional development training. The collaborative team felt confident that by changing teachers' instruction, student performance would increase. The impact of professional development of The Instant Word Notebook helped build teacher efficacy and teacher buy-in. The goal of the professional development was for the teacher to become more knowledgeable of instructional strategies and the value of implementing The Instant Word Notebook with fidelity.

Implications of the Findings

The literature strongly supported the creation of The Instant Word Notebook. It is important for every student should to know 300 Instant Words by the end of third grade. The collaborative team determined that at Bland Roberts Elementary, every first and second grader would know the 300 Instant Words. Based on the analysis of data from the first grade treatment group, the average Instant Word Mastery was 85 words at the conclusion of the study. The collaborative team recommended setting a goal for students to obtain a benchmark of 150 words, which may be more academically appropriate by the end of first grade. The team also recommended maintaining the benchmark of 300 words mastery for second grade.

This study has potential to help readers become more successful in their early years of education. Prior to this study, there was no process for teaching and assessing mastery of Instant Words and the collaborative team saw a need to create an instructional

tool to ensure that students mastered the Instant Words. During the interview process, it was important to consider teacher perceptions to determine if they had any impact on the outcomes of the study. It was equally important to provide feedback to teachers based on observations of implementing The Instant Word Notebook. These components of the study ensured that teachers had input in refining The Instant Word Notebook to improve instruction. It became evident that the teachers felt that adhering to the process ensured that their instruction was intentional, direct, and explicit. They were more cognizant of providing recognition, reinforcing effort, and providing feedback to students. These four Marzano et al.'s (2001) instructional strategies were not only used during The Instant Word Notebook instruction, but used in other content areas (science, social studies) as well.

The collaborative team especially enjoyed observing students working cooperatively together during The Instant Word Notebook activities. Students were taking turns, praising each other for a job well done, and assisting each other with the task. This process allowed the teacher to pair up students with different abilities. Building social skills is critical for first and second graders, as they are just learning the boundaries of social interactions. The Instant Word Notebook facilitated this practice for students. It proved to be beneficial for the students and the social climate of the classroom. The collaborative team was surprised that The Instant Word Notebook addressed many issues other than mastering Instant Words such as sentence writing, speaking in front of the class, and working in cooperative groups. As a result, the teachers of the control group requested to implement The Instant Word Notebook at the beginning of the next school year.

Recommendations for Educators

Based on the findings of this study, five recommendations for educators are suggested. First, a written set of directions is important to help teachers modify The Instant Word Notebook in order to accommodate students with identified reading disabilities. The Instant Word pretest data can assist in early identification of reading deficits and help set a plan of instruction for the teachers. Second, The Instant Word Notebook can be used in conjunction with the existing curriculum. Teachers can encourage students to identify Instant Words in other content areas such as social studies, science, and other reading materials. It is the intent that teachers would transfer the strategies learned from the implementation of the Instant Word Notebook to all content areas of instruction. Third, teachers need to provide many opportunities for students to practice Instant Words daily. Beck et al. (2002) stated, "One way to emphasize such importance is to encourage students to notice examples of words they are learning in school being used in contexts outside of school" (p. 118). Beck et al. recommended organizing a "Word Wizard Club" to reinforce targeted Instant Words. Students need multiple exposures to Instant Words in order to gain automaticity in word recognition. Students could receive points for locating targeted words in newspapers, magazines, and environmental print in their community. Instant Words should be posted on word walls, presented on an interactive white board, or game format. Beck et al. recommended that certificates and recognition should be given to students to reinforce their efforts. Students could pair with another student to participate in Instant Word collaboratively. They could see how many Instant Words that each student could recite in a given timeframe. Afterwards, students graph their progress and compare it with their previous attempts.

While the students are engaged in the activities, teachers are monitoring their progress while reinforcing effort and providing recognition.

The fourth recommendation is to include parents in the process of teaching Instant Words. Conducting monthly meetings with parents would support the home school connection. This would be a great opportunity for teachers to provide them with strategies to help their child with Instant Words at home. They can reinforce the words learned at school with Instant Words and phrases on flashcards. Using a timer, the child would recite as many correct Instant Words and phrases within a minute. To reinforce effort and provide recognition, the words read are counted and recorded on a daily chart.

The fifth and final recommendation is a promising innovative program developed by Fuchs and Fuchs (1998) called the Peer Assisted Learning Strategy (PALS). PALS is an instructional program designed to improve student proficiency in reading and math. PALS is designed to use with students in kindergarten to six grades to teach them to work collaboratively in order to reinforce skills learned in the classroom. In addition, the older students mentor the students in the primary grades using materials on the student's instructional level.

Teachers can use the data collected from the word recognition pretest and posttest to identify those students that have difficulty with Instant Words. These identified students may need additional time working with Instant Words individually or in a small group. Students may need additional testing to identify areas of reading of focus such as letter identification and phonemic awareness. Teachers can used this data to set an instructional focus for instruction for the identified students.

Implications for Administrators

There are three implications for administrators in the implementation of The Instant Word Notebook. First, The Instant Word Notebook study allowed opportunities for administrators to foster collaboration while building teacher capacity. The benefits gained are increased word knowledge and increased student success. Collaboration also helped to build a professional learning community where the focus was on student achievement. Leadership played an important role in the implementation of The Instant Word Notebook. Student success in reading depends on the leader ensuring fidelity and rigor when implementing new programs. Lipson, Mosenthal, Mekkelsen, and Russ (2004) identified expertise, opportunity, and commitment as three characteristics of practices and attributes to a successful school. These researchers asserted that teachers should be knowledgeable about their practice and programs. Lipson et al. noted that in successful schools, "teachers spoke with confidence and authority about their shared knowledge of reading practices" (p. 537). It is critical that teachers provide students with numerous opportunities to read and write with sufficient access to literacy. Lipson et al. stated that schools with a "history of long-term commitment to literacy improvement, stable school administration, regular staff development opportunities, and individual leadership in literacy" are highly committed and successful (p. 537).

