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ACTIVE LEARNING STRATEGIES AND VOCABULARY ACHIEVEMENT

BY

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DISSERTATION

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ABSTRACT

Using a quantitative method of data collection, this research explored the question: Do active learning strategies used in grades 5 and 6 affect student vocabulary achievement in a positive or negative direction?

In their research, Wolfe (2001), Headley, et al., (1995), Freiberg, et al., (1992), and Brunner (2009) emphasize the importance of understanding how children learn through active learning processes such as hands-on opportunities, cooperative learning, and technology-based instruction. Other researchers such as Baker, et al., (2000), Nagy, et al., (1987) and Searfoss, et al., (2001) stress the importance of meaningful vocabulary instruction when teaching reading. This study supports their findings, indicating that incorporating certain active learning strategies into vocabulary instruction leads to increased student achievement.

For this study, two surveys were used. A population of thirty seven (37) fifth and sixth grade teachers was asked to complete both surveys, with a return rate of 57%. Results from the teacher surveys were compared to assessment results from the 888 students in grades 5^{th} and 6^{th}, looking for correlations and predictability within the sample. The student assessments are administered three times each academic year as part of the School District's local assessment process and were not solely administered for the purpose of this study. To answer the research question, the Survey of Instructional Practices and the Survey of Instructional Content questionnaire were reviewed and

questions that appeared to be better indicators of active learning processes were selected and tested for correlations in student achievement.

The results of the current study indicate that certain types of active learning tasks are beneficial to the performance of fifth grade students on ELAR testing. The three tasks are 1) independent reading from selecting material of their own choice 2) working on projects such as shows, plays, or dioramas and 3) researching and collecting information using computer technology.

Future studies in active learning could include a rating system in which teachers rate what they perceive the students' level of motivation is for a particular English/Language Arts/Reading task. Also, future studies on small sample sizes should include ways of looking for indicators of response fatigue. Finally, there is a lack of research on the role that projects such as plays, puppet shows, and dioramas have on vocabulary learning. In the current study, test performance results from analyses of fifth graders and their teachers' survey responses indicates that this may be an unexplored venue by which students are able to increase their performance on English, Language Arts, and Reading and warrants further testing and more studies in this area.

I wish to dedicate this study to my mom, Jean Griffith, for her love and support. Throughout my childhood, she was an advocate for education. She impressed upon me the value of school and encouraged me to continue my studies. My mom is the smartest person I have ever met.

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CHAPTER I

Introduction

This study examines instructional design with a focus on active learning strategies and vocabulary achievement. The study is focused on instructional strategies in grades 5 and 6. Instructional design, as used in this study, can be defined as "an integral part of a balanced approach to teaching vocabulary instruction" (Nichols & Rupley, 2004, p. 55).

In their article entitled "Developing Oral Language in Primary Classrooms," Kirkland and Patterson (2005) discuss the numerous challenges faced by teachers in meeting the language needs of children, as well as identifying which instructional methods work best. Nichols and Rupley (2004) add that students must encounter words in "meaningful texts" and be "immersed in vocabulary-rich activities" if instructional practice is going to be effective (p. 70).

Teachers searching for effective methodology can begin by understanding and applying what we know about how children learn and about how the brain receives, retains and accesses knowledge (Sousa, 1995). Jensen (2005) suggests that focused and engaged attention is important to word-based learning. Classrooms can become exciting and dynamic places to learn if teachers provide more effective vocabulary instruction. Jensen (2005) continues that "people will come to realize that if you want to understand human learning, you had better understand the brain" (p. ix). Sousa (2003) points out the fact that students have different brains than those of previous generations. Today, students'

thinking and neurological structures are affected by changing technology and distractions such as peer influence, religious influences, hobbies and the modern diet.

In the past ten years, educational researchers have learned many things about the brain and its function in the learning process (Wolfe, 2001). Educators now know much more about the importance of attention to and relevance of content in the learning process. They also have a better understanding of how the brain receives, stores and retrieves knowledge. Because of this growth in our knowledge base of how the brain functions, informed educational leaders are now in a better position to help teachers make appropriate adjustments to their instructional techniques in order to accommodate the learning process (Wolfe, 2001).

In light of the need for better vocabulary instruction, this study seeks to provide both principals and teachers active learning strategies that can be applied in any K-12 classroom, resulting in increased vocabulary achievement.

Statement of the Problem

This study defines effective vocabulary instruction in terms of the guidelines established by Blachowicz and Fisher (2002). They noted instruction will vary based on what the learner already knows and the level of knowledge that is needed for understanding. Their research is focused on four guidelines that characterize what effective vocabulary teachers do. They are:

Guideline 1: The effective vocabulary

> teacher builds a word-rich environment in which students are immersed in words for both incidental and intentional learning;
> Guideline 2: The effective vocabulary teacher helps students as independent word learners;
> Guideline 3: The effective vocabulary teacher uses instructional strategies that not only teach vocabulary effectively but model good word-learning behaviors;
> Guideline 4: The effective vocabulary teacher uses assessment that matches the goal of instruction (Blachowicz and Fisher, 2002 p. 7).

These guidelines are important to consider in effective vocabulary instruction and are interdependent. For example, the fact that vocabulary learning should be active is connected to the fact that vocabulary learning takes place in a word-rich environment (Blachowicz & Fischer, 2002).

With the understanding that the incorporating active learning strategies can have a positive impact on student vocabulary achievement, this research investigated the types of self-reported active learning strategies utilized in classrooms of teachers who have a record of achievement in this area and are identified as outstanding by their principals through an established school district evaluation process. The research

also seeks to make connections between these active learning strategies and student vocabulary achievement.

Purpose of the Study

The purpose of this study is to investigate the relationship between fifth and sixth grade teachers' reported use of active learning strategies and their students' vocabulary achievement in instructional settings. The focus of this research is on the impact on vocabulary development as it relates to teaching practice of pupils in grades 5 and 6.

Research Question

After a thorough review of the literature, this research seeks to answer the following question: Do active learning strategies used in grades 5 and 6 affect student vocabulary achievement in a positive or negative direction?

Null Hypothesis

The null hypothesis used for this study is as follows: Active learning strategies used in grades 5 and 6 has no effect upon student vocabulary achievement as assessed in grades 5 and 6.

Operational Definition

In educational research, the terms we use are very often specialized. In order to assure that participants and readers of this paper have the same understanding of terms, the following definitions are used for clarity:

Vocabulary: "The words we must communicate effectively" (Armbruster, Lehr, & Osborn, 2001, p. 34).

Intermediate Grades: Grades 5 and 6.

Active Learning (as applied to vocabulary instruction): "Instructional strategies used to develop learners who are active and able to discuss, elaborate and demonstrate the meaning of the word in multiple contexts in which the word occurs" (Nichols & Rupley, 2004, p. 55).

Engaged Reading: "Reading lessons are designed to develop long term motivation, knowledge, social competence, and reading skill" (Guthrie, Alvermann, & Au, 1999, p. 37)

Cooperative Groups: "A team of students with high positive interdependence. Members are responsible for their own and each other's learning. Focus is on joint performance. Both the group and individuals assume accountability. Members of each group hold themselves and others accountable for high quality work, and promote each other's success" (Hedley, Antonacci, & Rabinowitz, 1995, p. 230). Teamwork, social skills, and continuous improvement are emphasized within the groups.

Active Processing: "Students integrate word meaning with their existing knowledge in order to build conceptual representations of vocabulary in multiple contextual situations" (Nichols & Rupley, 2004, p.55).

Assumptions

The following was assumed:

- No changes in instruction or test implementation, related to student data collection, will be necessary to carry out the study. The assessments used are part of the established district curriculum.

- The Discovery Education series are valid and reliable measures of vocabulary achievement as determined through research and implementation.
- The teachers will complete the survey accurately and to the best of their ability.
- The teachers will complete the entire survey.
- The teachers understand and are familiar with the four active learning strategies as identified in this study.
- The students' assessments will be valid and reliable.

Limitations

The following conditions are limitations to the study:

- A change in instruction or test implementation can affect the results of the study leading to a limitation.
- The survey results may result in inaccurate representations of what is actually occurring in the classrooms.
- It is possible that teachers give inaccurate responses to the survey questions.
- Questions could be raised as to whether or not, or to what extent, the sample from this one district can be generalized to other districts.
- Teachers may not fill out the survey accurately and to the best of their ability.
- Teachers may not be familiar with the four active learning strategies as identified in this study.
- The students' assessments may not be valid and reliable.
- Learning about how the brain learns is a relatively young neuroscience.

Organization of the Study

The study is presented in five chapters. Chapter one is an overview of the study, Chapter two contains the literature review, Chapter three discusses the methodology used in the study, Chapter four reports the findings, and Chapter five analyzes the findings and suggests further studies.

When connections can be found between the use of active learning strategies and increased vocabulary achievement, districts might begin to explore incorporating these strategies into their instructional programs. If no correlation is identified, then further research can be conducted to determine other strategies that may be effective.

CHAPTER II

REVIEW OF LITERATURE

Introduction

When students see themselves as active agents in the learning process, basic needs for self-determination and control are met (Baker, Afflerbach, & Reinking, 1996). Students are motivated when they are allowed to be autonomous, they feel competent in their learning and they can relate to the subject matter or task at hand (Baker, et al., 1996). "Even young children develop their own beliefs about who they are along such dimensions as abilities, agency, control or efficacy, and these beliefs are susceptible to the influence of variables such as their successes and their support from others" (Baker, et al., 1996, pp. 72-73). As children struggle with academics in the classroom, some may begin seeing themselves as helpless and begin blaming their discomfort on external factors. Failure can become a learned schema if teachers do not adjust instruction to "meet their needs, and offer appropriate experiences, strategies training, and social support" (Baker, et al., 1996, pp. 72-73).

A major challenge for teachers is to stimulate interest in the lesson even when students are lacking that motivation in the given topic (Ruddell, 2004). "Webster's New World Dictionary (Guralnik, 1978, p. 207) defines "interest" as "a feeling of intentness, concern or curiosity about something". In the classroom, and within the context of teaching and learning, interest could be thought of as curiosity that is visible in the

attitude and participation of eager, engaged students" (Lapp, Flood, & Farnan, 2004, p.96).

Engaged Reading

It is important to look at engagement in reading. Baker, Dreher, and Guthrie (2000) state in their article that "students are considered engaged readers when they read frequently for interest, enjoyment and learning. Engagement is the desire to gain new knowledge of a topic, to follow the excitement of a narrative, to expand one's experience through print" (p. 2). A national research study reported that 44% of 9 year old students read for enjoyment daily. The numbers decline at age 13 with 21% reading for enjoyment (Baker, et al., 2000). If daily reading is a sign of engagement in reading, then only a minority of students are reading engaged (Campbell, Voelkl, & Donahue, 1997).

"One way to illustrate the current status of instructional practice is to consider what outstanding teachers do" (Baker, et al., 2000, p.11). In a study conducted by Pressley, Wharton-McDonald, Allington, Block and Morrow (1998) first grade teachers at five sites, who were nominated by their supervisors as effective in promoting their students' literacy, were surveyed and/or observed. These teachers were identified as outstanding or typical. While looking at instructional techniques, it was noted that teachers identified as typical were not poor teachers, just not outstanding. Findings indicated the instructional techniques of these teachers had a demonstrable effect on students' achievement (Baker, et al.,

2000). The following characteristics were typical in the effective teacher's classroom:

> ". . . high academic engagement, excellent classroom management, positive reinforcement and cooperation, explicit teaching of skills, an emphasis on literature, much reading and writing, matching of task demands to student competence, encouragement of student self-regulation, and strong cross-curricular connections" (Pressley, et al., 1998, as cited in Baker, et al., 2000, pp. 11-12).

"In contrast, the classrooms of the least effective first-grade teachers fell short in these areas" (Baker, et al., 2000, p.12). The high level of academic engagement in the classrooms of the most effective teachers stood out as being very important. Ninety percent of the students in these classrooms were engaged in reading and writing most of the time according to Pressley, et al. In analyzing Pressley's research, Baker, et al., (2000) stated that intense literacy engagement was an essential to reading achievement (Pressley, et al., 1998, as cited in Baker, et al., 2000).

Connecting Reading Engagement to Vocabulary Instruction

Baker, et al., (2000) in their review of the research conducted by Pressley, et al., (1998) conclude that in order to become engaged readers "children need a good start in the 'basics' of reading, and the ability to recognize words and access their meanings (p. 17). In addition, a serious component of effective reading instruction occurs at the word level. "Word study includes phonics, as well as spelling patterns

(orthography), word structure (prefixes, suffixes, roots), word meanings and the development of automaticity in word recognition" (Baker, et al., 2000, p. 17).

"The strong relationship between vocabulary knowledge and reading comprehension has long been known" (McNeil, 1992, p. 112). "What is not known is why word knowledge is such a powerful factor in comprehension" (McNeil, 1992, p. 112). Three hypotheses have been proposed:

> "1. The aptitude hypothesis states that people score high on a vocabulary test because of their mental agility, which also enables them to comprehend text well. . . .
>
> 2. The instrumental hypthesis claims that knowledge of individual word meaning is the primary factor responsible for reading comprehension. . . .
>
> 3. The knowledge hypothesis holds that a person who knows a word well knows other related words and ideas. It is this network of ideas that enhances comprehension"(McNeil, 1992, pp. 112-13).

In consideration of McNeil's research, it would benefit children if vocabulary is taught in the context of subject matter so that word meanings are related to each other and, where possible, to the prior experience of the learner.

Researchers argue that word study can be engaging and can enhance knowledge and skills, strategies and meta cognition, motivation, and social interaction (Baker, et al., 2000). In addition they state: "Vocabulary knowledge is not typically

considered a critical factor in early reading because most children come to school familiar with the words they will encounter in printed materials intended for beginning readers" (Baker, et al., 2000, pp. 32-33). The trend is away from strict vocabulary control, resulting in today's children knowing fewer words they read than children in years past. This lack of vocabulary knowledge has a profound effect on beginning readers.

As children progress through stages of reading, they soon find words that are not familiar. "Soon, they will encounter words for which they have no concepts or meaning. Vocabulary instruction is chiefly the teaching of new concepts. The teaching of a new concept is not the same as having students learn new words or labels for familiar concepts" (McNeil, 1992, p. 121). An example might be the learning of more sophisticated words or labels for commonly used words, such as automobile for car.

It is unknown what the long-term effects are on children who are given reading materials that are too difficult. This could result in a negative impact on motivation (Baker, et al., 2000). Reading materials might be disadvantageous to children who suffer from poverty or speak a different language. Many students from these backgrounds do not bring prior knowledge to the classroom (Hart & Risley, 1995).

Students bring various experiences into the classroom that effect vocabulary learning. Experiences such as books being read and family vacations can provide exposure to vocabulary words. Trips to the zoo and an outing to a museum introduce

students to new vocabulary and provide a deeper knowledge (Gregg & Sekeras, 2006). When children do not get these advantages at home, they come to school already behind in vocabulary knowledge. Many children may find themselves unprepared in challenging classroom environments filled with unfamiliar and numerous vocabulary words. The first day of school, all children of all backgounds are thrown into a sea of words resulting in the less prepared student drowning for lack of an adequate vocabulary. "An average child learns the meanings of 800 to 900 root words every year, so that when a child leaves elementary school, she or he has a vocabulary of about 9,000 root meanings" (Biemiller, 2003, p. 323). The number of vocabulary words that children learn is difficult to accurately determine. It can be concluded that the vocabulary level of young children is quite impressive and should provide teachers with a solid foundation upon which to build formal language instruction (Searfoss, Readence, & Mallette, 2001). It has been predicted that the number of word meanings a reader knows is an accurate predictor of his or her ability to comprehend text (Anderson & Freebody, 1985).

