

# **COLLABORATIVE STRATEGIC READING STUDY**

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## ***OMB Clearance Request— Appendix B***

**March 2007**

**PREPARED FOR:**

Institute of Education Sciences  
United States Department of Education  
Contract No. ED-06-CO-0017

**PREPARED BY:**

Regional Educational Laboratory—Southwest  
Edvance Research, Inc.  
9901 IH-10 West, Suite 700  
San Antonio, Texas 78230  
(210) 558-1902  
(210) 558-1075 (fax)

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# RECRUITMENT BROCHURE

Be a part of the Collaborative Reading Study to impact student achievement in reading comprehension.



## How can I get more information?

Please contact the Regional Educational Laboratory - Southwest toll-free at [XXX] and ask about the Collaborative Strategic Reading Study, or visit the study website at [XXX].

## Who is conducting the study?

The study is being funded by the U.S. Department of Education's Institute of Education Sciences and conducted by the Regional Education Laboratory – Southwest (REL Southwest). REL Southwest is funded to improve education in our region by conducting high quality research on questions that matter to people who live here. Additional partners include American Institutes for Research (AIR), RG Research Group, and Caliber.



Regional Educational Laboratory - Southwest

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<http://edlabs.ed.gov/RELsouthwest>

Do you want to be a catalyst for increasing student achievement?

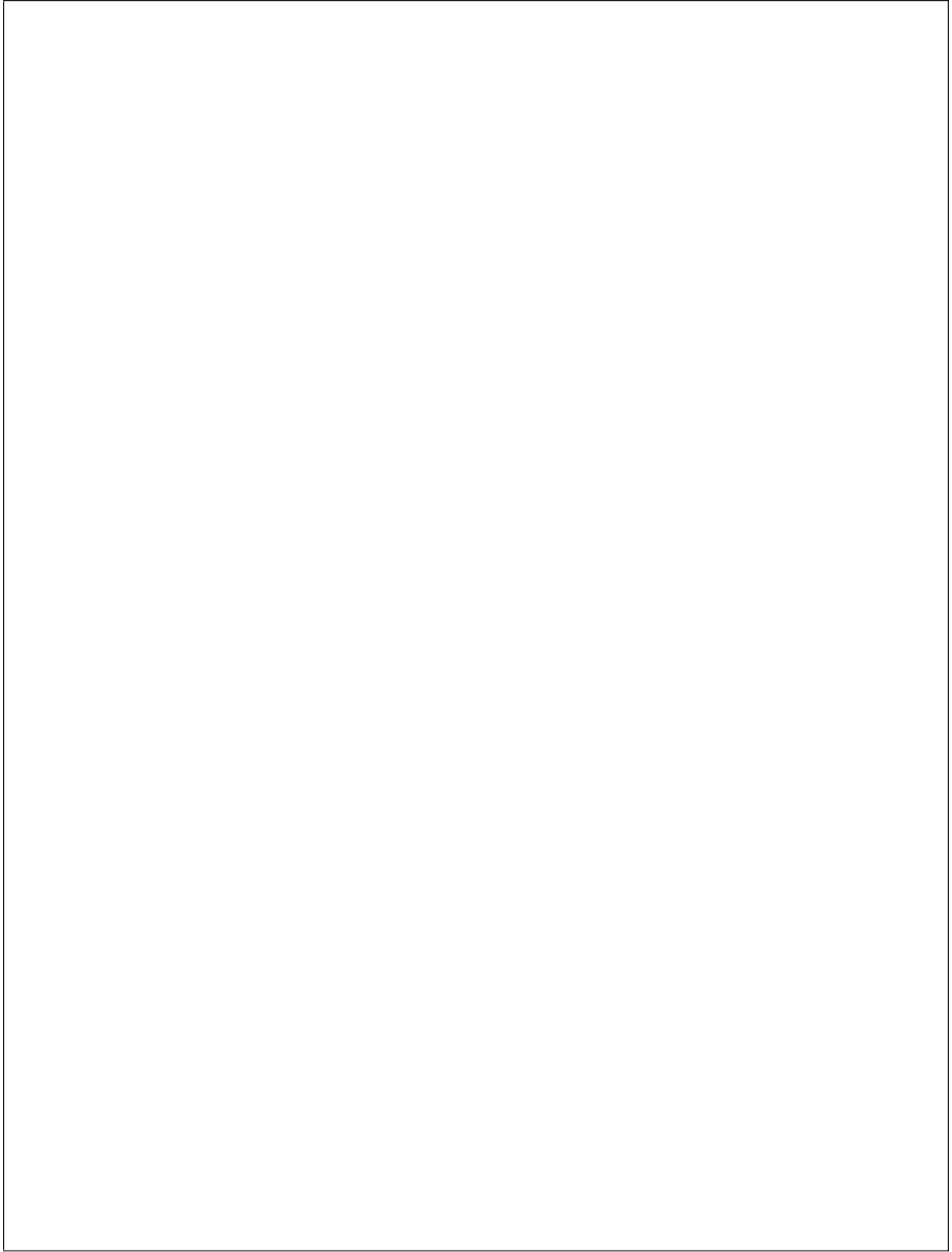


*Many fifth grade students struggle with reading comprehension. However, there is*

not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Teachers assigned to implement CSR will receive two days of training in August, 2007. CSR teachers will receive ongoing