Second, the process investigator recommends that the instructional leader (Principal) have background knowledge in the reading process. The instructional leader should be familiar with the Instant Word study by participating in the professional

development training along with the teachers. The training will help the principal as

he/she observes lessons in the classrooms and provides constructive feedback to teachers.

Third, the process investigator recommends that The Instant Word Notebook be

integrated within the existing curriculum. Teachers may buy into The Instant Word

Notebook as part of the communication arts curriculum and not view it as an additional

instructional period. As teachers instruct the various content areas (social studies, science,

and math), they can encourage students to identify the words in context and in isolation.

Recommendations for Future Research

The process investigator suggested four recommendations to be considered for

future research using The Instant Word Notebook. First, it would be ideal to conduct this

study for a longer period of time and with a larger population. Although the sample size

was small and the design of the study limited the generalizations to all teachers, the

implications of the results are applicable to other educators with similar demographics.

Second, when implementing a new innovation, it would be most beneficial that teachers

receive the professional development in the summer months in order to prepare for

implementation at the beginning of the school year. This would allow more time for

teacher readiness and preparation. Preparation is the key factor in the success of a new

product or innovation. In order to sustain progress with The Instant Word Notebook, the

third recommendation would be to form a teacher group to establish and maintain

ongoing support. To make The Instant Word Notebook most effective, ongoing

communication is necessary. In the early phases, the teacher group could meet weekly

and later progress to using electronic collaborative tools such as blogs, web conferencing,

or internet relay chats. The fourth and final recommendation for consideration is ongoing

administrative support. Using data from The Instant Word Notebook and other formative assessments, principals and literacy leaders can empower teachers with data to support instruction in the classroom. Sharing the assessment data with teachers at grade level promotes cohesiveness and provides a continuum of learning that supports student achievement. It also supports and fosters teacher accountability. These four recommendations are the basis to ensure sustainability and accountability when implementing The Instant Word Notebook.

Summary

The Instant Word Notebook has the potential to address reading issues faced by students with diverse academic needs. Learning to read can be a difficult task for students in the primary grades. Dedicated educators are always searching for innovative ways to assist students to reach their maximum learning potential. It is important for educators to collaborate and find ways to improve reading through creativity and innovation so that all students can compete in the workforce and become successful and productive citizens. Educators need to respond with a sense of urgency in the attempt to teach each student, especially those who do not have the skills to respond to grade level reading curriculum. The Instant Word Notebook has great promise to increase word recognition of students in the primary grades. The findings of this study provide encouraging results that The Instant Word Notebook can be a catalyst for increased word knowledge for students in the first and second grade.

References

Bangert-Downs, R. L., Kulik, C. C., Kulik, J. A., & Morgan, M. (1991). The instructional

    effects of feedback in test-like events. *Review of Educational Research*, *61*(2),

    213-238.

Baumann, J. F., & Duffy, A. M. (1997). *Engaged reading for pleasure and learning: A*

    report from the National Reading Research Center: Athens, GA: University of

    Georgia and NRRC. (ERIC Document Reproduction Service No. ED413579)

Bean, R. M. (2004). Professional development: Key to effective reading instruction. *New*

    England Reading Association, *40*(2), 12-16.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust*

    vocabulary instruction. Minneapolis, MN: Guilford Publications, Incorporated.

Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary

    instruction on lexical access and reading comprehension. *Journal of Educational*

    Psychology, *74*(4), 506-521.

Berman, P., & McLaughlin, M. W. (1976). Implementation of educational innovation.

    The Educational Forum, *40*, 345-370.

Berninger, V. W., Abbott, R. D., Vermeulen, K., & Fulton, C. M. (2006). Paths to

    reading comprehension in at-risk second-grade readers. *Journal of Learning*

    Disabilities, *39*(4), 334-351.

Biemiller, A. (2000). Teaching vocabulary: Early, direct, and sequential. *Perspectives*,

    26(4), 39-43.

Boote, C. (2006). Vocabulary: Reasons to teach it, an effective teaching method, and

    words worth teaching. *The New England Reading Association Journal*, *42*(2), 24-

    28.

Childress, S., Elmore, R., & Grossman, A. (2006). How to Manage Urban School

    Districts. *Harvard Business Review*, *84*(11), 55-68. Retrieved from Business

    Source Premier database.

Christensen, C. M., Horn, M. B., & Johnson, C. W. (2008). How 'disruptive innovation'

    will change the way we learn. *Education Week*, *27*(39), 24-25.

Cobb, C. (2005). Professional development for literacy: Who's in charge? *The Reading*

    Teacher, *59*(4), 388-390.

Crooks, T. J. (1988). The impact of classroom evaluation practices on students. *Review of*

    Educational Research, *58*(4), 438-481.

Csikszentmihalyi, M. (1996). *Creativity flow and the psychology of discovery and*

    invention. New York: Harper Perennial.

Cunningham, A. E. (1998). What reading does for the mind. *American Journal*, *22*(1), p.

