

Attachment I

Study Information Sheet, Consent Forms

INFORMATION SHEET

Random Assignment Evaluation of the Pacific Communities with High-Performance In Literacy Development (Pacific CHILD)

INVITATION TO PARTICIPATE

Pacific Resources for Education and Learning (PREL), in partnership with Berkeley Policy Associates (BPA), is inviting you to participate in an exciting professional development opportunity for 4th and 5th grade teachers in Hawaii, American Samoa, and Commonwealth of the Northern Mariana Islands (CNMI). **The Pacific CHILD Program** is a professional development program developed and administered by PREL. Pacific CHILD is a year-round intensive professional development program to enhance teachers' instructional skills to develop reading comprehension of all students in their classrooms, with a special focus on English language learners (ELLs). It combines intensive training sessions with regular and on-going demonstrations and modeling in teachers' classrooms, and weekly peer support group meetings.

Using research-proven instructional strategies, the Pacific CHILD Program focuses on:

- Using *informational* text to build reading comprehension skills
- Improving pedagogy with targeted classroom organization and management practices
- Creating a format of instruction for 100% student engagement across the continua of reading skills and English language proficiency
- Refining practice with existing reading/language arts curriculum and texts
- Standards-based instruction, with an emphasis on closing the achievement gap between language minority and language majority students

Student achievement in reading/language arts will be measured by existing state and local large-scale assessments, including language proficiency assessments. Students in participating schools will not be asked to sit for additional assessments as a condition of being in the study.

You are invited to be part of a research project to evaluate this promising professional development program. As a participating school and participating teacher, you will help us examine whether and how Pacific CHILD impacts teachers' instructional practices and students' reading comprehension.

ABOUT US

Pacific Resources for Education and Learning (PREL) is the administrator of the Pacific CHILD program, and **Berkeley Policy Associates (BPA)** is the independent evaluator of the Pacific CHILD. PREL and BPA are partners, but work independently and play different roles in this study. PREL staff provides the Pacific CHILD professional development training and services. BPA staff collects and analyzes data separately from PREL for the purposes of evaluation. The administration and evaluation of the Pacific CHILD is funded by the US Department of Education.

STUDY DESIGN: HOW IT WORKS

If your school decides to participate in the study, your school will be randomly assigned to one of the groups described below.

Group 1 (Treatment Group): All 4th and 5th grade teachers at your school will be assigned to participate in the Pacific CHILD Program from June, 2007, to August, 2009. In addition, you will be asked to participate in the Evaluation of Pacific CHILD from now through December 2009.

Group 2 (Control Group): All 4th and 5th grade teachers at your school will be invited to participate in the Pacific CHILD Program from June, 2009, to February 2011. In addition, you will be asked to participate in the Evaluation of Pacific CHILD from now through December, 2009.

Your school assignment to either group is random, as in a lottery. The lottery will be conducted at BPA and your school and teachers at your school will be notified of your assignment.

PROCEDURES FOR TEACHERS IN GROUP 1 (Treatment Group)

If your school is selected into Group 1, 4th and 5th grade teachers at your school will be asked to participate in the Pacific CHILD program from June, 2007, to August, 2009. The Pacific CHILD activities, guided by PREL staff, will include:

- 10-day training institute each summer
- 3-4 day follow-up training institutes-three times during the school year
- Twice-monthly observation and modeling in-classroom sessions throughout the school year
- Participation in weekly guided peer-support group activities.

In addition to the Pacific CHILD professional development activities, the teachers will be asked to participate in the evaluation study, led by BPA staff, which will include:

- Pre-Program Classroom Observation
- Focus Groups and/or Interviews
- Program Activity Observations
- Annual Teacher Survey
- Annual Program Impact Survey
- Annual Program Impact Observation

Details on each study activity are discussed in the attachment titled "Data Collection Activities".