"Teachers should not assume that the age-old advice to look it up in the dictionary will be effective as a means of building vocabulary knowledge" (Baker, et al., 2000, p. 33). Scott and Nagy (1997), found that even intermediate students had problems using words in sentences that they had looked up in isolation. Baker, et al., (2000) supports the need for a more effective means of vocabulary instruction in saying, "As with instruction

in word recognition, the context should be meaningful and motivating, with peer collaboration when feasible" (p. 33). To encourage a meaningful learning experience, Rupley, Logan & Nichols, 1998/1999, cited in Baker, et al., (2000) suggest "It is important that instruction focus on connecting new words with what students already know" (p. 33). "Accumulating evidence reveals that, for vocabulary learning, neither use of a pre-selected word lists nor incidental teaching is well founded in research or practice. Although word meanings may be learned through wide reading, instruction is also needed to truly learn words of conceptual difficulty" (Nagy, Anderson, & Herman, 1987, as cited in Searfoss, et al., 2001, p. 176). In reference to word lists, Searfoss, et al., (2001) say, "such lists are arbitrarily contrived by individuals who have little or no knowledge of the children in your classroom and their vocabulary needs" (p.179).

Searfoss, et al., (2001) claim there is no need to seek out a list of additional words children need to learn each week because the vocabulary words taught should originate in the daily activities in which children are involved. Important words that children need to know can be found in their basal readers and in their content area subjects. Other sources of words may be their own free reading, the newspaper, or television. Cohen and Byrnes (2007) identified two different instructional procedures that can be used for students' vocabulary acquisition. One procedure had students' read-aloud targeted vocabulary words from trade books using daily direct

word learning strategies. Activities such as vocabulary webs and re-reading with vocabulary recall were utilized as students were given daily vocabulary instruction. A four-square activity was also utilized that required students to draw four squares on a sheet of paper and place various information in the squares. The information in the squares included definitions of targeted words, sentences using the targeted word, illustrations, related words, and synonyms. The second procedure involved a traditional definitional approach, giving students daily vocabulary worksheets and requiring them to write the definitions on index cards. Students were also asked to write the words in sentences. "Findings suggested that children used more targeted words in oral and written communications when provided literature and word learning strategies" (Cohen, et al., 2007, p. 271). The addition of the literature read-alouds, accompanied by discussion, word learning strategies and explanation of unfamiliar words as they occurred in the stories, led to vocabulary retention and growth. When conducting read alouds, students should become active learners through purposeful discussions of text. "Making the very most of read-aloud time requires teaching students to recognize differences between narrative and information text structure to know the meanings of target vocabulary, and to become active participants in purposeful discussions about texts" (Santoro L. E., Chard, Howard, & Baker, 2008, p. 407).

The connection between vocabulary instruction and reading are obvious when we consider student comprehension. That is,

when students do not comprehend the reading vocabulary, they will not comprehend the reading itself. There are strong connections between word knowledge, concept development, and prior knowledge as reading comprehension occurs (Allen, 1999) Students may encounter ten thousand words a year, but only be able to use three thousand of these words (Nagy, et al., 1987). In order for comprehension of new words to take place, a student must read regularly and encounter the words many times. "...multiple encounters with a word in a variety of meaningful contexts is necessary to produce a depth of word knowledge that will measurably increase comprehension during subsequent reading" (Nagy, et al., 1987, p. 266)

Traditional Vocabulary Instruction

Nichols and Rupley (2004) report in their research that the common instructional strategy when teaching vocabulary is to give students a word list and a period of time to look up the definitions. Students would then use that time to study the words and the definitions in preparation for a test, usually at the end of the week. Some teachers allow students to choose their own vocabulary words by allowing them to pick those words that are new to them in hopes of encouraging student's ownership and building meaning. In another scenario, students would be given words and definitions on a worksheet and asked to play a matching game to properly pair the words and definitions. Yet another instructional format requires the use of vocabulary workbooks that follow similar pathways of matching definition to words. When asked what they learned from these teaching

strategies, many students are not able to remember the definition of words shortly after the test and rarely use the words in conversation. When given a list of words to define, often students copy the shortest definition to a given word (Allen, 1999). These students do not care if the definition does not make sense in the context of what they are reading. At best, these students only learn the definition they have copied and often do not know the intended meaning of the word. Allen (1999) lists many disadvantages to looking words up in the dictionary. Included in these disadvantages are inaccuracies in the definitions due to geographic locations in which you live, poor definitions when applied literally and lack of information in the definition so that it can be used correctly.

Vocabulary Instruction in the Active Learning Environment

When teaching vocabulary, students should be provided opportunities to for word practice, word application and discussion of word knowledge (Nichols & Rupley, 2004). Nichols, et al.(2004) also bring up an important issue by asking the question, "What instructional strategies will better enable students to learn, retain and use their vocabulary knowledge rather than memorize words for a test and seldom use the words thereafter?"(p.55).

When students encounter words through speech and print, they develop meaning of the words through experiences and conceptual backgrounds and develop their vocabulary as they determine word meaning through their experiences. In addition, students develop concepts of the word meaning and definitions as new

associations are made to existing concepts of the word (Nichols & Rupley, 2004). They further write that, "Learning either a new word, or concept for that word, requires an active process of vocabulary development. Students learn and process new words to the extent the new word relates to other words and concepts already known by them" (p.55). The term "active process" is an important concept as teachers seek appropriate teaching methods. Students should be offered opportunities to engage with other classmates in an interactive manner while building upon previous knowledge to gain meaning for the words. The meaning of words can be attained through active refinement of words to which students are exposed, thereby providing an environment which enables students to expand their vocabularies.

Implications Of Brain-Based Instruction To Vocabulary Aquisition

> Brain-based instruction is not new to the teaching-learning experience. Adept educators have been using strategies and lesson plans with brain-compatible components for years. What is new is the profusion of research identifying specific processes, physiologies, functions, and brain-body-environment relationships that are expanding and sharpening our capacity to become more effective educators, parents, and colleagues (Greenleaf, 2003, p. 14).

Greenleaf (2003) points out that brain based learning can be successful in reaching students with various learning styles. The concepts of meaning, relevance and application all come into

play as students engage in the work of learning. Jenson (2005) supports the importance of understanding how the brain learns, stating, "Understanding and applying relevant research about the brain is the single most powerful choice you can make to improve learning" (Jensen, 2005, preface xi). With the knowledge that brain-based strategies can lead to enhanced learning, vocabulary lessons should include components supported through brain research.

It is important that educators know how the brain functions in order to teach in a manner that promotes learning. In describing the brain, Philp (2007) points out "The brain is a complex organization within its parameters and beyond" (p. 10). Wolfe (2001) supports this complexity and further describes the brain in saying "Such structures as the brainstem, cerebellum, amygdale and hippocampus play critical roles in our ability to process information and form memories(and to eventually become aware of them); but we are not consciously aware of the activities of these structures" (p. 31). A network of neurons engage in communication as neurotransmitters and glutamate are released. Learning takes place as a result of this excitement between the neurons (Philp, 2007).

"Physicians and scientist who study the brain have discovered that different areas of the brain, such as lobes, serve different functions" (Wolfe, 2001, p. 32). The occipital lobe is the primary brain center for processing visual stimuli; the temporal lobes process auditory stimuli such as language, hearing and memory; and the frontal lobe handles the purposeful

activities such as creativity and judgment. Finally, the processing of sensory and language functions occurs in the parietal lobe and a small area called the Wernickes area is critical for speech (Jensen, 2005). With prior and ongoing brain research, educators now know more about the brain than ever before. These teachers can now match their instruction to serve different functions of the brain. Brain compatible strategies can be incorporated to design a more effective process in teaching vocabulary.

Greenleaf (2003) estimates that ". . .in most schools about twenty percent of the students consume about eighty percent of teacher/administrator time and energy—not to address exciting new learning" (p.15). In order to discourage disruptive behaviors by students and encourage schools that are focused on learning it is important to integrate many models of instruction into the curriculum.

Some models that have been effective are Bloom's Taxonomy of Learning Domains (Bloom & Krathwohol, 1956) which addresses problem solving and higher level thinking skills, and Howard Gardner's multiple intelligences (Gardner, 1983) which addresses students' visual, tactile-kinesthetic and auditory modalities. In addition, since technology has allowed us to learn more about the brain and how it learns, we know that when students take part in movement activities it allows blood to flow more actively to their brains, resulting in the brain being more "awake" and open to new information (Sousa, 1995).

Forty-six percent of students in the U.S. are visually preferred learners, thirty-five percent are tactile-kinesthetically preferred learners and only nineteen percent are auditory preferred learners (Sousa, 1995). In consideration of these statistics and the amount of time educators have known this information, many teachers still teach mainly to the auditory learner. In reference to this situation, Oleson and Hora (2012) presented a paper to the Wisconsin Center for Educational Research, which addresses the problem that, "…teachers teach the way they were taught." Knowing this research, it would seem that allowing students to use a variety of learning styles and techniques while acquiring new knowledge to promote a better learning environment and maximize the learning experience would be commonplace, but it is not.

As students learn, retain and use their vocabulary knowledge, what should this learning environment look like? As mentioned above, the research goes on to tell us that students acquire much more knowledge when they take part in multi-modal learning. In this alternative to traditional lectures, students actively participate in inquiry based instruction, often working in groups to solve problems. In the multi-modal classroom, students use senses such as hearing, touching and sight as they progress through learning tasks at hand. Movement around the classroom is common in this multi-modal setting thereby not only maximizing learning, but preparing students for the workforce they will enter later in life, using these strategies to maximize productivity (Van Zile, 1999). Wilson (2012) supports

the importance of non-cognitive skills in the workplace stating, "Employers overwhelmingly rate content knowledge as far less important than employee skills in oral and written communication, teamwork/collaboration, professionalism/work ethic, and critical thinking/problem solving" (p. 10). Further support for the importance of incorporating group work to enhance the learning environment can be found in the project learning model to teach basic workplace skills outlined by Davis and Miller (1996). Davis and Miller (1996) point out the importance of problem solving and creative thinking as students work in group situations. Westwater and Wolfe (2000) write that, "we are programmed to pay attention to and remember stimuli that keep us alive and functioning" (p.49). If the brain is designed to decide if information is important before retention takes place, then it would follow that it is important to design curriculum that is relevant, meaningful and active if we are to reach every individual child in our schools. It is one thing to say we will leave no child behind, but another to develop the curriculum to make this a reality.

Educators studying learning and the brain have only begun to tap into the capabilities of this increased knowledge. We know that the brain quickly decides what is relevant and links any new information to previously stored information. The brain also stores new experiences in neural networks associated with concrete experiences. This information underlines the importance for teachers to use vocabulary lessons that allow students to link new to previous knowledge. Meaning and

relevance to that which is known is essential to establish meaning and retention. It is also necessary that teachers provide problem solving opportunities that create neural networks formed through actual experiences.

Creative teachers can plan numerous activities that are based in brain-compatible curriculum research. Westwater and Wolfe (2000) suggest the following activity as an example of brain-compatible curriculum: A teacher with the objective of teaching punctuation can ask the students to act out the punctuation marks. Students could be asked to pause for commas. Students could be asked to hop for periods and point at their head for question marks. All of this can take place as students are standing and reading silently.

In teaching vocabulary, Beck, Perfetti and McKeown (1982) built a program of study around multiple experiences. The teacher would target vocabulary words in differentiated text. Each text had a common focus topic. One could also find success through student engagement in the form of read-alouds. (Santoro, et al., 2008) Teachers provide explicit comprehension instruction as the students read books of their choice pertaining to a teacher selected topic. The students can follow their reading with writing activities, incorporating the targeted vocabulary words. With attention to various learning styles, students continued the word study through exposure to the vocabulary words in DVD's, websites and videos. Pictures of the related topic and objects representing the topic were also incorporated into the instruction to provide a wide array of

exposure to the vocabulary words. These instructional activities stimulated student discussion and learning began to take place. Students began using these words in discussion as the lesson progressed from week to week (Beck, et al., 1982). As outlined above, research suggests vocabulary instruction should include numerous activities, multiple experiences, attention to various learning styles and student discussion. In relation to this research, the following active learning strategies may be beneficial to increase vocabulary achievement.

Problem Solving

When creating effective vocabulary lessons, teachers are best served by gaining student attention and gearing instruction toward student interests. An effective way to gain student attention and encourage student effort is to incorporate problem solving activites that promote language interaction (Ruddell, 2004).

Dewey (1910) formulated the steps of discovery learning including the identification of a problem, defining and locating the problem, determining possible solutions and implications of those solutions, testing the hypotheses, and acceptance or rejection of solutions. Dewey's (1910) steps share many characteristics with current cooperative and collaborative learning models. Ruddell (2004) highlights the similarities between Dewey's steps of discovery learning and current problem solving approaches in saying, "Three important cognitive operations serve to lead student's toward problem solution. These cognitive operations include divergent thinking

(brainstorming), convergent thinking (the search for the best solution) and question asking. When mediated by group and language interactions, these operations provide the basis for many intellectually rich learning activities in classrooms" (p.97).

Pairs and Small Group Work

Through cooperative learning, students are responsible for a shared experience, resulting in accountability by all involved (Slavin, 1991). To promote vocabulary retention and growth, students need opportunities to discuss, elaborate and demonstrate the meaning of words. "Children need extensive opportunities to interact with others as they learn to read, not just with proficient adult readers but also with peers whose skills are more closely matched to theirs" (Baker, et al., 2000, p.30). When students collaborate with each other, rather than working individually, their interest is enhanced, resulting in better effort and increased attention to the task at hand (Guthrie, et al., 1999). Vygotsky (1978) asserted that learning is a social enterprise, and that a key premise of the engagement perspective is the social interactivity. It is one thing to encourage students to work with others and encourage students to share with each other in a collaborative setting but it is a whole different thing to arrange your lesson and classroom to insure that all students are involved in this social interaction. Many instructors do not realize that cooperative learning is a unique concept and much different than traditional classroom group work (Hedley, et al., 1995). Teachers who study

cooperative learning find a large difference between group work and cooperative learning. "They learn how to determine an effective group size, how to use methods other than grades to help students work together, and how to teach students to work with others effectively" (Hedley, et al., 1995, p. 230). Once teachers realize that cooperative learning can stimulate student interest and encourage students to give a better effort on their vocabulary work, they can begin the task of incorporating the many cooperative activities that abound. These activities can be introduced to students with the greatest of intentions but getting full group involvement with each student actively involved in learning the vocabulary takes attention to the intended learning task at hand. "Interdependence and a sense of teamwork is usually low. Often, very little joint work is required and members do not take responsibility for other's learning" (Hedley, et al., 1995, p. 230). Vocabulary achievement in the traditional group setting may be individually recognized and rewarded. Traditional groups are often not taught social skills and how to process the group's effort.

Vocabulary instruction in the cooperative environment encourages students to work as a team. The students should have shared goals and take responsibility for all group members' learning. The instructor structures the lesson to encourage meaningful learning, students are vocal as the group interaction leads to active involvement in determining word meaning. Teachers hold students accountable for demonstration of teamwork skills (Hedley, et al., 1995). The dynamic of cooperative

learning loses integrity when students are simply asked to help one another. To sufficiently encourage students to determine the meaning of words, teachers need to give explicit guidance and monitor the peer collaboration that takes place (Baker, et al., 1996). The cooperative learning strategy can appropriately be used for various lengths of time, for different subject areas and at different points of a well-planned lesson. The interpersonal interactions that students experience through cooperative word play result in an intellectually productive learning environment (Guthrie, et al., 1999). Although cooperative learning has a positive effect in many curricular areas and at all grade levels, the strategy can be particularly effective when teaching vocabulary. Regardless whether students are from an urban environment or a rural environment, cooperative learning can promote increased student learning (Slavin, 1990).

Hands-On Materials

Another teaching strategy that can be beneficial to teachers as they plan vocabulary instruction is the incorporation of activities that encourage hands-on student engagement. In support of this concept, Freiberg and Driscoll (1992) write that learning can be enhanced and occur faster when students are active. Choate (1993) further adds that watching the teacher and listening to instruction does not have the same effect as an environment with students who are learning by doing. There are many advantages to hands-on learning. As learners are actively involved in the lesson, their senses are stimulated, resulting

in increased on-task behavior and a decrease in negative behaviors. Students experience a reason to learn and are more attentive to the intended objectives (Borich, 1992).