    8-15.

Dolch, E. W. (1948). *Problems in reading*. Champaign, IL: The Garrard P.

Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. B. (2003). A review of research

    on fidelity of implementation: Implications for drug abuse prevention in school

    settings. *Health Education Research*, *18*(2), 237-256.

Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in*

    education. New York: McGraw-Hill.

Franken, R. E. (2002). *Human motivation* (5th ed.). Belmont, CA: Wadsworth/Thomson

Learning.

Fry, E. B., & Kress, J. E. (2006). *The reading teacher's book of lists*. San Francisco:

Jossey-Bass.

Fry, E. (1991). *Ten best ideas for reading teachers edited by Edward Fry.* Menlo Park,

CA: Addison-Wesley.

Fry, E. (2004). *1000 Instant Words*. Danbury,CT: Teacher Created Materials,

Incorporated.

Fuchs, D., & Fuchs, L.S (1998). Researchers and teachers working together to adapt

instruction for diverse learners. *Learning Disabilities Research and Practice, 13,*

126-137.

Gomby, D. S., & Larson, C. S. (1992). Evaluation of school-lined services. *The Future of*

Children, *2*(1), 68-74.

Good, R. H., & Kaminski, R. A. (1996). Assessment for instructional decisions: Toward

a proactive/prevention model of decision-making for early literacy skills. *School*

Psychology Quarterly, *11*(4), 326-336.

Goodman, K. (1997). Dialect barriers to reading comprehension revisited. *The Reading*

Teacher, *50*, 454-459.

Graves, M. (2006). *The vocabulary book: Learning and instruction*. Newark, NY:

Teachers College P and IRA, NCTE.

Guskey, T. (2000). *Evaluating professional development*. Twin Oaks, CA: Corwin P.

Harris, J. H. (1965). *Using the Dolch word list*. Nashville-Davidson, TN: Metropolitan

Public Schools.

Hart, B., & Risley, T. D. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: P.H. Brookes.

Hartman, C. (2002). High classroom turnover: How children get left behind. In D. M. Piche, W. L.Taylor, & R. A. Reed (Eds.), *Rights at risk: Equality in an age of terrorism* (pp. 227-244). Washington, DC. Citizen's Commission on Civil Rights.

Hattie, J. A. (1992). Measuring the effects of schooling. *Australian Journal of Education*, *36*(1), 5-13.

Herrmann, N. (1996). *The whole brain business book*. New York: McGraw-Hill

Hirsch, E. D. (2003). Reading comprehension requires knowledge of words and the world. *American Educator*,27 (1), 10-31.

Hook, P. E., & Jones, S. D. (2002). The importance of automaticity and fluency for efficient reading comprehension. *Perspectives*, *28*(1), 9-14.

Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning.* Boston: Allyn & Bacon.

Johnson, E., Mellard, D. F., Fuchs, D., & McKnight, M. A. (2006). *Responsiveness to intervention (RTI): How to do it*. Lawrence, KS: National Research Center on Learning Disabilities.

Joyce, B., & Showers, B. (1995). *Student achievement through staff development: Fundamentals of school renewal*. White Plains, NY: Longman.

Kelley, T. (2001). *The art of innovation*. New York: Doubleday.

Kolers, P. (1967). Reading and talking bilingually. *American Journal of Psychology*, *79*, 357-376.

Katz, D. (1964). The motivational basis of organizational behavior. *Behavioral Science*, *9*, 131-133.

Kulik, C. C., & Kulik, J. A. (1982). Effects of ability grouping on secondary school students: A Meta-analysis of evaluation findings. *American Educational Research Journal*, *19*(3), 415-428.

Lipson, M. Y., Mosenthal, J. H., Mekkelsen, J., & Russ, B. (2004). Building knowledge and fashioning success one school at a time. *International Reading Association*, *57*(6), 534-542.

Lohrmann, D. (2006). Process evaluation for school health professionals. *Journal of School Health*, *76*(4), 154-155.

Louis, K., & Marks, H. (1998). Does professional learning community affect the classroom teachers' work and student experience in restructured schools? *American Journal of Education, 106*(4), 532–575.

Lueng, C. B. (1992). Effects of word-related variables on vocabulary growth through repeated read-aloud event. *Literacy Research, Theory, and Practice: Views from Many Perspectives*, *42*, 231-239.

Mager, R. (1962). *Preparing instructional objectives*. Palo Alto, CA: Fearon.

Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works.* Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.

McDonald, S., & Schneider, B. L. (2006). *Scale-up in education: Volume 1 ideas in principle*. New York: Rowman & Littlefield, Inc.

McNamara, C. (2006). *Field guide to nonprofit program design, marketing, and evaluation* (4th ed.). Minneapolis, MN: Authenticity Consulting, LLC.

Missouri Department of Elementary and Secondary Education. (2004). *School data and statistics.* Retrieved December 1, 2008.

Morrow, L. M., & Casey, H. K. (2004). A professional development project with early literacy teachers: Partners in change. *International Reading Association*, 57, 662-669.

Nagy, W. E. (1988). *Teaching vocabulary to improve reading comprehension*. Newark, DE: International Reading Association.

National Institute of Child Health and Human Development. (2000) *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Newton, D. P. (1992). The level of abstraction of textual materials. *Journal of Research in Reading*, *15*(2), 117-119.

Pontencorvo, C., Oslonin, M., Burge, B., & Resnick, E. L. (1996). *Early text construction on children*. Mahwah, NJ: Lawerence Erlbaum Associates

Pressley, M. (2002). *Reading Instruction that works* (2nd ed.). New York: The Guildford P.