**participating?**  
• Free CSR teacher professional development and coaching



# **PARTNERING EXPECTATIONS DOCUMENT— DISTRICT**

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**PARTNERING EXPECTATIONS  
BETWEEN  
REGIONAL EDUCATIONAL LABORATORY—SOUTHWEST  
AND  
(INSERT DISTRICT NAME HERE)**

This represents the Partnering Expectations between the Regional Educational Laboratory-Southwest (REL Southwest) and (Insert District Name) regarding the research study of the effectiveness of Collaborative Strategic Reading (CSR Study) for the Fifth (5<sup>th</sup>) grade population. The study is being carried out under the auspices of the United States Department of Education, Institute of Education Sciences (IES). This documents the efforts to be completed by each organization, a partnership that will culminate in an important study that will contribute to the goal of improving student achievement. This document outlines the expectations of each partner and is entered into in good faith, with the understanding that the document can be revisited and modified as needed. Additional details of the study not elaborated upon within this document are provided in a Frequently Asked Questions document.

**A. PURPOSE**

The purpose is to identify the roles and responsibilities of the Study Team (REL Southwest, RGRG, AIR, and ICF-Caliber) and the *(Insert District Name)* regarding the CSR study. CSR provides teachers with a feasible, systematic procedure to help students with diverse abilities learn the strategies they need to comprehend text. It is inexpensive to use and can work with the textbooks in your school. CSR incorporates four research-based reading comprehension strategies with cooperative learning (i.e., students teaching and working with each other in small groups). Students will learn skills in previewing what they will read, understanding key vocabulary, generating main idea statements, summarizing, and be able to answer questions about the material.

**B. PARTNER BENEFITS AND INTERESTS:**

The following sections detail the benefits that this study will provide for schools, teachers and students within the district.

(Insert District Name) benefits include:

- Participation in a study that will provide evidence-based research for a curriculum designed to close the achievement gap for special populations such as ELL students.
- An opportunity to increase 5<sup>th</sup> grade students' academic achievement in reading comprehension.
- Free Collaborative Strategic Reading professional development for half of 5<sup>th</sup> grade teachers in selected schools.
- Free coaching and follow-up for teachers providing CSR intervention.
- Increased teacher knowledge about reading comprehension instruction.
- Compensation for time and data collection activities of all participating teachers.
- Research evidence of the effects of CSR on students' performance and summary information about the research results. At the end of this study the schools within the district will have teachers who are trained in CSR, an intervention that meets the needs of a vulnerable population, and they will have the skills needed to teach others to use the approach.
- Recognition as a partner in an important research study which will be communicated to educators, policymakers, parents, and the community.





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# PARTNERING EXPECTATIONS DOCUMENT— SCHOOL

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*Partnering Expectations*

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**PARTNERING EXPECTATIONS  
BETWEEN  
REGIONAL EDUCATIONAL LABORATORY—SOUTHWEST  
AND  
(INSERT SCHOOL NAME HERE)**

This represents the Partnering Expectations between the Regional Educational Laboratory—Southwest (REL Southwest) and *(Insert School Name)* regarding the research study of the effectiveness of Collaborative Strategic Reading (CSR Study) for the Fifth (5<sup>th</sup>) grade population. The study is being carried out under the auspices of the United States Department of Education, Institute of Education Sciences (IES). This documents the efforts to be completed by each organization, a partnership that will culminate in an important study that will contribute to the goal of improving student achievement. This document outlines the expectations of each partner and is entered into in good faith, with the understanding that the document can be revisited and modified as needed. Additional details of the study not elaborated upon within this document are provided in a Frequently Asked Questions document.

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**B. PARTNER BENEFITS AND INTERESTS:**

The following sections detail the benefits that this study will provide for schools, teachers and students.

*(Insert School Name)* benefits include:

- Participation in a study that will provide evidence-based research for a curriculum designed to close the achievement gap for special populations such as ELL students.
- An opportunity to increase 5<sup>th</sup> grade students' academic achievement in reading comprehension.
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*Partnering Expectations*

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REL Southwest benefits include:

- Access to school data and the opportunity to collect data on students participating in the study, for a limited time only, as required by the study.
- Opportunity to help fulfill the mission of REL Southwest to conduct rigorous research in the southwest region.
- Opportunity to contribute to the increasing body of research and literature on effective reading practices.
- Opportunity to share results of the study, thus gaining exposure to educators, parents, policymakers, and the community throughout the 5-state region and with IES.
- Opportunity to build relationships with educators such as those in *(insert school name)* and *(insert district name)*.

The following sections detail the responsibilities for this study for both the *(Insert school name)* and REL Southwest.