Vocabulary may be learned through firsthand experience by interacting directly with the concept to be acquired. For example, children can learn the concept of "subtraction" by manipulating some type of counters such as straws or poker chips (Searfoss, et al., 2001). Animals in the classroom can provide a purpose for vocabulary learning. A classroom pet can provide a source of conversation and student interaction. Students see the classroom pet as something they can relate to. Many vocabulary terms can be derived from and related to the classroom pet. Activities such as writing assignments and the discussion topics can be related to the classroom pet (Kirkland & Patterson, 2005).

Technology

Vocabulary instruction can be enhanced through the introduction and continued use of technology in the classroom. The latest educational technology has had a profound impact on student learning. Well-designed instruction includes video and audio as well as computerized text materials. Computers are commonplace in many classrooms and students interact with these devices daily (Haines & Robertson, 1996). Students are able to network with individuals, agencies, and groups. Communication with others has never been simpler (Sproull & Kiesler, 1991). The use of the latest technology in the classroom can be

advantageous, particularly for the challenging at-risk populations (Vockell & Mihail, 1993).

Vocabulary may be learned through vicarious experience in which children are exposed indirectly to concepts represented by words. This can be accomplished through the use of videos, television, pictures, maps, and other associated audiovisual media. For instance, the difficulty of living in Antarctica may be learned by viewing a film or television program on the subject (Searfoss, et al., 2001). "From a reading perspective, there is nothing wrong with showing short snippets of a related video or DVD before assigning reading" (Brunner, 2009, p.22). These visual representations can also be beneficial when teaching vocabulary. "Although the teachers should be careful not to spoil the story by telling the entire plot, using these devices to encourage the learning of new words and building background knowledge supports and increases reading comprehension" (Brunner, 2009, p.22). Laboratory experiments and videos at the beginning of the instructional unit can provide vocabulary development and background knowledge.

Access to computer software, CD-ROMs, and the Internet considerably widen the horizons of students of all ages (Guthrie, et al., 1999). "Flexibility in reading is taking on new dimensions as we move to increased use of an electronic medium for text" (Hoffman, Baumann, Afflerbach, Duffy-Hester, McCarthey, & Moon Ro, 2000, p.26). Hall, Dixey, Nierstheimer, and O'Brien (1997) point out the advantages of technology through their holistic approach to literacy learning and

teaching. The group analyzed software as they developed a computer-driven unit on Australian animals. The creation of this unit was done as part of an assignment the group had completed for a summer computer course. Reinking (1994); Degroff (1990); and Wepner (1990) present four fundamental advantages of computer-mediated literacy instruction that are compatible with holistic literacy learning. These advantages are: (a) enhanced level of engagement; (b) increased opportunities to read and write; (c) improved social interaction and collaboration; and (d) simplified revising, editing and publishing using electronic or digital tools.

With the implementation of technology, students are more apt to give attention to the vocabulary learning. The technology can provide the visual learner with pictures of vocabulary terms. Auditory learners may benefit from audio evidence of word usage. Technology can provide interactive opportunities for the kinesthetic learner. Multi-modal activities through implementation of technology encourage the students' brain to wake up and can make the vocabulary learning meaningful. (Westwater & Wolfe, 2000)

Vocabulary Instruction

Systematic and continual attention to vocabulary development is a necessary part of reading instruction. It is unwise to assume that children will learn words on their own as they encounter them in print (Searfoss, et al., 2001). Searfoss, et al., (2001) believe the best way to help children develop word meanings is to get them actively involved in the

learning. Children can, and do, learn in a variety of ways. The group recommends using a repertoire of instructional strategies that expose children to a combination of methods that will enhance their learning. This provides both the teacher and the children with an opportunity to recognize which techniques work best and, at the same time, holds their attention and generates interest, because new words are not presented in the same way all the time (Searfoss, et al., 2001). Students who are engaged in the lesson develop a long-lasting knowledge and are motivated to continue learning. The engaged classroom is much different than the straight rows and lectures of the traditional classroom (Guthrie, et al., 1999). Searfoss, et al., (2001) go on to underscore the importance of a teacher's attitude in stating, "A teacher's excitement about new words can be contagious. The interest a teacher can stimulate in words is a critical factor in vocabulary learning" (p. 179). Choate (1993) further supports the importance of teacher attitude by suggesting that teachers who maintain a positive classroom environment, create an environment where instruction and learning become enjoyable. "In a metaphorical sense, classroom teachers are conductors of their classroom orchestras. A conductor is always emotionally and cognitively present and aware of the movements of all orchestra members" (Johnson, 1998, p. 171). Teachers orchestrate their classroom activities and events so that engaged learning takes place.

Effective instructional management includes preventive instructional planning, positive classroom climate;

> orderly settings; efficient scheduling and time management; appropriate and varied instructional groupings; skilled use of materials, equipment and technology; democratic procedures; simple and relevant classroom rules; effective discipline plans and delivery of instruction and an overarching sense of enjoyment and enthusiasm (Johnson, 1998, p. 171).

Summary

In consideration of the research pertaining to engaged reading instruction, and effective vocabulary instruction, and brain based instruction, a connection between suggested active learning strategies and vocabulary achievement in the classroom is sought. It is apparent that educators have learned a great deal in recent years about how people think and learn. A classroom teacher can use this knowledge by utilizing teaching methods that promote the active processing of ideas in a thinker-friendly setting (Gabler & Schroeder, 2003).

This research sought to answer the question: Do active learning strategies in the grade 5 and 6 classroom affect student vocabulary achievement? With the understanding that word recognition and vocabulary are the keys to learning any content, it can be assumed then that students who are engaged and active in learning vocabulary fare better on reading assessment tests?

For purposes of this study, a focus was placed on activities related to the following instructional strategies:

problem solving, pairs and small group work, and use of hands-on materials and educational technology.

If a positive correlation can be found between the use of active learning strategies and increased vocabulary achievement, then districts might begin to explore further identification and implementation of such activities. If no correlation or a negative correlation is identified, then further research can be conducted to determine strategies that may be more effective.

CHAPTER III

METHODOLOGY

Introduction

Because vocabulary is essential to a child's academic achievement, this research seeks to answer the question: Do active learning strategies affect the vocabulary achievement of students in grades five and six? This study seeks to investigate the relationship between teachers' reported use of active learning strategies and students' vocabulary achievement. The methodology used to answer the aforementioned question is described below.

Population

Thirty seven fifth and sixth grade teachers working in a large suburban Midwestern school district constituted the sample population of educator participants in this study. The teachers in this study hold valid Illinois Teaching Certificates indicating they are highly qualified to teach at their assigned grade level. Participant teachers completed the two surveys with results being compiled by the Wisconsin Center for Educational Research. Teacher survey data was gathered from the center's data base. Vocabulary data was collected from a school district data base consisting of 888 fifth and sixth grade students' scores from the Discovery Learning Reading Assessment.

Development of the Instrument

The "Survey of Instructional Practices" and the "Survey of Instructional Content" that are used in this study were developed in 2002-2003. The surveys were developed and tested

for reliability and validity by the Council of Chief State School Officers, Learning Point Associates and the Wisconsin Center for Education Research (Smithson & Porter, 1994). The e-instrument was built on state and national standards for content and teaching. The data to be analyzed in this case are the statistical results gathered from the teachers' responses to the survey questions.

Survey

Permission to use the surveys was obtained from John L. Smithson, Ph.D., Director, Measures of the Enacted Curriculum, Wisconsin Center for Educational Research, University of Wisconsin-Madison and will be identified in this research as the Survey of Instructional Practices and Survey of Instructional Content.

The Survey of Instructional Practices and Survey of Instructional Content are portions of a series of surveys called the Surveys of Enacted Curriculum. The instruments were selected because they address the instruction and content used to answer the research question. Eleven questions from the Survey of Instructional Content were included in the study to maintain a strong association to the content area of vocabulary. This vocabulary instruction focuses on those teachers who reportedly utilize active learning strategies of problem solving, pairs, and small group work, use of hands-on materials, and educational technology to promote the learning process. (Smithson, 1994)

The Survey of Instructional Practices consists of 184 questions with teachers responding using a five point Likert scale. The survey requires teachers to describe their school and class in terms of grade level, class size, gender, ethnicity, instructional time, achievement levels, and primary language used by their group of students. The survey analyzes the amount, grade value and types of student homework. Also included is information on instructional activities related to constructing meaning from text activities, pairs and small groups, use of hands-on materials, use of computer or other educational technology, and student inquiry. Lastly, the Survey of Instructional Practice includes questions on student assessments, instructional influences, instructional readiness, teacher opinions, professional development, teacher characteristics, and formal course preparation.

The Survey of Instructional Content requested information regarding topic coverage and teacher expectations for students in English/Language Arts/Reading. The participants were asked to complete only the 11 questions of the survey pertaining to vocabulary, requesting information regarding topic coverage and expectations for students(see attached survey). For "Time on Topic", the participants rated the amount of instructional coverage devoted to 11 vocabulary topics. The ratings to "Time on Topic" include: none, not covered, slight coverage, moderate coverage and sustained coverage. The teachers focused on student vocabulary development and provided expectations for what students should know and be able to do in 11 topics taught.

The expectations of student performance include: memorize/recall, perform procedure/explain, generate/create/demonstrate, analyze/investigate and evaluate. The teachers chose from the following levels of emphasis when considering the above expectations of student performance: no emphasis, slight emphasis, moderate emphasis, and sustained emphasis.

The larger collection of surveys called Surveys of Enacted Curriculum (SEC) are data collection tools being used with teachers of mathematics, science and English language arts (K-12) to collect and report consistent data on current instructional practices and content being taught in classrooms (Smithson & Porter, 1994). The Surveys of Enacted Curriculum data collection and reporting system produces a variety of data sets that provide information about content on instruction taught in classrooms, instructional strategies and practices, content of standards and assessment, teacher preparation and needs of teachers, school and classroom conditions and other information.

The survey instruments were tested and improved through a field study of more than 600 teachers. In this study, teachers completed surveys with a focus on their subject area and reported the instructional practices used in their classrooms (Blank & Team, 2004). The instruments were further analyzed and improved through a study with 40 urban middle schools seeking to improve professional development and improve instruction from 2001 to 2004 (Blank & Team, 2004). Validation of the survey

responses was gained through interviews that have been conducted, analysis and improvement through focus groups, and surveys of students (Smithson, 1994).

The test-retest statistical analyses along with inter-rater reliability analysis of alignment content scoring have provided reliability in the survey instrument (Gamoran, Porter, Smithson, and White, 1997, Winter).

Student Assessment Instrument

Student achievement is assessed using the Discovery Learning Reading Assessment and is correlated to teachers' implementation of active learning strategies (Discovery Communications, LLC, 2010). The Discovery Learning Reading Assessment is a series of three on-line tests given to all students prior to Illinois Standards Achievement Testing (ISAT). The Discovery Learning Assessments are designed to measure student growth and performance based on Illinois State Standards for English Language Arts. Specific predictive benchmark assessments are provided for grades three and above in Illinois (Discovery Communications, LLC, 2010).

Reliability for the "Predictive Benchmark" assessments (Discovery Communications, LLC, 2010) is calculated using Cronbach's alpha. Table 1 presents test reliabilities and sample sizes for the State of Illinois. The overall median Reading reliability across six sampled states was .85 with a median sample size of 6,104. (Discovery Communications, LLC, 2010)

Table 1

Illinois Test Reliabilities for Reading Spring 2008

	Reading	N
Grade 5	.80	5,851
Grade 6	.84	5,472
Median	.86	6,736

Content validity for Discovery's Predictive Benchmark Assessments is evidenced based. Subject matter experts have determined valid content within the assessments, taking into consideration the state standards, analysis of material to seek accuracy and determine bias, and examining the test questions to determine depth of knowledge. All item writers were highly trained. (Discovery Communications, LLC, 2010).

Each test cycle is analyzed by psychometric staff to determine the p-value for each test item as well as overall test reliability. Discovery Education Assessment utilizes additional psychometric analyses such as internal consistency reliability measures and Rasch modeling to ensure customers high-quality assessments that yield reliable scores and valid test inferences. Test reliability is measured via Cronbach's alpha, which represents a measure of internal consistency indicating to what extent a given item is measuring the same construct in relation to other items on the same test. (Discovery Communications, LLC, 2010)

Research has shown significant correlation between the Discovery Education Assessment Predictive Benchmark Assessments and state tests. (Discovery Communications, LLC, 2010)

A criterion validity study in the state of Illinois of 3,500 students who took the Discovery Education tests showed significant correlation between Discovery results and State testing results. All correlations were significant at $p<.01$. (Discovery Communications, LLC, 2010)

Table 2

Correlation of Discovery Education Assessment and ISAT/PSAE Reading

	N	Correlation*
Grade 5	495	0.76
Grade 6	525	0.75
Median		0.75

*All correlations are significant at $p<.01$

Test validity is further supported through analysis of proficiency prediction scores. The Illinois study shows that a high degree of confidence can be placed in the Benchmark test predictions of student proficiency. (Discovery Communications, LLC, 2010)

The Illinois Harlem County School system participated in a proficiency prediction study during the 2006/2007 school year. Approximately 3,500 students participated in the study. Table 3 shows the Proficiency Prediction Scores for Reading.

Table 3

Harlem County Proficiency Prediction Scores for Reading

	N	Proficiency Prediction Score
Grade 5	495	98%
Grade 6	525	98%
Median (Grades 3-11)		97%

Results from the Discovery Education Assessment tests are provided as raw numerical data and comparison data in easy-to-read graphs. The on-line results are immediately available to students, teachers and administrators. The achievement levels of each student are indicated in a leveled, color-coded system. Students fall within categories identical to ISAT indicators of achievement. Students who take the on-line test will fall within one of three established performance categories including, “exceeds”, “meets” or “below”.

Procedure

Two surveys were administered to gather data in this study. A population of thirty seven (37) fifth and sixth grade teachers was asked to complete both surveys. Those that volunteered, completed the Survey of Instructional Practices consisting of 184 questions with answers provided on a five point Likert scale, and the Survey of Instructional Content consists of 11

questions with answers provided using a four point Likert scale (see scale design below). From their responses on these two surveys, it was determined which teachers reported using methods of instruction that encourage active learning in the content area of vocabulary.

Teachers who agreed to complete the surveys were introduced to the surveys through a computer-based tutorial. The teachers viewed the tutorial, receiving directions and procedures as well as important tips for completing both surveys. Directions to complete the surveys were provided in written form. The participant teachers were encouraged to utilize any evidence of planning that they wished as they reflected on their teaching. The Survey of Instructional Practices and The Survey of Instructional Content are on-line surveys that take approximately 40 minutes to complete and may be completed in multiple sittings.

The surveys used in this study were developed by the Council of Chief State School Officers, Wisconsin Center for Educational Research and has been tested for validity and reliability. The teachers independently completed the surveys on any computer they selected. The school site computer lab was available as well as computers in their classroom. Once the on-line surveys were completed by the teachers, the results were collected by the Wisconsin Center for Educational Research. The results from the surveys were made available in raw data format through a series of data cd’s in Excel format.

The second part of this study focused on data gathered from the students of teachers who volunteered to participate in the study. The pool consisted of approximately 888 students in grades 5th and 6th that completed the Discovery Learning Assessments. The Discovery Learning Assessments are administered three times each academic year as part of the School District's local assessment process and are not solely administered for the purpose of this study. The fifth and sixth grade students completed the on-line tests in the school computer lab by classroom. The classroom teacher assisted students as they located the computer website and the teachers provided basic verbal instructions to complete the test. The teacher monitored the students as they completed the tests, offering technical assistance when necessary and insuring that students remained on-task. The Discovery Learning Assessments are comprised of a series of three online tests designed to determine student growth in all areas of reading. The Discovery Learning Assessment provided student assessment data to determine if students meet or exceed established levels of proficiency in vocabulary.