PROCEDURES FOR TEACHERS IN GROUP 2 (Control Group)

If your school is selected into Group 2, teachers at your school will not be eligible to participate in the Pacific CHILD program for two years. After the end of the two-year study period, 4th and 5th grade teachers at your school will be invited to participate in the Pacific CHILD program from June, 2009, to February 2011. The program will include the same activities as described for Group 1 and may include updated materials. During the two years as a control school, 4th

and 5th teachers will be asked to participate in the evaluation study, led by BPA staff, which will include:

- Pre-Program Classroom Observation
- Annual Teacher Survey
- Annual Program Impact Survey
- Annual Program Impact Observation

Details on each study activity are discussed in the attachment titled "Data Collection Activities".

PROCEDURES FOR SCHOOL PRINCIPALS (Treatment and Control Groups)

School principals (or other school administrators as delegated) of the participating schools will be asked to provide BPA staff with school background information. In addition, they will be asked to fill an annual school principal survey. Details on this survey are outlined in the attachment titled "Data Collection Activities".

STUDENT DATA

As part of the evaluation study, BPA will utilize the student records and existing state and local test results which are available from the Hawaii Department of Education databases. These data include, but are not limited to standardized test scores, attendance, ELL status, free or reduced lunch status, special needs accommodations, race, ethnicity, and age. These data will be used to assess the potential impact of Pacific CHILD on students' achievement.

CONFIDENTIALITY OF DATA COLLECTED

Any information that is obtained in connection with this study and that can be identified with individual teachers, school, or the students will remain confidential and will be disclosed only with permission or as required by law. If information from this study is published or presented at scientific meetings, individual names and other personal information will not be used. Observation of or suspicion of abuse or neglect that is reportable by law will be reported to the appropriate authorities. All individual and school-level information will be recorded with an identification number, and names will be kept in a separate location. Results will be analyzed and reported only in averages for groups of students and groups of schools; no individuals, individual schools, or districts will be identified by name. The survey data collected during the evaluation study will be entered into electronic databases without names or other personal identification information. These databases will be kept in a secure, access-limited and fire-walled server at BPA. The original paper surveys will be kept in a locked cabinet in a locked room. Only authorized research team members will have access to the data.

COSTS/PAYMENT

There is no charge for teachers to participate in this study. However, your school may need to support your participation by providing substitute teachers during the mini-institutes and the summer institute, if the dates of professional development conflict with your school calendar. BPA will provide teachers with a gift card in appreciation for completing each survey (the Annual Teacher Survey and the Annual Program Impact Survey).

QUESTIONS?

If you have any questions regarding this study, please contact Dr. Roger Chesswas at Pacific Resources for Education and Learning (Tel: 1-808-441-1300. Email chesswas@prel.org) or Dr. Hans Bos at Berkeley Policy Associates (Tel: 1-510-465-7884, Email: hans@bpacal.com).

DATA COLLECTION ACTIVITIES

If your school decides to participate, 4th and 5th grade teachers and the principal at your school will be asked to participate in the following evaluation study activities between April, 2007, and December 2009, in addition to participation in the Pacific CHILD professional development activities.

Pre-Program Classroom Observation (Group 1 and Group 2).

BPA researchers may ask to observe regular classroom lessons of the participating teachers during the spring, 2007. The purpose of this pre-program classroom observation is to enable researchers to determine possible variation in teaching practices across sites. About 2-3 teachers per school will be selected for pre-program classroom observations based on their availability and schedules. BPA researchers will contact these teachers to arrange an observation date that is convenient to them. The teachers will not be required to do anything differently from what they would have planned on the day of the observations. The pre-program classroom observation is expected to take place between April and May, 2007.

Focus Groups and/or Interviews (Group 1 only)

The teachers in Group 1 (Treatment Group) will be asked to participate in a focus group with other participating teachers or to participate in a group or individual interview, depending on the number and availability of participants at your school. BPA researchers will lead focus group discussions or conduct interviews using semi-structured guides. The purpose of these focus groups and interviews is to understand the teachers' experiences with Pacific CHILD and gain their feedback on the program. These focus groups or interviews will take place at your school or a nearby site. The focus groups and interviews will take place between October and February during each of the 2007-08 and 2008-09 school years. The exact date will be scheduled in consultation with your school staff, based on school schedule and participating teachers' availability.