**A. (INSERT SCHOOL NAME) SHALL:**

1. Work with REL Southwest in assigning students and teachers randomly to the CSR or control condition. The school will agree to implement the CSR program in the classrooms for the entire school year, and will participate in the data collection activities. Individual classrooms should offer both English Language Arts and Social Studies curricula.
2. Implement the random assignment procedures for students and classrooms developed by REL Southwest. Should any problems or concerns about the random assignment arise; the school will consult with REL Southwest to help develop a satisfactory resolution.
3. Identify a site liaison who will work with REL Southwest and their Study Team on scheduling training, coaching, and testing times.
4. Allow REL Southwest subcontractors access to classrooms and students as per the agreed upon schedule to conduct classroom observations or student assessments.
5. To the best of their ability, ensure that school staff report any pending loss of study teachers and details regarding how they will be replaced. Any unanticipated loss of study teachers will be documented (e.g., time and reason for loss, if any unusual circumstances occurred) and reported to the Study Team.
6. Implement teacher participation incentives in a manner agreed to at the beginning of the study, and report any deviations from the agreement.

**B. REL SOUTHWEST SHALL:**

1. Comply with all FERPA and state requirements for protecting the confidentiality of students and teachers.
2. Conduct all interactions with school staff in a respectful, professional manner, recognizing local commitments and constraints on staff time and resources.
3. Coordinate with the school to develop the randomization procedures and make sure the schools have the capabilities to implement them.
4. Provide schools with an outline of the confidentiality guidelines that are compliant with Department of Education regulations and the protocols for adhering to those guidelines.



*Partnering Expectations*

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5. Provide CSR training prior to the beginning of the school year and subsequent coaching throughout.
6. Be responsible for ensuring that all contractor personnel involved in handling data on the project are instructed in these procedures and will comply with these procedures throughout the study.
7. The researchers will take all reasonable steps to maximize the ongoing participation of schools, teachers, and students in the study, and will provide incentives as approved by OMB.
8. Administer two short teacher background surveys to gather information about teachers' level of education, experience and classroom characteristics and environment.
9. Conduct observations to document reading comprehension instruction and to detect differences between treatment and control teachers.
10. Conduct fidelity of implementation observations.
11. Maintain confidential information within a database structure on a secure server with password protection.
12. Ensure that the data collection process adheres to provisions of the U.S Privacy Act of 1974 with regard to surveys of individuals for the Federal government.

**A. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:**

1. FREEDOM OF INFORMATION ACT (FOIA). Any information furnished to the (*Insert School Name*) under this document is subject to the Freedom of Information Act (5 U.S.C. 552).
2. The FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) regulates the disclosure of personally identifiable information from youth educational records, files, documents, and other student materials in all public elementary and secondary schools, school districts, intermediate education agencies, state education agencies, and any public or private agency or institution that uses funds from the U.S. Department of Education. The Collaborative Strategic Reading (CSR Study) will be reviewed and approved by AIR's Institutional Review Board to ensure compliance with FERPA (government guidelines) and human subjects' protection.
3. MODIFICATION. Modifications within the scope of the document shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by all parties, prior to any changes being performed.
4. PARTICIPATION IN SIMILAR ACTIVITIES. This document in no way restricts the (*Insert School Name*) or the REL Southwest from participating in similar activities with other public or private agencies, organizations, and individuals.
5. PARENTAL CONSENT. REL Southwest will request parental consent from students' parents/guardians for A) assessing their child by project staff (using a reading comprehension test) and B) using their child's school record data (strictly for the purpose of the study). REL Southwest will work with the school leadership staff to determine communications with parents/guardian and the process of distributing and collecting consent forms
6. TERMINATION. ANY of the parties, in writing, may terminate the document in whole, or in part, at any time before the date of expiration.



*Partnering Expectations*

7. PRINCIPAL CONTACTS. The principal contacts for this instrument are:

<i>REL SOUTHWEST</i>	<i>SCHOOL NAME</i>
Gay Lamey, Project Manager 9901 IH 10 West Suite 700 San Antonio, TX 78230 Phone: (210) 558-4111 Fax: (210) 558-4185 E-Mail: <a href="mailto:GLamey@edvanceresearch.com">GLamey@edvanceresearch.com</a>	

8. NON-FUND OBLIGATING DOCUMENT. This document is neither a fiscal nor a funds obligation document. Any endeavor or transfer of anything of value involving reimbursement or contribution of funds between the parties to this document will be handled in accordance with applicable laws, regulations, and procedures including those for Government procurement and printing. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the parties and shall be independently authorized by appropriate statutory authority. This document does not provide such authority. Specifically, this document does not establish authority for noncompetitive award to the cooperator of any contract or other agreement. Any contract or agreement for training or other services must fully comply with all applicable requirements for competition.

9. COMMENCEMENT/EXPIRATION DATE. This document is activated as of the date of last signature and is effective through March 15, 2009 at which time it will expire unless extended.

REL Southwest

(School Name)

\_\_\_\_\_  
Don Barfield, President      Date

\_\_\_\_\_  
Principal      Date

\_\_\_\_\_  
Mark McNiel, Vice-President      Date

\_\_\_\_\_  
Assist. Principal      Date

Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.