The first Discovery Learning test, given at the beginning of the 2012-2013 school year, provided a base line from which to calculate student growth in vocabulary. The second Discovery Learning test was administered in November, 2012. The results of the second test were used to establish growth after a three month period of classroom instruction. The final Discovery Learning test was administered in February, 2013 and provided

data on the yearly vocabulary growth of students. The results from the Discovery Learning tests were immediately made available in raw form and graph form by the District Office.

The first two surveys taken by teachers was scored by the Wisconsin Center for Educational Research (WCER) and given to the District Technology Director who is in charge of District data. The teachers who participated in the study were given a number by the Technology Director in order to provide for anonymity. Only the Technology Director knew the identity of the teacher. Student scores were then assigned to anonymous classrooms that were tagged with a number. The identity of the participants was not provided for purposes of confidentiality.

Through analysis of teacher's reported use of active learning strategies and analysis of student achievement, a determination was reached on the effectiveness of focused vocabulary instruction.

Data Analysis

The teacher survey information gathered from the Wisconsin Center for Educational Research data base and the results from the students' Discovery Learning Assessments were compared using the quantitative approach described below.

The independent variable is the active learning strategies, while the dependent variable is the score shown by the growth indicator on the final Discovery Learning Assessment. The data was reviewed and compiled by the Wisconsin Center for Educational Research and the District's Technology Director, and then given to this researcher for analysis.

Analyses were undertaken through SPSS, using a correlation analysis, looking for significant correlations between the mean scores of teachers' responses to the survey and student achievement data. Predictability within the sample was also examined. The level of confidence was held at .05.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The present study sought to answer the following question: "Do active learning strategies used in grades 5 and 6 affect student vocabulary achievement in a positive or negative direction"? Information from 21 teachers surveyed was gathered and a quantitative analysis was conducted using the Statistical Package for the Social Sciences Software System (SPSS). Results from the students' Discovery Learning Assessments were compared to results from the teacher surveys, looking for correlations and predictability within the sample. To answer the research question, response data from the Survey of Instructional Practices and the Survey of Instructional Content questionnaires were reviewed. The questions selected were closely linked to the active learning strategies of problem solving, pairs, and small group work, use of hands-on materials, and educational technology. These indicators of active learning processes were selected and tested for correlations in student achievement.

Going into the study, this researcher thought that the Survey of Instructional Content might provide valuable information pertaining to the specific area of vocabulary instruction. After looking at the data from the Survey of Instructional Content, it was determined that an extensive amount of recoding would need to take place in order to link student data to individual teachers who answered the Survey

of Instructional Content questions. Also, all 21 teachers who responded to the Survey of Instructional Content did not appear to understand the directions that were provided to complete the survey. 100% of the respondents did not answer both sections of the survey, making the results invalid. Therefore, the data from the Survey of Instructional Content was not utilized in this study. However, The Survey of Instructional Practices did provide sufficient implications for vocabulary instruction. Below are the questions that were selected from the Survey of Instructional Practices that related to active learning strategies. The selected questions provided a description of time spent on the active learning strategies related to problem solving, pairs, and small group work, use of hands-on materials, and educational technology:

Question 8: During a typical week, approximately how many hours will the targeted class spend in English, language arts, and reading instruction?

Question 23: What percentage of the time that students in the targeted class spend on English, language arts and reading homework, done outside of class, do you expect them to: Participate in word study activities?

How much of the English, language arts, and reading instructional time in the targeted class do students use to engage in the following tasks:

Question 26: Silently read books, magazines, articles, or other written material of their choice?

Question 30: Learn to use resources?

Question 31: Use hands-on materials or manipulatives?

Question 32: Work in pairs or small groups?

Question 34: Use computers or other technology?

When students in the targeted class work in pairs or small groups as part of English, language arts, and reading and instruction, how much of that time do they use to engage in the following tasks?

Question 57: Complete written assignments from the textbooks or worksheets

When students in the targeted class are engaged in instructional activities that involve the use of hands-on material as part of English, language arts, and reading and instruction, how much of that time do they use to engage in the following tasks?

Question 62: Work on projects such as puppet shows, plays, or dioramas

When students in the targeted class are engaged in instructional activities that involve the use of computer or other educational technology as part of English, language arts, and reading and instruction, how much of that time do they use to engage in the following tasks:

Question 65: Engage in a writing process

Question 66: Research and collect information

Survey Results

A population of thirty seven (37) fifth and sixth grade teachers was asked to complete two surveys. Out of the 37 teachers that were given the opportunity to complete the surveys, 21 teachers (15 fifth grade, 6 sixth grade) completed the Survey for Instructional Practices (SIP). Results from the students' Discovery Learning Assessments Test #1, given at the beginning of the school year, and Test #3, given in February, were compared to results from the teacher surveys. The data was checked for correlations and predictability within the sample. Table 4 displays descriptive analyses for fifth and sixth grade teacher responses to questions describing the class environment for students. "Response" is the response the teacher selected to answer the survey question. "Count" is the number of teachers who reported to the given response and "Percentage" described in the table is the percentage of teachers who reported the answer when responding to the question. Table 4 displays descriptive analyses for the following questions:

Question 4: What is the grade level of most of the students in the targeted class?

Question 3: Which term best describes the targeted class, or course, you are teaching?

Question 5: How many students are in the targeted class?

Question 6: What percentage of the students in the targeted class are female? (Mark nearest 10%)

Question 7: What percentage of the students in the targeted class are not Caucasian? (Mark nearest 10%)

Question 8: During a typical week, approximately how many hours will the targeted class spend in English, language arts and reading class?

Question 9: What is the Average length of each class period for the targeted English, language arts, and reading class?

Question 12: What percentage of students in the targeted class are Limited English Proficient (LEP)?

TABLE 4

FIFTH AND SIXTH GRADE TEACHERS' CLASSES

QUESTION 4: What is the grade level of most of the students in the targeted class?

Grade Level	Count	Response	Percentage
5th Grade	15	N/A	71%
6th Grade	6	N/A	29%

Table 4 cont.

Question 3: Which term best describes the targeted class, or course, you are teaching?

Grade Level	Count	Response	Percentage
5th Grade	8	ELAR	53%
	6	Reading	40%
	0	Technical Writing	6%
	1	Other	13%
6th Grade	4	ELAR	66%
	0	Reading	0%
	1	Technical Writing	17%
	1	Other	17%

Question 5: How many students are in the targeted class?

Grade Level	Count	Response	Percentage
5th Grade	3	11-15	20%
	12	26-30	80%
6th Grade	2	11-15	33%
	4	26-30	77%

Table 4 cont.

Question 6: What percentage of the students in the targeted class are female? (Mark nearest 10%)

Grade Level	Count	Response	Percentage
5th Grade	1	10%	7%
	0	30%	0%
	8	40%	53%
	4	50%	26%
	1	60%	7%
	1	70%	7%
6th Grade	0	10%	0%
	1	30%	17%
	2	40%	33%
	2	50%	33%
	1	60%	17%
	0	70%	0%

Table 4 cont.

Question 7: What percentage of the students in the targeted class are not Caucasian? (Mark nearest 10%)

Grade Level	Count	Response	Percentage
5th Grade	0	<10%	0%
	2	10%	13%
	6	20%	40%
	3	30%	20%
	3	40%	20%
	1	70%	7%
6th Grade	2	<10%	33%
	1	10%	17%
	0	20%	0%
	1	30%	17%
	2	40%	33%
	0	70%	0%

Table 4 cont.

Question 8: During a typical week, approximately how many hours will the targeted class spend in English, language arts and reading class?

Grade Level	Count	Response	Percentage
5th Grade	3	2 hrs.	20%
	2	3 hrs.	13%
	1	5 hrs.	7%
	2	6 hrs.	13%
	4	7 hrs.	27%
	2	8 hrs.	13%
	1	9 hrs.	7%
6th Grade	1	2 hrs.	17%
	0	3 hrs.	0%
	2	5 hrs.	33%
	0	6 hrs.	0%
	0	7 hrs.	0%
	3	8 hrs.	50%
	0	9*hrs.	0%

Table 4 cont.

Question 9: What is the Average length of each class period for the targeted English, language arts, and reading class?

Grade Level	Count	Response	Percentage
5th Grade	0	Not Applicable	0%
	3	30 to 40 minutes	20%
	7	41 to 50 minutes	47%
	4	51 to 60 minutes	26%
	1	61 to 90 minutes	7%
	0	Varies	0%
6th Grade	1	Not Applicable	17%
	2	30 to 40 minutes	33%
	1	41 to 50 minutes	17%
	0	51 to 60 minutes	0%
	1	61 to 90 minutes	17%
	1	Varies	17%

Table 4 cont.

Question 12: What percentage of students in the targeted class are Limited English Proficient (LEP)?

Grade Level	Count	Response	Percentage
5th Grade	2	None	13%
	10	<10%	67%
	2	10-25%	13%
	1	>50%	7%
6th Grade	2	None	33%
	3	<10%	50%
	1	10-25%	17%
	0	>50%	0%

Fifty three percent of the teachers in the fifth grades classes described their class environment as English, Language Arts or Reading. Eighty-three percent of the sixth grade teachers described their teaching environment as English, Language Arts, Reading or Technical Writing. Eighty percent of fifth grade teachers and 77% of sixth grade teachers reported having a class size between 26-30 students. Reports on the gender make-up of the classroom were consistent between grade levels with 79% of fifth grade teachers and 66% of sixth grade

teachers reporting 40% to 50% female students in their classrooms. The teachers' responses on the percentage of students in the class that were not Caucasian were not as consistent between grade levels. The difference in percentages of Caucasian students between the two grade levels indicates a shift in the demographics of students between fifth and sixth grade teachers who responded to the survey. Fifth grade teachers reported percentages of students that were not Caucasian varied from as little as 10% to as much as 70% but most frequently, the percentages reported were "20% of students in the class are not Caucasian". Sixth grade teachers most frequently reported "40% of the people in the class are not Caucasian".

There was a lot of variation in the responses when reporting the number of hours spent per week covering ELAR in classes. The most frequently reported amount of time by fifth grade teachers was 7 hours and the most frequently reported amount of time for sixth grade teachers was 8.

The average length of time for each class appears to be between 40-50 minutes, although at least one teacher from each grade level reported a class time more than an hour long. Most fifth and sixth grade teachers reported that less than 10% of the students in their class are limited English proficient. Although the reported number of students that were reported as

being limited English proficient was less than 10%, only 2 classrooms at each level, reported having no limited English proficient students. The language needs of these students may be the cause for additional class time devoted to English, Language Arts and Reading.

Descriptions of selected questions that yielded significant correlation results with either Test 1 or Test 3 for fifth grade teachers are reported in Table 5. As outlined in Table 5, the following questions showed significant correlation results:

How much of the English, language arts, and reading instructional time, in the targeted class, do students use to engage in the following tasks:

Question 26: Silently read books, magazines, articles, or other written material of their own choice?

When students in the targeted class are engaged in activities that involve the use of hands-on materials as part of English, language arts and reading instruction, how much of that time do they use to engage in the following tasks?

Question 62: Work on projects such as puppet shows, plays, or dioramas

When students in the targeted class are engaged in activities that involve the use of computer or other technology as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

Question 66: Research and collect information (e.g., internet, CD-ROM, etc.)

TABLE 5

FIFTH GRADE SELECTED QUESTIONS FOR ACTIVE LEARNING SURVEY OF INSTRUCTIONAL PRACTICE

Variable	Description of Question	None	Little	Some or Moderate
Question 26	Silently read material of choice	0%	53.3%	46.7%
Question 62	Work on projects (plays, etc.)	42.1%	55.6	2.27%
Question 66	Research and collect info.	0%	41.7%	58.3%

Approximately half of teachers reported that students spent little or no time reading material of their own choice. The other half reported students spent some or a moderate amount of time reading material of their own choice. More than a third of fifth grade teachers reported that no time was spent on projects such as plays, puppet shows, etc. Most of the teachers reported students spent either little or no time on this activity. On the other hand, more than half of fifth grade teachers reported students researched and collected information. More than a third of teachers reported students utilized this form of learning “a little” in the classroom.

Descriptions of selected questions that yielded significant correlation results for either Test 1 or Test 3 for sixth grade teachers are reported in Table 6. As outlined in Table 6, the following questions showed significant correlation results:

How much of the English, language arts, and reading instructional time, in the targeted class, do students use to engage in the following tasks:

Question 30: Learn to use resources (e.g., dictionary, thesaurus, or speller)

When students in the targeted class work in pairs or small groups as part of English, language arts and reading instruction, how much of that time do they use to engage in the following tasks?

Question 57: Complete written assignments from the textbook or worksheets

When students in the targeted class are engaged in activities that involve the use of computer or other educational technology as part of English, language arts and reading instruction, how much of that time do they use to engage in the following tasks?

Question 66: Research and collect information (e.g., internet, CD-ROM, etc.)

TABLE 6

SIXTH GRADE SELECTED QUESTIONS FOR ACTIVE LEARNING SURVEY OF INSTRUCTIONAL PRACTICE

Variable	Description of Question	None	Little	Some Or Moderate
Question30	Learn to use resources	45.5%	33%	21.4%
Question57	Written assignments from worksheets, texts	0%	89.3%	10.7%
Question66	Research and collect info.	0%	78.6%	24.0%

Results indicate 78.5% of the sixth grade teachers who participated in the study reported students spent time learning to use resources very little or not at all. Results further indicate that 89.3% of sixth grade teachers reported students performed written assignments from worksheets and researched and collected information "a little". More teachers reported students researched and collected information than performing written assignments.

The results of Question 8, the number of hours spent per week on English/Language Arts/Reading (ELAR), varied depending on the teacher. For the fifth grade, responses indicate that teachers' estimated number of hours students spent on ELAR each week ranged from as little as 2 hours to as many as 9 hours per

week (with 9 hours being the maximum choice). Sixth grade teachers responded that a few as 2 hours per week and as many as 8 hours per week are spent on ELAR activities. Fifth and sixth grade teachers had varied responses as to what they considered the primary type of class taught (SIP, Question 3). ELAR was the most frequently cited description of the course for both grade levels. However, while fifth grade teachers cited Reading as the second best description of the course they taught, sixth grade teachers cited "technical writing or other."

Table 7 shows the results of Spearman's correlation analyses for fifth grade and yielded some interesting results.

TABLE 7

GRADE 5 CORRELATION ANALYSIS

SURVEY OF INSTRUCTIONAL PRACTICES

Question #	Significant?	Correlation Coefficient Test 1, Test 3	P Value
8: Number of hours class spends per week on ELAR	N	-.021, .011	N/A
23: Time spent outside of class on word study activities	N	.021, .005	N/A
26: Time silently reading material of choice	Y	.089, .162*	.004
30:Time spent	N	-.058, -.092	N/A

learning to use resources			
31:Time spent using hands-on materials	N	.056, -.071	N/A
32:Time spent working in pairs/small groups	N	.050, .006	N/A
34:Time spent using computer technology	N	-.044, -.15	N/A
57: Time spent on written assignments in small groups	N	.076, .076	N/A
62: Time spent on hands on projects	Y	.068, .127*	.040
65: Time spent writing using computer technology	N	-.100, -.081	N/A
66:Time spent researching using computer technology	Y	.123*, .133*	.046, .030

*Significant, alpha = .05

There was no significant correlation found between the reported amount of time spent on ELAR each week (Question 8) and student achievement. One might expect that the more time you devote to the subject, the better the students would have fared on the assessments. Also, surprisingly, there was no significant correlation between test scores and reported student

participation in word study activities (Question 23). This contradicts the research completed by Beck, et al.,(2001) and Searfoss, et al.(2001) suggesting multiple instructional activities and strategies are needed to enhance student learning. No significant correlation was found between test scores and reported student usage of language resources such as a dictionary or thesaurus (Question 30). Use of hands-on materials may certainly be thought of as an active learning process. In the current study, this activity was addressed in Questions 31. Questions 32, 34, 57, and 65 of the teacher survey also did not yield a significant correlation with student achievement. On the contrary, a positive significant correlation was found between fifth grade Test 3 scores and reported student activity of silently reading books, magazines, articles, and other materials of their own choice (Question 26). A positive significant correlation was also found between student achievement and reported amount of time spent on hands-on projects (Question 62) and use of computer technology to research and collect information (Question 66). There were no significant negative correlation results found between test scores and teacher responses for any of fifth grade teachers' responses to the Survey of Instructional Practice.