Protheroe, N. (2008). The impact of fidelity of implementation in effective standards-based instruction. *Principal*, *88*(1), p. 39-41.

Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effects of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education*, *7*(2), 219-233.

Rossi, P. H., & Freeman, H. E. (1993). *Evaluation: A systematic approach* (5th ed.). Newbury Park, CA: Sage Publications.

Schoenbach, R, Greenleaf, C, Cziko, C, & Hurwitz, L. (1999). *Reading for understanding: A guide to improving reading in middle and high school classrooms.* San Francisco: Jossey-Bass, 1999.

Shaughnessy, M. F. (2004). An interview with Anita Woolfolk: The educational psychology of teacher efficacy. *Educational Psychology Review*, *16*(2), 153-175.

Simonton, D. K. (1975). Sociocultural context and individual creativity: A transhistorical time-series analysis. *Journal of Personality and Social Psychology*, *32*, 1119-1133.

Smith, F. (1997). *Reading without nonsense*. New York: Teachers College Press.

Smith, F. (2004). *Understanding reading*. New York: Holt Rinehart and Winston.

Sousa, D. A. (2005). *How the brain learns to read*. New York: Corwin Press.

Stahl, S. A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research*, *56*(1), 72-110.

Stahl, S. A., & Nagy, W. E. (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated.

Stein, M. L., Berends, M., Fuchs, D., McMaster, K., Saenz, L., Fuchs, L. S. (2008). Scaling up an early reading program: Relationships among teacher support, fidelity of implementation, and student performance across different sites and years. *Educational Evaluation and Policy Analysis*, *30*(4), 368-388.

Treffinger, D. J., Renzulli, J. S., & Feldhusen, J. F. (1971). Problems in the assessment of creative thinking. *The Journal of Creative Behavior*, *5*, 104-111.

Underwood, G. (1996). *Reading and understanding an introduction to the psychology of reading*. Cambridge, MA: Blackwell.

Van Overwalle, F., & De Metsenaere, M. (1990). The effects of attribution-based intervention and study strategy training on academic achievement in college freshmen. *British Journal of Educational Psychology*, *60*, 299-311.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children, 69*, 391-409.

Wallace, F., Blase, K., Fixsen, D., & Naoom, S. (2008). *Implementing the findings of research: Bridging the gap between knowledge and practice*. Alexandria, VA: Educational Research Service.

Weiner, B. (1972). Attribution theory, achievement, motivation, and the educational process. *Review of Educational Research*, *42*, 203-215.

Young, S. (1986). *Beginning research reading study*. Unpublished doctoral dissertation, Saint Louis University.

Appendix A

FRY'S 300 INSTANT SIGHT WORDS

First Hundred

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

Second Hundred

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

Third Hundred

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

Fry, E. (2004). *1000 Instant Words*. Danbury: Teacher Created Materials, Incorporated.

Appendix B

Instant Word Phrases
Fry's Instant Words (1991)

Fry Instant Phrases

The words in these phrases come from Dr. Edward Fry's Instant Word List (High
Frequency Words). According to Fry, the first 300 words in the list represent about 67%
of all the words students encounter in their reading.

First 100 Words/Phrases

The people	A long time	Now is the time
Write it down	We were here	An angry cat
By the water	Have you seen it?	May I go first?
Who will make it?	Could you go?	Write your name.
You and I	One more time	This is my cat.
What will they do?	We like to write.	That dog is big.
He called me.	All day long	Get on the bus.
We had their dog.	Into the water	Two of us
What did they say?	It's about time	Did you see it?
When would you go?	The other people	The first word
No way	Up in the air	See the water
A number of people	She said to go	As big as the first
One or two	Which way?	But not for me
How long are they?	Each of us	When will we go?
More than the other	He has it.	How did they get it?
Come and get it.	What are these?	From here to there
How many words?	If we were older	Number two
Part of the time	There was an old man	More people
This is a good day.	It's no use	Look up
Can you see?	It may fall down.	Go down
Sit down.	With his mom	All or some
Now and then	At your house	Did you like it?
But not me	From my room	A long way to go
Go find her	It's been a long time.	When did they go?
Not now	Will you be good?	For some of your people
Look for some people.		**Second 100**
I like him.		Over the river
So there you are.	Give them to me.	My new place
Out of the water	Then we will go.	Another great sound

1

Take a little

Give it back.

Only a little

It's only me.

I know why.

Three years ago

Live and play

A good man

After the game

Most of the animals

Our best things

Just the same

My last name

That's very good

Think before you act

Mother says to now.

Where are you?

I need help.

I work too much.

Any old time

Through the line

Right now

Mother means it.

Same time tomorrow

Tell the truth

A little boy

The following day

We came home.

We want to go.

Show us around.

Form two lines.

A small house also

Another old picture

Write one sentence.

Set it up.

Put it there.

Where does it end?

I don't feel well.

My home is large.

It turned out well.

Read the sentence.

This must be it.

Hand it over.

Such a big house

The men asked for help.

A different land

They went here.

Get to the point.

Because we should.

Even the animals

Try your best.

Move over.

We found it here.

Study and learn

Kind of nice

Spell your name.

The good American

Change your clothes

Play it again.

Back off.

Give it away.

Answer the phone.

Turn the page.

The air is warm.

Read my letters.

It's still here.

Where in the world.

We need more.

I study in school.

I'm an American.