Program Activity Observations (Group 1 only)

BPA researchers will observe regular Pacific CHILD program activities, including summer training institutes, follow-up institutes, and structured learning team meetings. The purpose of these activity observations is to document how the Pacific CHILD is implemented during training and at your school. For observations of at-school activities, BPA researchers will contact your school and arrange the date for a visit. The teachers or staff will not be asked to do any special preparation or do any thing differently during observations. BPA researchers will sit quietly in the back of your classroom. After the observed sessions, the researchers may ask the teachers clarification questions about activities in order to ensure that they correctly understand what was going on. Activity observations for training institutes are scheduled according to the Pacific CHILD program schedule. Activity observations for at-school program activities will be scheduled between October and February during each of the 2007-08 and 2008-09 school years. The site visit date will be coordinated with the focus group and/or interviews described above, and will be determined in consultation with your staff, based on school schedule, program activity schedule, and participating' teachers' availability.

Annual Teacher Survey (Group 1 and Group 2)

Teachers will be asked to take a short survey about their participation in Pacific CHILD or other professional development activities each year. The survey will ask how frequently they participated in different types of program activities and in what other types of professional development activities they may have been involved. The survey will ask the teachers also about any changes in their teaching assignments over the previous year. This survey may be administered as an online survey where possible. The survey will take about 20 minutes to complete. This is expected to take place between January and May during each of the 2007-08 and 2008-09 school years.

Annual Program Impact Survey (Group 1 and Group 2)

Teachers will be asked to take a survey to assess the impact of the Pacific CHILD Program (in case of Group 1), and alternative professional development activities (in case of Group 2), their instructional practices, knowledge, and their outlook on teaching ELL students. The survey takes the form of an assessment and will be administered by BPA researchers. The survey will take about 40 minutes to complete. This survey is expected to take place between March and May of the 2007-08 and 2008-09 school years, and maybe combined with Annual Teacher Survey described above.

Annual Program Impact Observation (Group 1 and Group 2)

Teachers will be asked to allow BPA researchers to observe their regular classroom lessons during the spring of 2007-08 and 2008-09. The purpose of this program impact observation is for researchers to find out the variation in teaching practices across sites after the Pacific CHILD is implemented. Teachers will be contacted by BPA researchers through your school to arrange for the observation date that is convenient to them. This impact observation is expected to take place between March and May during each of the 2007-08 and 2008-09 school years.

Annual School Principal Survey (Group 1 and Group 2)

The school principal at your school will be asked to take a survey about: professional development activities offered to and/or required of teachers at your school and about curriculum, policy, and staffing changes at your school. If your school is in Group 1, the survey will also ask about the implementation of Pacific CHILD. This survey may be administered as an online survey where possible. The survey will take about 20 minutes to complete. This survey is expected to take place between October and February of the 2007-08 and 2008-09 school years.

Table 1 below summarizes the estimated schedule for these data collection activities.

Table 1: Evaluation Study Activities				
Study Activity	Note	Activity Schedule		
		2006/07	2007/08	2008/09
Pre-Program Classroom Observation	No preparation required	April-May		
Focus Group or Interview (Group 1 only)	90-120 min. as a group or 30-45 min as an individual		Oct.-Feb.	Oct.-Feb.
Observation of P-CHILD Program Activity Observations (Group 1 only)	No preparation required		Summer07, Oct.-Feb	Summer 08, Oct.-Feb.
Annual Teacher Survey	20 min. survey		Jan.-May	Jan.-May
Annual Program Impact Survey	40 min. survey		Mar.-May	Mar.-May
Annual Program Impact Observation	No preparation required		Mar.-May	Mar.-May
Annual School Principal Survey	20 min. survey		Oct.-Feb.	Oct.-Feb.