Results of Correlation Analyses (Sixth Grade)

Table 8 shows the results of Spearman's correlation analyses for sixth grade.

TABLE 8

GRADE 6 CORRELATION ANALYSIS

SURVEY OF INSTRUCTIONAL PRACTICE

Question #	Significant?	Correlation Coefficient Test 1, Test 3	P Value
8: Number of hours class spends per week on ELAR	Y	-.230*, -.225*	.014, .016
23: Time spent outside of class on word study activities	N	-.167, -.087	N/A
26: Time silently reading material of choice	N	.339, .663	N/A
30:Time spent learning to use resources	Y	-.111, -.202*	.033
31:Time spent using on hand materials	N	.433, .558	N/A
32:Time spent working in pairs/small groups	N	-.088, -.179	N/A
34:Time spent using computer technology	N	.371, .059	N/A
57: Time spent on written assignments in	Y	-.259*, -.173	.006

small groups			
62: Time spent on hands on projects	N	.637, .313	N/A
65: Time spent writing using computer technology	N	.786, .287	N/A
66:Time spent researching using computer technology	Y	.216*, .096	.022

*Significant, alpha=.05

The correlation analysis for sixth grade indicated a small but significant negative correlation between the reported amount of time spent on English, Language Arts and Reading overall and the results from Test 1 and Test 3. Question 30 was found to be significantly negatively correlated with Test 3, which is a question that addressed the amount of time spent learning to use resources like dictionaries, thesaurus, etc. No significance was found between ELAR testing and working in pairs or small groups (Question 32). There was also no significance between the amount of time spent using hands-on and manipulatives and test performance (Question 31). A significant positive correlation was not found between the time spent on word study activities (Question 23) and test performance. The same can be said with the time spent on allowing students to read materials of their own choice (Question 26), showing no significant positive correlation with test performance. There was no significant correlation between the amounts of time reported that students used computer technology and the student's performance on the

tests (Question 34). A small yet significant negative correlation was found between the reported amount of time spent completing written assignments from textbook or worksheets (Question 57) and ELAR Test 1. No significant correlation was found between student achievement and time spent working on projects such as puppet shows plays, etc. (Question 62). No significant correlation was found with building models or charts to support the text (Question 63), nor with engaging in a writing process (Question 65). Question 66, which tested the amount of reported time students spent doing research and collecting information yielded significant results that were positively correlated with student performance on Test 1.

Results of Regression Analysis

Results from the correlation analysis indicated several significant relationships. Question 26 (SIP) addressed the amount of time spent reading selections of choice and had a significant relationship with Test Score 3 for fifth graders ($p < .001$). This variable was dichotomous in nature and was recoded using a 0/1 dummy coding method and entered in a linear regression model. The results are below.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Silently read books, magazine articles, etc.	N	Percent	N	Percent	N	Percent
Test3_Score	Some	171	100.0%	0	.0%	171	100.0%
	Moderate	150	100.0%	0	.0%	150	100.0%

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Q26 Dummy2[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Test3_Score

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.183[a]	.033	.030	68.409

a. Predictors: (Constant), Q26Dummy2

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51674.116	1	51674.116	11.042	.001[a]
	Residual	1492862	319	4679.819		
	Total	1544537	320			

a. Predictors: (Constant), Q26Dummy2

b. Dependent Variable: Test3_Score

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1538.690	5.231		294.127	.000
	Q26Dummy	25.430	7.653	.183	3.323	.001

a. Dependent Variable: Test3_Score

The mean score for students whose teachers reported students spent no to some time reading material of their choice was 1538.69. The mean score for students whose teacher reported they spent a moderate to a considerable amount of time reading books of their choice was 1564.12. The regression equation for

students spending some or moderate time reading books of their choice was found to be:

Test 3 Score = Constant + B(Question 26 value)

If a teacher did not report a moderate to considerable amount of time students spent reading material of their choice, the regression equation becomes:

Test 3 Score = Constant + 0(Question 26 value) = 1538.69

The regression equations indicate that students gained on average, 25.43 points on their test simply by spending a moderate to considerable amount of time versus none to some time reading material of their choice.

Question 62 addressed the amount of time students spent performing projects such as plays, etc. The results of a regression analysis are indicated below.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1531.243	6.186		247.525	.000
	Question62Dummy	41.512	8.196	.302	5.065	.000

a. Dependent Variable: Test3_Score

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.302(a)	.091	.088	65.176

a Predictors: (Constant), Question62Dummy

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	108984.558	1	108984.558	25.656	.000(a)

Residual	1087455.616	256	4247.874
Total	1196440.174	257	

a Predictors: (Constant), Question62Dummy
b Dependent Variable: Test3_Score

The results indicate the mean score for students whose teachers reported students spent little or no time working on projects was 1531.24. The mean score for students whose teacher reported they spent some or more time reading books of their choice was 1572.76. The regression equations indicate that students gained on average, 41.5 points on their test when teachers included projects such as plays, etc. as part of their teaching methods.

The regression equation for students spending some or more time working on projects was found to be:

Test 3 Score = Constant + B(Question 62 value)

If a teacher did not report students spent at least some time working on projects such as plays, etc., the regression equation becomes Test 3 Score = Constant + 0(Question 62 value) = 1531.24

A regression analysis using Question 66 was also performed. The question addressed the use of researching and the collection of information from different sources. The results are below.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.123[a]	.015	.011	69.425

a. Predictors: (Constant), Question66Dummy

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19534.548	1	19534.548	4.053	.045[a]
	Residual	1262790	262	4819.809		
	Total	1282325	263			

a. Predictors: (Constant), Question66Dummy

b. Dependent Variable: Test3_Score

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1542.000	6.619		232.952	.000
	Question66Dummy	17.448	8.667	.123	2.013	.045

a. Dependent Variable: Test3_Score

The results indicate the mean score for students whose teachers reported students spent none to a little time reading material of their choice was 1524.55. The mean score for students whose teacher reported they spent some or more time reading books of their choice was 1542. The regression equations indicate that students gained on average, 17.45 points on their test when teachers used some or more time engaging students in researching and collecting information as part of their teaching methods.

The regression equation for students spending some or moderate time reading books of their choice is:

Test 3 Score = Constant + B(Question 66 value)

If a teacher did not report students spent some or more time researching or collecting information, the regression equation becomes Test 3 Score = Constant + 0(Question 62 value) = 1542

Since a significant correlation was found with Question 66 with Test 1 scores as well, a regression was performed to test if the results from Question 66 can significantly predict Test 1 scores. However, the results indicated that the model was not a good fit for the data ($p>.05$ for the model). Thus, the results from this analysis are not shown.

The regression results from sixth grade teacher responses to the Survey of Instructional Practices are not reported here as results found were suspected to be invalid or found to be insignificant. The small sample size ($n=6$) for the sixth grade group make the results of the percentages of performance on a particular task questionable. Thus, the results from the current study are reported for fifth grade students and the relationship between their test scores and teacher responses to the Survey of Instructional Practice.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The small sample size (n=6) for the sixth grade group make the results of the percentages of performance on a particular task questionable. For example, the majority of sixth grade teachers described the class environment as ELAR or technical writing (Question 3, SIP). However, when asked how often students spend time on completing writing assignments or researching material, most of the teachers reported "none" or "little" (Question 57 and 66, SIP). It is possible that the negative correlation found between teacher responses may be due to response bias or due to invalid reporting by sixth grade teachers. Of note, this discrepancy is found between a question that was asked early during the survey and one that was asked at a later point. Since there were a large number of questions on the survey, it is also possible that the sixth grade teachers experienced response fatigue. Response fatigue is a degradation of the quality of survey response which respondents become tired of responding and is characterized by a drop in motivation and attention (Ben Nun, 2008). If this is the case, one would expect this phenomenon to be magnified in small sample size. A larger sample size for the sixth grade teacher would more likely provide a clearer picture of the activities students spend most of their time performing during class time. Future studies on small sample sizes should include ways of looking for indicators of response fatigue.

It is also possible that the results of the correlation analysis indicate that the too much time spent on ELAR activities can have a negative impact on student performance. For example, there are studies that indicate a 4 day school week as opposed to a 5 day school week leads to an increase in performance of students in public school (Bradley, 2015). Alternatively, one study found that reading independently is one of the ways children learn new words, and up to 15% of words learned are from reading (Nagy et al. 1985). Additional research suggests the more children read, the richer their vocabulary (Stahl, 1998). Motivation is an important factor to consider as children learn new words. Children allowed to read material of their own choice would likely be more motivated to read the chosen literary item than material that is assigned to read. Future studies pertaining to the measurement of vocabulary skills could include ways of measuring motivation in active learning. Current studies indicate that the programs that are successful in improving vocabulary have a motivational component (McKeown, Beck, Omanson, and Perfetti, 1983). Additionally, motivation and/or interest is a part of being conscious of the words learned (Graves and Watts-Taffe, 2002). Thus, future studies in active learning could include a rating system in which teachers rate what they perceive the students' level of motivation is for a particular ELAR task.

The results of the current study indicate that certain types of active learning tasks are beneficial to the performance of fifth grade students on ELAR testing. The three tasks are 1)

independent reading from selecting material of their own choice 2) working on projects such as shows, plays, or dioramas and 3) researching and collecting information. Combined, these three tasks are a combination of reading and listening (role playing). Research conducted previously found that students were able to identify more words in reading and listening than what is produced from writing and speaking (Harp & Brewer, 2005). The most points gained from a prediction in the regression analysis come from projects (plays, etc.). However it is possible that there is not a significant difference between a gain of 25 points (from independent reading material of material of choice) as compared to a gain of 41 points (from class projects such as plays) or 17 points (from researching and collecting information).

Independent reading is also referred to as SSR (Sustained Silent Reading), DIRT (Daily Independent Reading Time) and Readers Workshop (Graves and Graves, 1998). These authors recommend that independent reading should take place at the same time each day to encourage enjoyment and to make it habit forming. They also suggest that independent reading is a valuable way students can increase their vocabulary. Performing classroom project such as role playing, researching, and independent reading would indicate that in each of these situations, vocabulary words are used in context. For the fifth grade students, no significant correlation was found with student's usage of language resources (such as dictionaries) and either of the test scores, indicating that this may not be an

effective method for vocabulary learning. A negative correlation was found between this task and test scores for sixth grade students, indicating a negative impact on test scores. These results correlate with what Graves and other authors have recommended: the most useful strategy for learning words is using them in context (Graves and Watts-Taffe, 2002). Perhaps it might be more beneficial if students use language resources during independent reading and on an as needed basis, but not as an isolated task, as implied by Question 30 on the survey.

There is a lack of research on the role that projects such as plays, puppet shows, and dioramas have on vocabulary learning. In the current study, test performance results from analyses of fifth graders and their teachers' survey responses indicates that this may be an unexplored venue by which students are able to increase their performance on English, Language Arts, and Reading and warrants further testing and more studies in this area. The regression analysis predicted a gain of approximately 40 points for students performing this task on their Test 3 ELAR scores. It is recommended that this task be explored as an important active learning activity in terms of its impact on ELAR testing and vocabulary knowledge.

The active learning task of researching and data collection by students in middle school indicates it may also play an important role in student's performance on ELAR testing and vocabulary knowledge. The regression results predicted a small but significant gain in points (17 pts.) on ELAR testing.

Researching and data collection is a proactive task that allows students to choose which resources they use to complete assignments. Students might be more likely to choose a method that suits his or her learning style. Future studies on active learning tasks could include which methods are most affective for performing this task or if there is no particular method but simply based on what the student chooses.

In conclusion, connections can be found between the use of active learning strategies and increased vocabulary achievement. The study suggests that some instructional strategies that were suggested through research did not show significant positive correlation to student outcome. As outlined above, the regression equations for fifth grade indicate that students gained on average, 25.43 points on their test simply by spending a moderate to considerable amount of time versus none to some time reading material of their choice. The regression equations indicate that fifth grade students gained on average, 41.5 points on their test when teachers included projects such as plays, etc. as part of their teaching methods. The regression equations indicate that fifth grade students gained on average, 17.45 points on their test when teachers used some or more time engaging students in researching and collecting information as part of their teaching methods. Ultimately, school districts might begin to explore incorporating these strategies into their instructional programs.

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APPENDECIES

INSTRUMENTS

Council of Chief State School Officers
Wisconsin Center for Education Research
Learning Point Associates

SURVEYS OF ENACTED CURRICULUM©

Survey Of Instructional Content
Teacher Survey
Grades K-12
English, Language Arts, and Reading

The following pages request information regarding topic coverage and your expectations for students in the target English, language arts, and reading class for **the most recent school year (current year if reporting after March 1st)**. The content matrix that follows contains lists of discrete topics associated with English, language arts, and reading instruction. The categories and the level of specificity are intended to gather information about content across a wide variety of programs. It is not intended to reflect any recommended or prescribed content for the grade level and may or may not be reflective of your local curriculum.

Please read the instructions on the next two pages carefully before proceeding.

STEP 1: Indicate topics not covered in this class.

Begin by reviewing the entire list of topics identified in the topics column of each table, noting how topics are grouped. After reviewing each topic within a given grouping, if none of the topics listed within that group receive any instructional coverage, circle the "<none>" in the "Time on Topic" column for that group. For any individual topic which is not covered in this reading/language arts class, fill-in the circled "zero" in the "Time on Topic" column. (Not necessary for those groups with "<none>" circled.) Any topics or topic groups so identified will not require further response. [Note, for example, that the class described in the example below did not cover any topics under "Fluency" and so "<none>" is circled.]

STEP 2: Indicate amount of time spent on each topic covered in this class.