Such a mess

Point it out

Right now

It's a small world.

Big and small

Home sweet home

Around the clock

Show and tell

You must be right.

Tell the truth.

Good and plenty

Help me out

It turned out well.

It's your place.

Good things

I think so.

Read the book.

2

Third 100

Near the car

Between the lines

My own father

In the country

Add it up

Read every story

Below the water

Plants and flowers

Will it last?

Keep it up.

Plant the trees.

Light the fire.

The light in your eyes

In my head

Under the earth

We saw the food.

Close the door.

The big city

We started the fire.

It never happened.

A good thought

Stay a while.

A few good men

Don't open the door.

You might be right.

It seemed too good.

Along the way

Next time

It's hard to open.

Something good

For example

In the beginning

Those other people

A group of friends

We got together.

We left it here.

Both children

It's my life

Always be kind

Read the paper.

Run for miles

Once upon a time

Do it often.

We walked four miles.

Until the end

A second later

Stop the music.

Read your book.

Sing your song.

State your case.

I miss you.

A very important person

On my side

I took the car.

So far so good

The young girl

My feet hurt.

The dark night

A good idea

It began to grow.

Watch the river.

White clouds

Too soon

Leave it to me.

I hear the waves.

Almost enough

Is it really true?

It's time to eat.

Let me carry it.

Near the sea

Talk to my father.

The young face

The long list

My family

I cut myself.

Above the clouds

Watch the game.

The peaceful Indians

Without a care

I like being on the team.

The tall mountains

Next to me

A few children

A long life

A group of Indians

He started to cry.

I hear the sea.

An important idea

The first day of school

Almost four miles

Appendix C

Teacher Instructions

Objective: Students will master Instant Words by utilizing the Instant Word Notebook.
Student will write and read sentences that include Instant Words.
Students will speak extemporaneously with the use of Instant Word phrases.
Students will recognize Instant Words when listening to their peers use the
words in sentences.

Pre-Test
Give each student a pretest before beginning the Instant Word Notebook. Circle the
words students are unable to recognize. Write the number of correct words recognized.
Discuss the score with each student.

Post-Test
Give each student a post-test after the Instant Word Notebook is completed. Circle the
words students are unable to recognize. Write the number of correct words recognized.
Discuss the score with each student.

Read It, Write It, Use It and Say It in a Sentence
(Students will write 10 sentences each day.)

Read It
The classroom teacher will read each word. Students will repeat each word immediately
after the teacher says the word.
Marzano Strategy: Practice

Write It
Students will write each word by spelling each letter in chorus. They will write each word
underneath each preprinted word in the boxes.
Marzano Strategy: Practice

Use It
(Sentence Writing)
The teacher will share the specific FOCUS Skill(s) for each set of words. Students are
expected to include the FOCUS Skill in each sentence they write. The FOCUS Skill
should be a review for students. An example of a FOCUS Skill could be proper nouns or
declarative sentences. The teacher will write the FOCUS Skill on the board with the
objectives.
The classroom teacher will model writing a sentence using an Instant Word and FOCUS
Skill.
The classroom teacher will ask each student to write at least two sentences for each
Instant Word.

The teacher will check students' understanding by reading sentences while students are writing. Teachers will be checking for FOCUS Skills and clearly written sentences. Teachers will provide students with feedback.
Marzano Strategy: Provides Feedback   Other: Guided Practice

Say It
The classroom teacher will call on students to read their sentences.
The classroom teacher will use the Cultural Responsive Strategy, "Pick-A-Stick". Each student's name will be written on a craft stick. After all of the students' names are written on craft sticks, place them in a container. A student is called on when his/her stick is pulled.
The classroom teacher will ask the student to read a sentence he/she has written.
The other students will listen for Instant Words and highlight each Instant Word they hear that's on the grid.
Marzano Strategy: Note Taking, Practice and Provide Recognition

(Extemporaneous Talk)
The classroom teacher will read each Instant Word Phrase.
The classroom teacher will ask the class to repeat the Instant Word Phrases.
The classroom teacher will place students in groups of 3. The teacher will utilize the cultural strategy, "My Turn, Your Turn". Each person in the group will have a job: timer, speaker and listener.
The timer will set the clock for 1 minute.
The listener will select a phrase for the speaker.
The timer will say, "Go!"
The speaker will begin talking by using the Instant Word phrase.
The speaker must talk for 1 minute non-stop.
The listener gives the talker a slash on paper every time he/she stops talking for more than 5 seconds.
The listener will count 5 seconds with his/her hand.
The timer's job is only to watch the clock. The timer will say, "Stop," at the end of 1 minute.
The listener will share one positive comment about the speaker's presentation.
Once time has ended, jobs shift clockwise. The person with the fewest points at the end of the third rotation wins.
Marzano Strategy: Cooperative Learning, Note Taking, Practice, Provide Recognition
Place a sticker on the page(s) once students have completed a set of 10 sentences.
Marzano Strategy: Reinforcing Effort/Providing Recognition

Appendix D

The Dolch Word list was prepared in 1936. E.W. Dolch created this list of 220 words. The Dolch Words generally make up from 50 to 75 percent of the reading material encountered by students. These words are generally known as **Dolch Words**, **High-Frequency Words**, or **"Sight Words".**