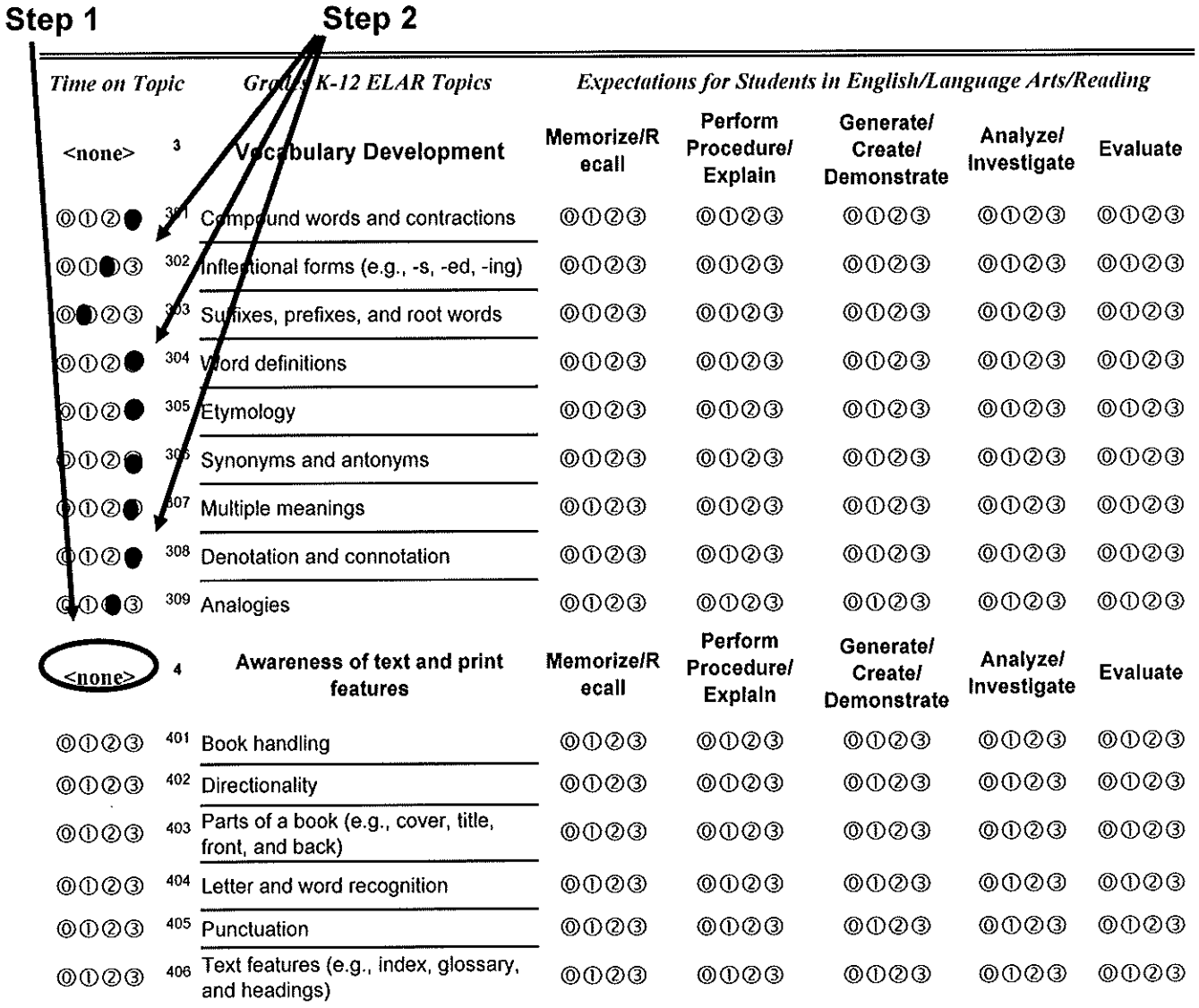
Examine the list of topics a second time. This time note the amount of coverage devoted to each topic by filling in the appropriately numbered circle in the "Time on Topic" column, based upon the following codes:

0 = None, not covered

1 = Slight Coverage (less than one class/lesson)

2 = Moderate Coverage (one to five classes/lessons)

3 = Sustained Coverage (more than five classes/lessons)



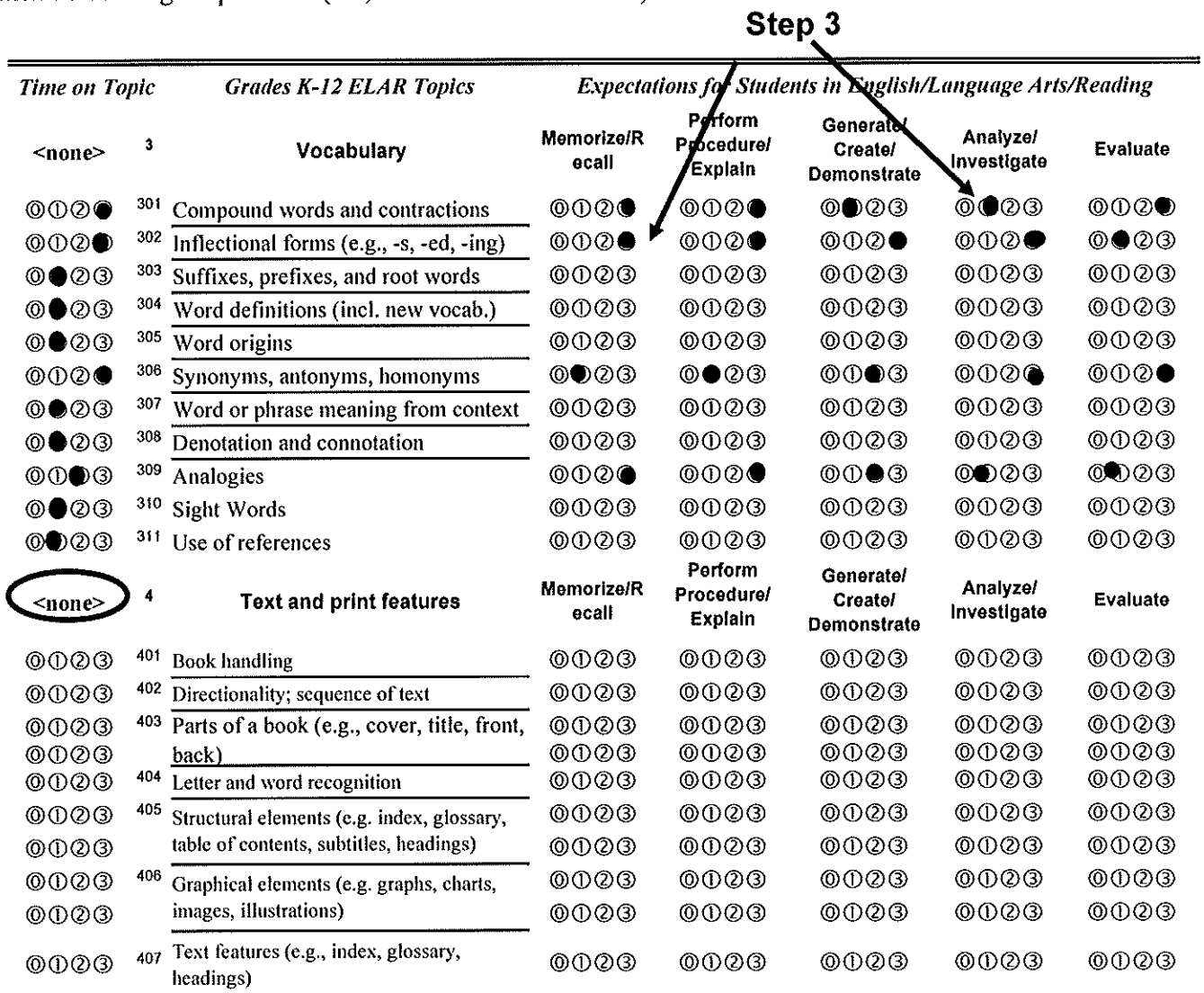
Time on Topic		*Grades K-12 ELAR Topics*	*Expectations for Students in English/Language Arts/Reading*				
<none>	3	**Vocabulary Development**	**Memorize/Recall**	**Perform Procedure/ Explain**	**Generate/ Create/ Demonstrate**	**Analyze/ Investigate**	**Evaluate**
⓪①②●	301	Compound words and contractions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①●③	302	Inflectional forms (e.g., -s, -ed, -ing)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪●②③	303	Suffixes, prefixes, and root words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	304	Word definitions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	305	Etymology	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	306	Synonyms and antonyms	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	307	Multiple meanings	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	308	Denotation and connotation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①●③	309	Analogies	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	4	**Awareness of text and print features**	**Memorize/Recall**	**Perform Procedure/ Explain**	**Generate/ Create/ Demonstrate**	**Analyze/ Investigate**	**Evaluate**
⓪①②③	401	Book handling	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	402	Directionality	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	403	Parts of a book (e.g., cover, title, front, and back)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	404	Letter and word recognition	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	405	Punctuation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	406	Text features (e.g., index, glossary, and headings)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

STEP 3: Indicate relative emphases of each student expectation for every topic taught.

The final step in completing this section of the survey concerns your expectations for what students should know and be able to do. For each topic area, please provide information about the relative amount to instructional time spent on work designed to help students reach each of the listed expectations by filling in the appropriately numbered circle using the response codes listed below. (Note: To the left of each content sheet, you will find a list of descriptors for each of the five expectations for students.)

0 = No emphasis (Not an expectation for this topic)
1 = Slight emphasis (Accounts for less than 25% of the time spent on this topic)
2 = Moderate emphasis (Accounts for 25% to 33% of the time spent on this topic)
3 = Sustained emphasis (Accounts for more than 33% of the time spent on this topic)

Note: A code of "3"should typically be given for only one, and no more than two expectation categories within any given topic. No expectation codes should be filled-in for those topics for which no coverage is provided (i.e., circled "0" or "<none>").



Expectations for Students in English, Language Arts, and Reading

Memorize/Recall

Reproduce sounds or words
Provide facts, terms, definitions, conventions
Locate literal answers in text
Identify relevant information
Describe

Perform Procedures/Explain

Follow instructions
Give examples
Check consistency
Summarize
Identify purpose, main ideas, organizational patterns
Gather Information

Generate/Create/Demonstrate

Create/develop connections among text, self, world
Recognize relationships
Dramatize
Order, group, outline, organize ideas
Express new ideas (or express ideas in new ways)
Develop reasonable alternatives

Analyze/Investigate

Categorize, schematize information
Distinguish fact and opinion
Compare and contrast
Identify with another's point of view
Make inferences, draw conclusions
Predict probable consequences
Generalize

Evaluate

Determine relevance, coherence, internal consistency, logic
Assess adequacy, appropriateness, credibility
Test conclusions, hypotheses
Synthesize content and ideas from several sources
Integrate with other topics and subjects
Critique

Response Codes
Time on Topic

0 = None
(Not covered)

1 = Slight coverage
(Less than one class/lesson)

2 = Moderate coverage
(One to five classes/lessons)

3 = Sustained coverage
(More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
(Not a performance goal for this topic)

1 = Slight emphasis
(Less than 25% of time on this topic)

2 = Moderate emphasis
(25% to 33% of time on this topic)

3 = Sustained emphasis
(More than 33% of time on this topic)

Time on Topic		**Reading**	*Expectations for Students In English/Language Arts/Reading*				
<none>	1	**Phonemic awareness**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	101	Phoneme isolation (e.g., the distinct sounds /c/, /a/, and /t/)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	102	Phoneme blending (e.g., c/a/t=cat)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	103	Phoneme segmentation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	104	Onset-rime	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	105	Sound patterns	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	106	Rhyme recognition	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	107	Phoneme deletion, substitution, and addition	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	108	Identification of syllables	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	2	**Phonics**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	201	Alphabetic principle (includes alphabet recognition and order)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	202	Consonants	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	203	Consonant blends	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	204	Consonant digraphs (e.g., ch, sh, th, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	205	Diphthongs (e.g., oi, ou, ow, oy [as in "boy"], etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	206	R-controlled vowels (e.g., farm, torn, turn, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	207	Patterns within words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	208	Vowel letters (a, e, i, o, u, y)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	209	Vowel phonemes (15 sounds)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	210	Sound and symbol relationships	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	211	Blending sounds	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	3	**Vocabulary**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	301	Compound words and contractions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	302	Inflectional forms (e.g., -s, -ed, and -ing)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	303	Suffixes, prefixes, and root words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	304	Word definitions (including new vocabulary)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	305	Word origins	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	306	Synonyms, antonyms, and homonyms	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	307	Word or phrase meaning from context	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	308	Denotation and connotation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	309	Analogies	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	310	Sight words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	311	Use of references	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	4	**Text and print features**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	401	Book handling	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	402	Directionality; sequence of text	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	403	Parts of a book (e.g., cover, title, front, and back)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	404	Letter, word, and sentence distinctions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	405	Structural elements (e.g., index, glossary, table of contents, subtitles, and headings)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	406	Graphical elements (e.g., graphs, charts, images, illustrations)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	407	Technical elements (e.g., bullets, instructions, forms, sidebars)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	408	Electronic elements (e.g., hypertext links, animations,etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	409	Environmental print, i.e., prints or symbols found in students' everyday environment	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Expectations for Students in English, Language Arts, and Reading

Memorize/Recall

Reproduce sounds or words

Provide facts, terms, definitions, conventions

Locate literal answers in text

Identify relevant information

Describe

Perform Procedures/Explain

Follow instructions

Give examples

Check consistency

Summarize

Identify purpose, main ideas, organizational patterns

Gather Information

Generate/Create/Demonstrate

Create/develop connections among text, self, world

Recognize relationships

Dramatize

Order, group, outline, organize ideas

Express new ideas (or express ideas in new ways)

Develop reasonable alternatives

Analyze/Investigate

Categorize, schematize information

Distinguish fact and opinion

Compare and contrast

Identify with another's point of view

Make inferences, draw conclusions

Predict probable consequences

Generalize

Evaluate

Determine relevance, coherence, internal consistency, logic

Assess adequacy, appropriateness, credibility

Test conclusions, hypotheses

Synthesize content and ideas from several sources

Integrate with other topics and subjects

Critique

Response Codes
Time on Topic

0 = None
(Not covered)

1 = Slight coverage
(Less than one class/lesson)

2 = Moderate coverage
(One to five classes/lessons)

3 = Sustained coverage
(More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
(Not a performance goal for this topic)

1 = Slight emphasis
(Less than 25% of time on this topic)

2 = Moderate emphasis
(25% to 33% of time on this topic)

3 = Sustained emphasis
(More than 33% of time on this topic)

Time on Topic **Reading** (continued)

			Expectations for Students in English/ Language Arts/Reading				
<none>	6	**Fluency**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	501	Prosody (e.g., phrasing, intonation, and inflection)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	502	Automaticity of words and phrases (e.g., sight and decodable words)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	503	Speed and pace	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	504	Accuracy	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	505	Independent reading (e.g., repeated/silent reading for fluency)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	6	**Comprehension**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	601	Word meaning from context	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	602	Phrase	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	603	Sentence	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	604	Paragraph	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	605	Main idea(s), key concepts, and sequences of events	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	606	Descriptive elements (e.g., detail, color, and condition)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	607	Narrative elements (e.g., events, characters, setting, and plot)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	608	Persuasive elements (e.g., propaganda, advertisement, and emotional appeal)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	609	Expository or informational elements (e.g., explanation, lists, and organizational patterns such as description, cause-effect, and compare-contrast)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	610	Technical elements (e.g., bullets, instruction, form, sidebars)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	611	Electronic elements (e.g., hypertext links, animations, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	612	Strategies (e.g., activating prior knowledge, questioning; making connections, predictions; inference, imagery, summarization, re-telling)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	613	Self-correction strategies (e.g., monitoring, cueing systems, and fix-up)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	614	Metacognitive processes (i.e., reflecting about one's thinking)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	615	Interpret maps, graphs, and charts	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	616	Test-taking strategies	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	7	**Critical Reasoning**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	701	Fact and opinion	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	702	Appealing to authority, reason, or emotion	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	703	Validity and significance of assertion or argument	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	704	Relationships among purpose, organization, format, and meaning in text	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	705	Author's assumptions or bias	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	706	Comparison of topic, theme, treatment, scope, or organization across texts	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	707	Inductive/deductive approaches (e.g., making inferences and drawing conclusions from texts)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	708	Logical reasoning in text (e.g., implications, authors' rationale, development of argument, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	709	Textual evidence and/or use of references to support position	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	710	Drawing meaning from allegory and myth	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	711	Distinguishing real from fantastical events in literature	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Expectations for Students in English, Language Arts, and Reading

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Identify relevant information

Describe

Perform Procedures/Explain

Follow instructions

Give examples

Check consistency

Summarize

Identify purpose, main ideas, organizational patterns

Gather Information

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Recognize relationships

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Express new ideas (or express ideas in new ways)

Develop reasonable alternatives

Analyze/Investigate

Categorize, schematize information

Distinguish fact and opinion

Compare and contrast

Identify with another's point of view

Make inferences, draw conclusions

Predict probable consequences

Generalize

Evaluate

Determine relevance, coherence, internal consistency, logic

Assess adequacy, appropriateness, credibility

Test conclusions, hypotheses

Synthesize content and ideas from several sources

Integrate with other topics and subjects

Critique

Response Codes
Time on Topic

0 = None
(Not covered)

1 = Slight coverage
(Less than one class/lesson)

2 = Moderate coverage
(One to five classes/lessons)

3 = Sustained coverage
(More than five classes/lessons)

Response Codes
Expectations for Students

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(25% to 33% of time on this topic)

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(More than 33% of time on this topic)

Time on Topic	**Reading** (continued)		Expectations for Students in English/Language Arts/Reading				
<none>	8	**Author's Craft**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	801	Theme/thesis	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	802	Purpose (e.g., to inform, perform, critique, or appreciate)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	803	Characteristics of genres and forms	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	804	Point of view (e.g., first or third person, multiple perspectives, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	805	Literary devices (e.g., analogy, simile, metaphor, hyperbole, flashbacks, structure, and archetypes)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	806	Literary analysis (e.g. symbolism, voice, style, tone, and mood)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	807	Influence of time and place on authors and texts (e.g., historical era or culture)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	808	Aesthetic aspects of text (e.g. dramatic or poetic elements)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Time on Topic	**Writing**		Expectations for Students in English/Language Arts/Reading				
<none>	9	**Writing Processes**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	901	Printing, cursive writing, and penmanship	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	902	Pre-writing (e.g., essential questions, topic selection, brainstorming, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	903	Drafting and revising	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	904	Editing for conventions (e.g., usage, spelling, and structure)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	905	Manuscript conventions (e.g., indenting, margins, citations, references, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	906	Final draft and publishing	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	907	Use of technology (e.g., word processing, multimedia, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	10	**Elements of Presentation (Verbal and Written)**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	1001	Purpose, audience, and context	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1002	Main ideas	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1003	Organization	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1004	Word choice	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1005	Support and elaboration	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1006	Style, voice, technique, and use of figurative language	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1007	Writing Conventions (e.g., capitalization, punctuation, indentation, citation, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1008	Transitional Devices	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	11	**Writing Applications**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	1101	Narrative (e.g., stories, fiction, and plays)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1102	Poetry	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1103	Expository (e.g., report, theme, essay, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1104	Critical/evaluative (e.g., review)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1105	Expressive (e.g., journals or reflections)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1106	Persuasive (e.g., editorial, advertisement, or argumentative)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1107	Procedural (e.g., instructions, brochure, lab report, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1108	Technical (e.g., manuals, specifications, research report, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1109	Real world applications of writing (e.g., resumes, letters to editor, note taking, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

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Time on Topic		Language Study	Expectations for Students in English/Language Arts/Reading				
<none>	12	**Language Study**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	1201	Syllabication	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1202	Spelling	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1203	Capitalization and punctuation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1204	Signs and symbols (e.g., semiotics)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1205	Syntax and sentence structure	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1206	Grammatical analysis	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1207	Standard and non-standard language usage	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1208	Linguistic knowledge (including dialects and diverse forms)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1209	History of language	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1210	Relationships of language forms, contexts, and purposes (e.g., rhetoric and semantics)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1211	Effects of race, gender, or ethnicity on language & language use	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Time on Topic		Oral Communication	Expectations for Students in English/Language Arts/Reading				
<none>	13	**Listening and Viewing**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	1301	Listening	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1302	Viewing	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1303	Nonverbal communication	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1304	Consideration of others' ideas	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1305	Similarities/differences among print, graphic, and nonprint communications	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1306	Literal and connotative meanings	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1307	Diction, tone, syntax, convention, or rhetorical structure in speech	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1308	Media-supported communication	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	14	**Speaking and Presenting**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	1401	Public speaking and oral presentation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1402	Diction, tone, syntax, conventions, and rhetorical structure in speech	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1403	Demonstrating confidence	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1404	Effective nonverbal skills (e.g., gesture, eye contact, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1405	Knowledge of situational and cultural norms for expression	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1406	Conversation and discussion (e.g., Socratic seminars, literature circles, and peer discussion)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1407	Debate and structure of argument	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1408	Dramatics, creative interpretation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1409	Media-supported communication	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1410	Selecting presentation format	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1411	Interviewing	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

NOTE: On this page, please mark only the amount of time you use any of these sources of textual material, using the same codes as the prior pages. There is no need to code expectations for students.

Time on Topic		**Instructional Sources**
<none>	15	**Forms of Text**
⓪①②③	1501	Myths, tales, fables, or epics
⓪①②③	1502	Short stories
⓪①②③	1503	Novels (including chapter books)
⓪①②③	1504	Picture books
⓪①②③	1505	Drama
⓪①②③	1506	Poetry
⓪①②③	1507	Public documents
⓪①②③	1508	Consumer, technical, and business writing (e.g., manuals, how-to texts, ads, memos)
⓪①②③	1509	Newspaper or magazine articles
⓪①②③	1510	Speeches
⓪①②③	1511	Essays
⓪①②③	1512	Criticism and commentary
⓪①②③	1513	Historical accounts
⓪①②③	1514	Biography and autobiography
⓪①②③	1515	Content area materials
<none>	16	**Genre** (fiction or non-fiction)
⓪①②③	1601	Traditional literature
⓪①②③	1602	Contemporary literature
⓪①②③	1603	Multicultural literature
<none>	17	**Sources of Text**
⓪①②③	1701	Basal readers
⓪①②③	1702	Anthologies
⓪①②③	1703	"Leveled" books
⓪①②③	1704	Textbooks
⓪①②③	1705	Children's trade books
⓪①②③	1706	Young adult trade books
⓪①②③	1707	Other supplementary texts
⓪①②③	1708	Periodicals
⓪①②③	1709	Non-print media
<none>	18	**Choice**
⓪①②③	1801	Teacher assigned
⓪①②③	1802	Class or group choice
⓪①②③	1803	Individual student choice

END OF SURVEY

Thank you for your participation!

Please provide the following information:
(Note: Your personal information will be kept confidential.)

Name: _____

Email address: _____
(required for on-line access to individual results)

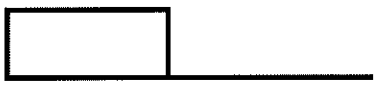
District: _____

School: _____

Date: _____

Providing your name and email address will allow you to gain access to your individual results along with results for your school and/or district.





Council of Chief State School Officers
Wisconsin Center for Education Research
Learning Point Associates

SURVEYS OF ENACTED CURRICULUM©

Survey Of Instructional Practices
Teacher Survey
Grades K-12
English, Language Arts, and Reading

Thank you for agreeing to participate in this survey of instructional practices and content. This survey is part of a collaborative effort to provide education researchers, policymakers, administrators, and most importantly, teachers like yourself with comparative information about instruction in districts participating in the SEC Collaborative or in associated initiatives from states and districts around the country. To learn more about the surveys of enacted curriculum and their use in other projects, please visit the project website: http://www.secsurvey.org

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with staff in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You may withdraw from the study simply by returning the questionnaire without completing it, without penalty or loss of services or benefits to which you would be otherwise entitled.

If you have any questions regarding your rights as a research participant, please contact the University of Wisconsin-Madison School of Education's Human Subjects Committee office at (608) 262-2463.

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Reporting Period: Most recent school year (current year, if reporting after March 1st)

Instructions for Selecting the Target Class

English, language arts, and reading instruction: For all questions, please refer only to activities that are part of English, language arts, or reading instruction. If you teach more than one class, respond only for the first class that you teach each week. If that is a split class (i.e., the class contains more than one group for language arts instruction and each group is taught separately), respond for only one group.

Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle. A pen or pencil may be used to complete the survey.

Survey of Instructional Practices for English, Language Arts, and Reading

SCHOOL DESCRIPTION

1 Which of these categories best describe the way your English, language arts, and reading classes at this school are organized? (Check all that apply)

① Departmentalized Instruction
② Subject-Area Specialist (non-departmental)
③ Self-Contained (i.e., teach multiple subjects)
④ Team Taught

2 If your school is departmentalized, or if you are a subject-area specialist, how many different English, language arts, and reading classes do you currently teach?

⓪ ① ② ③ ④ ⑤ ⑥ ⑦
(Number of classes taught)

CLASS DESCRIPTION

3 Which term best describes the target class, or course, you are teaching?

① English/Language Arts
② Reading
③ Dramatics/Speech
④ English as a Second Language
⑤ Literature
⑥ Journalism/Writing
⑦ Technical Writing
⑧ AP/IB Classes
⑨ Other

CLASS DESCRIPTION (cont.)

4 What is the grade level of most of the students in the target class?

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫
K	1	2	3	4	5	6	7	8	9	10	11	12

5 How many students are in the target class?

⓪ 10 or fewer
① 11 to 15
② 16 to 20
③ 21 to 25
④ 26 to 30
⑤ 31 or more

6 What percentage of the students in the target class are female? (Mark nearest 10%)

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Less than 10	10	20	30	40	50	60	70	80	90+ %

7 What percentage of the students in the target class are not Caucasian? (Mark nearest 10%)

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Less than 10	10	20	30	40	50	60	70	80	90+ %

8 During a typical week, approximately how many hours will the target class spend in English, language arts, and reading instruction?

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Number of instructional hours=	0	1	2	3	4	5	6	7	8	9

9 What is the average length of each class period for the target English, language arts, and reading class?

⓪ Not applicable
① 30 to 40 minutes
② 41 to 50 minutes
③ 51 to 60 minutes
④ 61 to 90 minutes
⑤ 91 to 120 minutes
⑥ Varies due to block scheduling or integrated instruction

10 For how many weeks will the target English, language arts and reading class meet this school year in total?

⓪	①	②
Total number of weeks=	1 to 12	13 to 24	25 or more

11 What is the achievement level of most of the students in the target class, compared to national norms?

① High achievement levels
② Average achievement levels
③ Low achievement levels
④ Mixed achievement levels

12 What percentage of students in the target class are Limited English Proficient (LEP)?

⓪ None
① Less than 10%
② 10% to 25%
③ 26% to 50%
④ More than 50%

13 What is considered most in scheduling students into the target class?

⓪ Ability or prior achievement
① Limited English proficiency
② Teacher recommendation
③ Parent request
④ Student decision
⑤ No one factor more than another

HOMEWORK (work assigned to be completed *outside of class*)

Answer the following questions with regard to your target class:

14 How often do you usually assign English, language arts, and reading homework to be completed outside of class?

⓪ Never (Skip to # 25)
① Less than once per week
② Once or twice per week
③ Three to four times per week
④ Every day

15 How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class?

⓪ I do not assign homework
① Less than 15 minutes
② From 15 to 30 minutes
③ From 31 to 60 minutes
④ From 61 to 90 minutes
⑤ More than 90 minutes

16 Does homework completed outside of class count toward student grades?

⓪ Never
① Usually does not
② Usually does
③ Always does

AMOUNT OF HOMEWORK TIME

0 - None
1 - Little (*Less than 10% of homework time outside of class*)
2 - Some (*10-25% of homework time outside of class*)
3 - Moderate (*26-50% of homework time outside of class*)
4 - Considerable (*More than 50% of homework time outside of class)*

What percentage of the time that students in the target class spend on English, language arts, and reading homework done *outside of class* do you expect them to:	**None**	**Little**	**Some**	**Moderate**	**Considerable**
17 Research, plan, and write a report	⓪	①	②	③	④
18 Read assigned text	⓪	①	②	③	④
19 Engage in a writing process (e.g., prewriting, drafting, editing, or revising)	⓪	①	②	③	④
20 Complete a worksheet or answer assigned questions	⓪	①	②	③	④
21 Work on a demonstration or presentation	⓪	①	②	③	④
22 Collect data or information	⓪	①	②	③	④
23 Participate in word study activities (e.g., spelling, vocabulary,etc.)	⓪	①	②	③	④
24 Other (Specify:_____)	⓪	①	②	③	④

INSTRUCTIONAL ACTIVITIES IN ENGLISH, LANGUAGE ARTS, AND READING (ELAR)

Listed below are questions about the types of activities **that students in the target class** may engage in during English, language arts, and reading instruction. Please estimate the relative amount of time a typical student in your class will spend engaged in *each activity* over the course of a school year. The activities are not mutually exclusive; across activities, **your answers will probably exceed 100%.** Consider each activity on its own, estimating the range that best indicates the relative amount of English, language arts, and reading instructional time that a typical student in your target class engages in over the course of a school year for that category.

AMOUNT OF INSTRUCTIONAL TIME

0 - None
1 - Little (*Less than 10%* of instructional time for the school year)
2 - Some (*10-25%* of instructional time for the school year)
3 - Moderate (*26-50%* of instructional time for the school year)
4 - Considerable *(More than 50% of* instructional time for the school year)

How much of the English, language arts, and reading instructional time in the target class do students use to engage in the following tasks?	**None**	**Little**	**Some**	**Moderate**	**Considerable**
25 Watch the teacher demonstrate/model English, language arts and reading processes (e.g., reading, writing, and speaking)	⓪	①	②	③	④
26 Silently read books, magazines, articles, or other written material of their own choice	⓪	①	②	③	④
27 Collect, summarize, and/or analyze information from multiple sources	⓪	①	②	③	④
28 Maintain and reflect on a portfolio of their own work	⓪	①	②	③	④
29 Engage in a writing process (e.g., prewriting, drafting, editing, or revising)	⓪	①	②	③	④
30 Learn to use resources (e.g., dictionary, thesaurus, or speller)	⓪	①	②	③	④
31 Use hands-on materials or manipulatives (e.g., letter tiles, boxes, puppets, or costumes)	⓪	①	②	③	④
32 Work in pairs or small groups	⓪	①	②	③	④
33 Engage or participate in a language arts activity outside the classroom (e.g., attend a play, performance, or similar activity during school time)	⓪	①	②	③	④
34 Use computers or other technology (e.g., cameras, tape recorders, etc.) to learn/practice/explore language arts content	⓪	①	②	③	④
35 Practice test-taking strategies	⓪	①	②	③	④
36 Work individually on assignments	⓪	①	②	③	④
37 Take a quiz or test	⓪	①	②	③	④

INSTRUCTIONAL ACTIVITIES IN ENGLISH, LANGUAGE ARTS, AND READING (ELAR)

AMOUNT OF INSTRUCTIONAL TIME

0 - None
1 - Little *(Less than 10%* of instructional time for the school year)
2 - Some *(10-25%* of instructional time for the school year)
3 - Moderate *(26-50%* of instructional time for the school year)
4 - Considerable *(More than 50%* of instructional time for the school year)

How much of the English, language arts, and reading instructional time in the target class do students use to engage in the following tasks?		**None**	**Little**	**Some**	**Moderate**	**Considerable**
38	Work with teacher in guided reading or writing practice	⓪	①	②	③	④
39	Participate in a student-teacher conference	⓪	①	②	③	④
40	Listen to outside speakers in class	⓪	①	②	③	④
41	Read aloud (e.g., pair sharing)	⓪	①	②	③	④
42	View slides, overheads, films, videos, or DVDs or listen to recordings	⓪	①	②	③	④
43	Listen to the teacher read aloud	⓪	①	②	③	④
44	Engage in a speech, oral presentation, or performance	⓪	①	②	③	④
45	Use a work center/station	⓪	①	②	③	④
46	Engage in journal or free expressive writing	⓪	①	②	③	④
47	Use graphic organizers	⓪	①	②	③	④
48	Grade assignments/check homework	⓪	①	②	③	④

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

AMOUNT OF INSTRUCTIONAL TIME ***(for this set of activities)***

0 - None
1 - Little *(Less than 10% of instructional time for this set of activities)*
2 - Some *(10-25% of instructional time for this set of activities)*
3 - Moderate *(26-50% of instructional time for this set of activities)*
4 - Considerable *(More than 50% of instructional time for this set of activities)*

Activities in ELAR

When students in the target class are engaged in constructing meaning from text activities as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?	**None**	**Little**	**Some**	**Moderate**	**Considerable**
49 Complete English, language arts, and reading exercises from a text or worksheet	⓪	①	②	③	④
50 Write a response or explanation using brief constructed responses of several sentences or more	⓪	①	②	③	④
51 Respond creatively to texts	⓪	①	②	③	④
52 Relate text to personal experience or prior learning	⓪	①	②	③	④
53 Use reading and writing to solve real-world problems	⓪	①	②	③	④
54 Analyze information to make inferences or draw conclusions	⓪	①	②	③	④