Dolch Sight Word List

Preprimer	Primer	First	Second	Third
A	all	After	always	about
And	am	Again	around	better
Away	are	An	because	bring
Big	at	Any	been	carry
Blue	ate	As	before	clean
Can	be	Ask	best	cut
Come	black	By	both	done
Down	brown	Could	Buy	draw
Find	but	Every	Call	drink
For	came	Fly	cold	eight
Funny	did	From	does	fall
Go	do	Give	don't	far
Help	eat	Going	Fast	full
Hers	four	Had	First	got
I	get	Has	Five	grow
In	good	Her	found	hold
Is	has	Him	gave	hot
It	he	How	goes	hurt
Jump	into	Just	green	if
Little	like	Know	Its	keep
Look	must	Let	made	kind
Make	new	Live	many	laugh
Me	no	May	Off	light
My	now	Of	Or	long
Not	on	Old	Pull	much
One	our	Once	read	myself
Play	out	Open	right	never
Red	please	Over	sing	only
Run	pretty	Put	Sit	own
Said	ran	Round	sleep	pick
See	ride	Some	Tell	seven
The	saw	Stop	their	shall
Three	say	Take	these	show
To	she	Thank	those	six
Two	so	Them	upon	small

Up	soon	Then	Us	start
We	that	Think	Use	ten
Yellow	there	Walk	very	today
You	they	Where	wash	together
	this	When	which	try
	too		why	warm
	under		wish	
	want		work	
	was		would	
	well		write	
	went		your	
	what			
	white			
	who			
	will			
	with			
	yes			

Gemini Elementary School (www.geminischool.org)

Appendix E
Classroom Observation

Date_____ Teacher_____

Grade_____

Other Considerations_____

Instructional Strategies			
Reinforcing effort and providing recognition	☐ Extensive	☐ Moderate	☐ Slight
Setting Goals and provides feedback	☐ Extensive	☐ Moderate	☐ Slight
Homework and practice	☐ Extensive	☐ Moderate	☐ Slight
Cooperative learning	☐ Extensive	☐ Moderate	☐ Slight

Instructional Delivery	
Instructional activity observed	☐ Yes ☐ No
Instruction aligned with the curriculum	☐ Yes ☐ No
Feedback drives instruction	☐ Yes ☐ No
Feedback brings about positive communications	☐ Yes ☐ No

Engagement	
Student engagement Level	☐ High (Above 90%) ☐ Moderate (75-89%) ☐ Low (50-74%) ☐ Disengaged (Below 50%)
Teacher engagement	☐ Yes ☐ No

Classroom Learning Environment	
The **physical** climate is:	☐ Is conducive to learning ☐ Somewhat conducive to learning ☐ Not conducive to learning
The **instructional** climate is:	☐ Is conducive to learning ☐ Somewhat conducive to learning ☐ Not conducive to learning

Appendix F

Interview Questions – Instant Word Notebook Study

Interview Question 1

Why do you feel the researchers are implementing the Instant Word Notebook?

Participant 1:

Participant 2:

Interview Question 2

Where do you feel the Instant Words should fit into the curriculum?

Participant 1:

Participant 2:

Interview Question 3

How did your students respond to the Instant Word Notebook?

Participant 1:

Participant 2:

Interview Question 4

What are the recommendations for the Instant Word Notebook study?

Participant 1:

Participant 2:

Interview Question 5

After the study, would you utilize the Instant Word Notebook in your class if you

had a choice? Why or why not?

Participant 1:

Participant 2:

Appendix G

INSTANT WORD PRETEST/POSTTEST

Student's Name_____ Date_____

Say each word. If you don't know the word, say that you don't know the word. Move on to the next word.

1	The
2	Of
3	And
4	A
5	To
6	In
7	Is
8	You
9	That
10	It
11	He
12	Was
13	For
14	On
15	Are
16	As
17	With
18	His
19	They
20	I
21	At
22	Be
23	This
24	Have
25	From

Number correct_____   *Fry's Instant Word List (1991)*

26	or
27	one
28	had
29	by
30	word
31	but
32	not
33	what
34	all
35	were
36	we
37	when
38	your
39	can
40	said
41	there
42	use
43	an
44	each
45	which
46	she
47	do
48	how
49	their
50	if

Number correct_____ *Fry's Instant Word List (1991)*

51	will
52	up
53	other
54	about
55	out
56	many
57	then
58	them
59	these
60	so
61	some
62	her
63	would
64	make
65	like
66	him
67	into
68	time
69	has
70	look
71	two
72	more
73	write
74	go
75	see

Number correct_____ *Fry's Instant Word List (1991)*

76	number
77	no
78	way
79	would
80	people
81	my
82	then
83	first
84	water
85	been
86	call
87	who
88	oil
89	now
90	find
91	long
92	down
93	day
94	did
95	get
96	come
97	made
98	may
99	part
100	over

Number correct_____ *Fry's Instant Word List (1991)*

101	new
102	sound
103	take
104	only
105	little
106	work
107	know
108	place
109	year
110	live
111	me
112	back
113	give
114	most
115	very
116	after
117	thing
118	our
119	just
120	name
121	good
122	sentence
123	man
124	think
125	say

Number correct_____   *Fry's Instant Word List (1991)*

126	great
127	where
128	help
129	through
130	much
131	before
132	line
133	right
134	too
135	mean
136	old
137	any
138	same
139	tell
140	boy
141	follow
142	came
143	Want
144	show
145	also
146	around
147	from
148	three
149	small
150	set

Number correct_____ *Fry's Instant Word List (1991)*

151	well
152	even
153	here
154	men
155	different
156	try
157	again
158	well
159	only
160	place
161	back
162	after
163	name
164	think
165	help
166	line
167	old
168	boy
169	show
170	three
171	end
172	large
173	such
174	why
175	read