Small Group Activities in ELAR

When students in the target class work in pairs or small groups as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?	**None**	**Little**	**Some**	**Moderate**	**Considerable**
55 Discuss *how* they read and *how* they write	⓪	①	②	③	④
56 Discuss *what* they read and *what* they write	⓪	①	②	③	④
57 Complete written assignments from the textbook or worksheets	⓪	①	②	③	④
58 Work on an assignment, report, or project that takes longer than a week to complete	⓪	①	②	③	④
59 Work on a writing project in which group members engage in peer revision and editing	⓪	①	②	③	④
60 Review assignments or prepare for a test or quiz	⓪	①	②	③	④
61 Prepare or practice for a presentation	⓪	①	②	③	④

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

AMOUNT OF INSTRUCTIONAL TIME ***(for this set of activities)***

0 - None
1 - Little *(Less than 10% of instructional time for this set of activities)*
2 - Some *(10-25% of instructional time for this set of activities)*
3 - Moderate *(26-50% of instructional time for this set of activities)*
4 - Considerable *(More than 50% of instructional time for this set of activities)*

Hands-On and Technology Activities in ELAR

When students in the target class are engaged in activities that involve the use of hands-on materials as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?	**None**	**Little**	**Some**	**Moderate**	**Considerable**
62 Work on projects such as puppet shows, plays, or dioramas	⓪	①	②	③	④
63 Build models or charts that support the text	⓪	①	②	③	④

When students in the target class are engaged in activities that involve the use of computer or other educational technology as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?	**None**	**Little**	**Some**	**Moderate**	**Considerable**
64 Learn facts or practice procedures, skills, or conventions	⓪	①	②	③	④
65 Engage in a writing process (e.g., prewriting, drafting, editing, or revision)	⓪	①	②	③	④
66 Research and collect information (e.g., internet, CD-ROM, etc.)	⓪	①	②	③	④
67 Display and analyze data/information	⓪	①	②	③	④
68 Create multi-media presentations (e.g., website, PowerPoint, etc.)	⓪	①	②	③	④
69 Take a test, quiz, online assessment, or diagnostic inventory	⓪	①	②	③	④
70 Use individualized instruction or tutorial software	⓪	①	②	③	④
71 Communicate through e-mail	⓪	①	②	③	④

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

AMOUNT OF INSTRUCTIONAL TIME ***(for this set of activities)***

0 - None
1 - Little *(Less than 10% of instructional time for this set of activities)*
2 - Some *(10-25% of instructional time for this set of activities)*
3 - Moderate *(26-50% of instructional time for this set of activities)*
4 - Considerable *(More than 50% of instructional time for this set of activities)*

Processes of Inquiry in ELAR

	When students in the target class participate in instruction about the processes of inquiry as part of English, language arts, and reading, how much of that time do they use to engage in the following tasks?	None	Little	Some	Moderate	Considerable
72	Listening and responding to directions	⓪	①	②	③	④
73	Questioning (e.g., interviewing, probing, or interrogating)	⓪	①	②	③	④
74	Skimming, scanning, or taking notes	⓪	①	②	③	④
75	Organizing, outlining, or summarizing information	⓪	①	②	③	④
76	Developing research questions	⓪	①	②	③	④
77	Conducting research procedures	⓪	①	②	③	④
78	Working with reference sources (e.g., dictionary, encyclopedia, and internet sites)	⓪	①	②	③	④
79	Examining secondary or primary sources	⓪	①	②	③	④
80	Evaluating credibility and utility of information sources	⓪	①	②	③	④
81	Becoming literate in electronic media	⓪	①	②	③	④
82	Learning and using library skills (e.g., classification systems, serial locations, etc.)	⓪	①	②	③	④
83	Organizing information for display or presentation	⓪	①	②	③	④
84	Documenting findings (e.g., use citations and references)	⓪	①	②	③	④

ASSESSMENTS

For items 85-88, please indicate how often you use each of the following strategies when assessing students in the target English, language arts, and reading class?

		Not at all	1 - 4 times per year	1 - 3 times per month	1 - 3 times per week	4 - 5 times per week
85	Students answer objective questions (e.g., multiple-choice, true/false, or matching)	⓪	①	②	③	④
86	Students perform on-demand literacy tasks (e.g., writing to a prompt, reading aloud, giving a presentation, etc.)	⓪	①	②	③	④
87	Students assess their own work and progress (e.g., using rubrics, checklists, or reflective journals)	⓪	①	②	③	④
88	Teacher monitors student responses and interactions during discussion	⓪	①	②	③	④

INSTRUCTIONAL INFLUENCES

For items 89-101, please indicate the degree to which each of the following influences what you teach in the target English, language arts, and reading class.

		N/A	Strong Negative Influence	Somewhat Negative Influence	Little or No Influence	Somewhat Positive Influence	Strong Positive Influence
89	Your state's curriculum framework or content standards	⓪	①	②	③	④	⑤
90	Your district's curriculum framework, standards, or guidelines	⓪	①	②	③	④	⑤
91	Textbook or instructional materials	⓪	①	②	③	④	⑤
92	State test or results from test	⓪	①	②	③	④	⑤
93	District test or results from test	⓪	①	②	③	④	⑤
94	National English, language arts, and reading education standards	⓪	①	②	③	④	⑤
95	Your pre-service preparation	⓪	①	②	③	④	⑤
96	Students' special needs	⓪	①	②	③	④	⑤
97	Parental or community preferences	⓪	①	②	③	④	⑤
98	Preparation of students for next grade or level	⓪	①	②	③	④	⑤
99	Local priorities, directives, or policies	⓪	①	②	③	④	⑤
100	Your professional development experiences	⓪	①	②	③	④	⑤
101	Screening, diagnostic, or classroom assessment results	⓪	①	②	③	④	⑤

CLASSROOM INSTRUCTIONAL READINESS

For items 102-120, please indicated how well prepared you are to:

		Not Well Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
102	Use/manage cooperative learning groups in English, language arts, and reading	⓪	①	②	③
103	Integrate English, language arts, and reading with other subjects	⓪	①	②	③
104	Provide instruction that meets state English, language arts, and/or reading standards	⓪	①	②	③
105	Use a variety of assessment strategies	⓪	①	②	③
106	Teach reading at your assigned level	⓪	①	②	③
107	Teach writing at your assigned level	⓪	①	②	③
108	Teach language arts at your assigned level	⓪	①	②	③
109	Teach literature at your assigned level	⓪	①	②	③
110	Teach critical thinking at your assigned level	⓪	①	②	③
111	Select and/or adapt instructional materials to implement the prescribed curriculum	⓪	①	②	③
112	Teach students with physical disabilities	⓪	①	②	③
113	Help students document and evaluate their own work	⓪	①	②	③
114	Teach classes for students with diverse abilities and learning styles	⓪	①	②	③
115	Teach students from a variety of cultural backgrounds	⓪	①	②	③
116	Teach students who have limited English proficiency	⓪	①	②	③
117	Teach students who have learning disabilities that impact language arts learning	⓪	①	②	③
118	Organize and manage the classroom	⓪	①	②	③
119	Support students' developmental and maturational needs	⓪	①	②	③
120	Involve parents in the English, language arts, and reading education of their children	⓪	①	②	③

TEACHER OPINIONS AND BELIEFS

For items 121-138, please indicate your opinion about each of the statements below:

		Strongly Disagree	Disagree	Neutral/ Undecided	Agree	Strongly Agree
121	Students learn language arts best when they engage in reading and writing to solve problems.	⓪	①	②	③	④
122	Students need extensive practice applying specific grammar, usage, and mechanics skills.	⓪	①	②	③	④
123	Teaching reading strategies should be an integral part of the secondary curriculum.	⓪	①	②	③	④
124	All students can learn challenging content in English, language arts, and reading.	⓪	①	②	③	④
125	Students learn English, language arts, and reading best in classes with students of similar abilities.	⓪	①	②	③	④
126	It is important for students to learn basic language arts skills before engaging in critical thinking.	⓪	①	②	③	④
127	I enjoy teaching English, language arts, and reading.	⓪	①	②	③	④
128	I am supported by colleagues to try out new ideas in teaching English, language arts, and reading.	⓪	①	②	③	④
129	I receive support from the administration for teaching English, language arts, and reading.	⓪	①	②	③	④
130	English, language arts, and reading teachers in this school regularly share ideas and materials.	⓪	①	②	③	④
131	English, language arts, and reading teachers in this school regularly observe each other teaching classes.	⓪	①	②	③	④
132	I have many opportunities to learn new things about teaching English, language arts, and reading in my present job.	⓪	①	②	③	④
133	I am required to follow rules at this school that conflict with my best professional judgment about teaching and learning English, language arts, and reading.	⓪	①	②	③	④
134	Most teachers in this school contribute actively to making decisions about the curriculum.	⓪	①	②	③	④
135	I have adequate time during the regular school week to work with my peers on English, language arts, and reading curriculum or instruction.	⓪	①	②	③	④
136	I have adequate curriculum materials available for instruction.	⓪	①	②	③	④
137	Student absenteeism is a problem in my class.	⓪	①	②	③	④
138	Mobility of students in and out of our school is a concern.	⓪	①	②	③	④

PROFESSIONAL DEVELOPMENT IN ENGLISH, LANGUAGE ARTS, OR READING

In answering the following items, consider all the professional development activities related to English, language arts, or reading content or English, language arts, or reading education that you have participated in **since June 1st of last year**. *Professional development refers to a variety of activities intended to enhance your professional knowledge and skills, including in-service training, teacher networks, course work, institutes, committee work, and mentoring. In-service training is professional development offered by your school or district to enhance your professional responsibilities and knowledge. Workshops are short-term learning opportunities that can be located in your school or elsewhere. Institutes are longer term professional learning opportunities, for example, of a week or longer in duration.*

Since June 1st of last year, how much time have you spent engaged in professional development activities focused on English, language arts, reading, or literature?

0 = N/A 1 = 1-5 hrs. 2 = 6-15 hrs. 3 = 16-35 hrs. 4 = 36-60 hrs. 5 = 60+ hrs.

		Amount of Time
139	Workshops or in-service training about teaching or learning English, language arts, reading, or literature	⓪ ① ② ③ ④ ⑤
140	Summer institutes or conferences about teaching or learning English, language arts, reading, or literature	⓪ ① ② ③ ④ ⑤
141	College courses that supported the teaching or learning of English, language arts, reading, or literature (indicate number of hours in class)	⓪ ① ② ③ ④ ⑤

Since June 1st of last year, how frequently have you engaged in each of the following activities focused on English, language arts, reading, or literature?

		Never	Once or twice a year	Once or twice a term	Once or twice a month	Once or twice a week	Almost daily
142	Attended conferences related to English, language arts, reading, or literature	⓪	①	②	③	④	⑤
143	Participated in teacher study groups, networks, or collaboratives	⓪	①	②	③	④	⑤
144	Used teacher resource centers or internet resources to enrich your knowledge and skills	⓪	①	②	③	④	⑤
145	Worked on a committee or task force focused on curriculum and instruction	⓪	①	②	③	④	⑤
146	Engaged in informal self-directed learning (e.g., discussions with colleagues about English, language arts, reading, or literature)	⓪	①	②	③	④	⑤

Thinking again about your professional development activities in English, language arts, reading, or literature since June 1st of last year, how often has the following occurred for you?

		Never	Rarely	Sometimes	Often
147	Observed demonstrations of teaching techniques	①	②	③	④
148	Received coaching or mentoring about my instruction from an activity leader, coach, or mentor	①	②	③	④
149	Led group discussions	①	②	③	④
150	Conducted a demonstration of a lesson, unit, or skill	①	②	③	④
151	Developed curricula or lesson plans with others	①	②	③	④
152	Reviewed student work or scored assessments	①	②	③	④
153	Developed assessments or tasks	①	②	③	④
154	Given a lecture or presentation to colleagues	①	②	③	④

Still thinking about your professional development activities since June 1st of last year, indicate how often they have been:

		Never	Rarely	Sometimes	Often
155	Designed to support the school's improvement plan	①	②	③	④
156	Consistent with your department's or grade level's plan to improve teaching	①	②	③	④
157	Consistent with your personal goals for your professional development	①	②	③	④
158	Built on what you learned in previous professional development activities	①	②	③	④
159	Provided follow-up activities that related clearly to what you learned	①	②	③	④

Since June 1st of last year, have you participated in professional development activities in the following ways?

		No	Yes
160	I participated in professional development activities along with most or all of the teachers from my school.	⓪	①
161	I participated in professional development activities along with most or all of the teachers from my department or grade level.	⓪	①
162	I participated in professional development activities NOT attended by other staff from my school.	⓪	①
163	I discussed what I learned with other teachers in my school or department who did NOT attend the activity.	⓪	①

Since June 1st of last year, how much <u>emphasis</u> have your professional development activities placed on the following topics?

		None	Minor	Moderate	Major
164	State content standards	①	②	③	④
165	Alignment of instruction to curriculum	①	②	③	④
166	Instructional approaches	①	②	③	④
167	In-depth study of a specific area in English, language arts, or reading	①	②	③	④
168	Study of how children learn particular topics in English, language arts, or reading	①	②	③	④
169	Individual differences in student learning	①	②	③	④
170	Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities)	①	②	③	④
171	Classroom assessment (e.g., diagnostic, textbook-linked tests, teacher-developed tests)	①	②	③	④
172	State or district assessment (e.g., preparing, understanding, interpreting assessment data)	①	②	③	④
173	Technology to support student learning	①	②	③	④

TEACHER CHARACTERISTICS

		Female	Male
174	Please indicate your gender.	⓪	①

175 Please indicate your race/ethnicity. (Indicate all that apply)

① American Indian or Alaska Native
② Asian
③ Black or African American
④ Hispanic or Latino/a
⑤ Native Hawaiian or other Pacific Islander
⑥ White

		Less than 1 year	1 - 2 years	3 - 5 years	6 - 8 years	9 - 11 years	12 - 15 years	More than 15 years
176	How many years have you taught English, language arts, or reading prior to this year?	⓪	①	②	③	④	⑤	⑥
177	How long have you been assigned to teach at your current school?	⓪	①	②	③	④	⑤	⑥

		N/A	BA or BS	MA or MS	Multiple MA or MS	Ph.D. or Ed.D.	Other
178	What is the highest degree you hold?	⓪	①	②	③	④	⑤

179 What was your major field of study for the bachelor's degree?

① Elementary Education with an English, language arts, or reading concentration
② Elementary Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)
③ Middle School Education with an English, language arts, or reading concentration
④ Middle School Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)
⑤ Secondary Education with an English, language arts, or reading concentration
⑥ Secondary Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)
⑦ English
⑧ Other academic discipline (e.g., science, mathematics, foreign language, etc.)

180 **If applicable**, what was your **major field** of study for the **highest degree you hold** beyond a bachelor's degree?

① English, language arts, or reading
② Curriculum and Instruction
③ Administration
④ Special Education
⑤ Other disciplines (such as science, mathematics, foreign languages, etc.)
⑥ None (bachelor's is highest degree)
⑦ Other (Specify: _____)

181 What certifications do you currently possess? (Check all that apply)

① Emergency, provisional or temporary Certification
② Elementary/Early Childhood Certification
③ Middle School Certification
④ Secondary Certification, in a field other than English, language arts, or reading
⑤ Secondary English, language arts, or reading Certification
⑥ National Board Certification

FORMAL COURSE PREPARATION

Please estimate the total number of courses (quarter or semester) you have taken at the undergraduate and/or graduate level in each of the following areas:

	(Number of courses)									
	0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
182 English/American literature	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
183 Writing, composition, speech, or theater	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
184 Teaching of English, language arts, or reading	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

This is the end of the Instructional Practices portion of the survey. Please continue on to complete the Instructional Content portion. Thank you.