Number correct_____ *Fry's Instant Word List (1991)*

176	home
177	kind
178	change
179	home
180	high
181	world
182	*America*
183	should
184	learn
185	still
186	study
187	page
188	away
189	spell
190	off
191	air
192	animal
193	house
194	point
195	found
196	answer
197	mother
198	letter
199	play
200	other

Number correct_____ *Fry's Instant Word List (1991)*

201	every
202	near
203	add
204	food
205	between
206	own
207	below
208	country
209	plant
210	last
211	school
212	father
213	keep
214	tree
215	never
216	start
217	city
218	earth
219	eye
220	light
21	thought
222	head
223	under
24	story
225	saw

Number correct_____ *Fry's Instant Word List (1991)*

226	left
227	don't
228	few
229	while
230	along
231	might
232	close
233	something
234	seem
235	next
236	hard
237	open
238	example
239	begin
240	life
241	always
242	those
243	both
244	paper
245	together
246	got
247	group
248	often
249	run
250	important

Number correct____ *Fry's Instant Word List (1991)*

251	until
252	children
253	side
254	feet
255	car
256	mile
257	right
258	walk
259	white
260	see
261	began
262	grow
263	took
264	river
265	four
266	carry
267	state
268	once
269	book
270	hear
271	stop
272	without
273	second
274	late
275	miss

Number correct____   *Fry's Instant Word List (1991)*

276	idea
277	enough
228	eat
229	face
280	far
281	watch
282	Indian
283	real
284	almost
285	let
286	above
287	girl
288	sometimes
289	mountain
290	cut
291	young
292	talk
293	soon
294	list
295	song
296	leave
297	family
298	body
299	music
300	color

Number correct____
TOTAL CORRECT _____/300
Fry's Instant Word List (1991)

Appendix H

A Study of Instant Words: The Effects of Instant Word Mastery on Reading Comprehension

Adrienne Bland   Jeannie Roberts

October 10, 2008

Dear Mr. Spiegel:

Jeannie Roberts and I are requesting your permission to analyze the 1st -2nd grade GATES Scores for the 2007-2008 school year and data from students' pre-tests and post-tests of the Instant Word Notebook. The data will be included at various stages of our project: as we analyze, make conclusions, and make our presentation to the Lindenwood Review Committee. We will not disclose any staff and students' demographic information. Our projected date of completion is December 2008. Therefore, we will discontinue our access to the data at that time.

The purpose of our study, "A Study of Instant Words: The Effects of Instant Word Mastery on Reading Comprehension" is to show the correlation between an early intervention of direct and sequential instruction of Instant Words on reading comprehension of students in first and second grades. We created an Instant Word Study Notebook that prescribed daily instruction of Instant Words. Instruction included sentence writing, oral language and listening activities.

Upon completion of our project, we will provide the district with additional support and research that will move us closer to assuring high achievement for all students. This is an exciting opportunity for us, as we are committed to the students in ███████████ School District and want so desperately for all students to perform at high levels.

Thank you so much for your consideration and we look forward to working with you, side by side to develop good readers in the ███████████ School District.

Appreciatively,

Adrienne Bland   Jeannie Roberts

Please sign acknowledging consent to use:
2007-08 GATES data
Pre and Post Instant Word Notebook Data
Core Data

Appendix I

PARENTAL PERMISSION FOR CHILD TO PARTICIPATE IN A RESEARCH STUDY

Dear Parents:

Your child is invited to take part in this research study because he/she is enrolled in a second grade classroom at ▮▮▮▮ Elementary School. This form is to help you decide if you want your child to take part. Please carefully read all parts of this consent form. Ask us about any parts or words that are not clear to you.

Title of the Research Study: A Study of Instant Words: The Effects of Instant Word Study on Vocabulary Development and Reading Comprehension.

Investigator(s) of the Research Study: (*Include titles and departments*)
Adrienne Bland, Principal of ▮▮▮▮ Elementary School
Jeannie Roberts, Reading Initiative Resource Teacher

Information on the Research Project:
The purpose of this research is to:
- show the effects of daily sentence writing with usage of Instant Words and its impact on reading comprehension and vocabulary.
- show the effects of oral language with usage of Instant Words and its impact on reading comprehension and vocabulary.
- show the effects of fluency of Instant Words and its impact on reading comprehension and vocabulary.

Providing a focus on Instant Word Study could have great potential for improving reading achievement for all students.

Explanation of Procedures*: What your child would be expected to do in this research study if you give your permission.

Your child will be expected to follow specified procedures, which align to the curriculum. These procedures involve daily Word Study lessons, which include writing and speaking.

Each student will be given a Word Study Notebook that specifies daily activities. The daily activities are:

Sentence Writing: Each student must write 20 sentences each day in their Word Study notebook. Each sentence looks at one Instant Word, yet you can include more words. Students' scores will be charted. The scoring guide for daily sentence writing will include skills that have been taught or scheduled to be taught to second graders within the eight weeks.

Oral Language: Every student must speak from the brain for fifteen seconds. They will be given a topic and they will be required to talk about the subject. Students will listen for Instant Words as they talk.

Fluency: Every student will practice Instant Words until they learn them automatically.

Potential Risks and Discomforts:
Your child should not experience any risks or discomforts while taking part in this study, as this study will be integrated in daily instruction.

Potential Benefits: What your child can expect from being a part of the study.
Our professional experience leads us to believe that providing a focus on Word Study of Instant Words may have great potential for improving reading achievement for all students. Our study may increase teachers' knowledge of Word Study as it relates to reading comprehension. As teacher's become proficient in strategies to implement Word Study, more students with reading deficits may be impacted.

Alternatives to Participation: Other choices your child may have.

All second grade students will participate in daily Instant Word Study instruction.

Your child's data will be used in the research only if you give us permission.

Assurance of Confidentiality: How research records and information about your child are kept.
We will not give out information about your child to anyone without your written consent. We respect your privacy. We will not tell anyone facts about your child that might reveal he or she was in this study.
Data will be analyzed in the following way. We will analyze August 2007 and Spring 2008 GATES Mac-Ginitie data of second grade students. After completion of the 8 week Word Study, we will compare data of the two classrooms of students. We will be analyzing data to measure students' reading growth.

Institutional Review Board -- the committee that approved this research project may have access to this research data. Your child will not be identified in any way as being in this research in any papers in scientific or other journals.Your child will not be identified in any reports made on this research at scientific meetings.

Persons to Contact:
Adrienne Bland, Principal – ███████████████████████
Jeannie Roberts, Reading Initiative Resource Teacher ██████████████████████
████████████████

New Research Findings: Information that may be important to your child while taking part in this research.

We will tell you about any new information that we discover during this research.

PARENT/GUARDIAN PERMISSION STATEMENT

Mrs. Jeannie Roberts and Mrs. Adrienne Bland will be completing a research project on the effects of Instant Word Study. Every child in first and second grade will participate in daily Instant Word Study, as we know that any text consists of at least 50% Instant Words. Instant Word Study is specific reading and writing lessons for students to complete daily in the classroom.
The study will occur for eight weeks. We will be analyzing students' data in our research to learn the effects of specific Instant Word Study activities on vocabulary and reading comprehension. Instant Word Study will be conducted under the supervision of Adrienne Bland and Jeannie Roberts.

It is the parent's choice to allow us to include their child's data in the research project.

Please read the attached information regarding the Instant Word Study. We have included the materials and procedures used in this study. Feel free to ask questions about the study.

I give you permission to use my child's data from the Instant Word Study for your research project.

Name of Parent Printed

_____   _____
Signature of Parent   Date

_____   _____
Signature of Parent   Date

I do not give you permission to use my child's data from the Instant Word Study for your research project.

Name of Parent Printed

_____   _____
Signature of Parent   Date

_____   _____
Signature of Parent   Date

Appendix L

Book One

**Instant Word
Notebook**

he   was   for

at   be   this   have   from

or   one   had   by   word

on   are   as   with   his   they

the   of   and   to   in   is

you   that it   a   I   but   not

what all   were   we   when

your   can   said   there   use   an

each   which   she   do   how

their   if

Name_____

Name_____

<table>
<tr><td>FOCUS:</td><td>Write at least two sentences using each word. Underline the Instant Words.

Each sentence must _____

_____</td></tr>
<tr><td>the</td><td>

_____

</td></tr>
<tr><td>of</td><td>

_____</td></tr>
<tr><td>and</td><td>

_____</td></tr>
<tr><td>a</td><td>

_____</td></tr>
</table>

SAMPLE

Instant Word Notebook Evaluation 157

to	
in	
is	
you	
that	

the	of	and	a	to	in	Is	you	that	it

the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it
the	the	of	of	and	and	a	a	to	to	in	in	is	Is	you	you	that	that	it	it

up in the air	write it down.	come and get it
by the water	can you see?	in the tree
on the bus	the people	to the bus

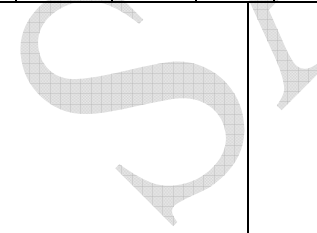| FOCUS:	Write at least two sentences using each word. Underline the instant words. Each sentence must _____ _____
he	
was	
for	
on	

are	
as	
with	
His	
they	

he		Was		for		on		are		as		With		his		they		I	
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I
he	he	was	Was	For	for	on	on	are	are	as	as	with	with	his	his	they	they	I	I

but not for me	get on the bus	you and I
May I go first?	each of us	with his mom
What are these?	for some of you	there was an old man

Curriculum Vitaé

Jeannie E. Roberts currently serves as the curriculum coordinator of communication arts in the Riverview Gardens School District, St. Louis, Missouri. Over twenty years in the field of education have afforded many opportunities to impact student achievement. Career experiences have included teaching in a self-contained setting to students with learning disabilities, behavior disorders, and mental challenges. In addition, Jeannie has served over ten years in various positions such as reading specialist, reading recovery teacher, reading coach, and reading initiative resource teacher. Areas of interest include data analysis, student engagement, curriculum alignment, and positive proactive classroom management strategies. In addition, Jeannie has provided numerous professional development trainings in literacy and taught graduate level courses to educators in the St. Louis area.

Educational studies have resulted in two Master degrees from Lindenwood University, a Master of Arts Degree in Education (2000) and a Master of Education Degree in Educational Administration (2006). In 1989, Jeannie completed a Bachelor of Science in Special Education from Southern Illinois University at Edwardsville. She currently holds teaching certifications in Learning Disabilities, Behavior Disorders, Mentally Handicapped, Special Reading, and Administration (K-8). In her spare time, Jeannie likes to read fiction novels, create crafty items, and plan events for social occasions.