Consent to Participate in Research Form

Random Assignment Evaluation the Pacific Communities with High-performance In Literacy Development (Pacific CHILD)

For Teachers

PURPOSE OF THE STUDY

The Pacific Communities with High Performance in Literacy Development (Pacific CHILD) is a professional development program developed and administered by the Pacific Resources for Education and Learning (PREL) with funding from the U.S. Department of Education. Pacific CHILD is a year-round intensive professional development program to enhance teachers' instructional skills to develop reading comprehension of English learners in their classrooms. Pacific CHILD includes a summer training institute, three follow-up training institutes during the school year, on-site coaching twice a month by PREL staff, and weekly guided peer group activities. The purpose of this evaluation study is to assess whether Pacific CHILD has significant impacts on participating teachers' pedagogical knowledge and instructional practices as well as students' reading comprehension. The study takes place in the State of Hawaii, American Samoa, and CNMI.

Berkeley Policy Associates (BPA) is the independent evaluator of the Pacific CHILD. Pacific Resources for Education and Learning (PREL) is the administrator of the Pacific CHILD program. PREL staff provides the Pacific Child professional development training and services. BPA staff collects and analyzes data separately from PREL for the purposes of evaluation.

STUDY DESIGN

If you decide to participate in the study, you will be randomly assigned to one of the following two groups, depending the school in which you work.

Group 1: You will be assigned to participate in the Pacific CHILD Program from June 2007 to August 2009. In addition, you will be asked to participate in the Evaluation of Pacific CHILD from now through December 2009

Group 2: You will be assigned to participate in the Pacific CHILD Program from June 2009 to February 2011. In addition, you will be asked to participate in the Evaluation of Pacific CHILD from now through December 2009.

Your assignment to either group is random, as in a lottery. The lottery will be conducted at BPA and you will be notified of your assignment through your school or by BPA staff. The study procedures for each group are discussed below.

PROCEDURES FOR GROUP 1 (Treatment Group)

If your school is selected into Group 1, you will be asked to participate in the Pacific CHILD program from June 2007 to August 2009. The Pacific CHILD activities, guided by PREL staff, will include:

- 10-day training institute each summer
- 3-4 day follow-up training institutes each semester
- Twice-monthly coaching sessions throughout the school year, which includes classroom observation and modeling.
- Participation in weekly guided peer-support group activities.

In addition to the Pacific CHILD professional development activities, you will be asked to participate in the evaluation study from April 2007 to December 2009, led by BPA staff, which will include:

- Pre-Program Classroom Observation
- Focus Groups and/or Interviews
- Program Activity Observations
- Annual Teacher Survey
- Annual Program Impact Survey
- Annual Program Impact Observation

Details on each study activity are discussed in the attachment of the Information Sheet.

PROCEDURES FOR GROUP 2 (Control Group)

If your school is selected into Group 2, you will not be eligible to participate in the Pacific CHILD program for two years. After the end of the two-year study period, you will be invited to participate in the Pacific CHILD program from June 2009 to February 2011. The program will include the same activities as described for Group 1 and may include updated materials. During the two years as a control school, you will be asked to participate in the evaluation study from April 2007 to December 2009, led by BPA staff, which will include:

- Pre-Program Classroom Observation
- Annual Teacher Survey
- Annual Program Impact Survey
- Annual Program Impact Observation

Details on each study activity are discussed in the attachment of the Information Sheet.

RISKS

Risks to you from your participation in the study are expected to be minimal. That is, the probability and magnitude of harm or discomfort anticipated in this study are not greater in and of themselves than those ordinarily encountered in daily life. Possible risks include psychological and social risks in sharing your experiences and opinions, such as discomfort or embarrassment felt in discussing aspects of the Pacific CHILD in a focus group or interview.

BENEFITS

Whether you are assigned in Group 1 or Group 2, you will receive the professional development services under Pacific CHILD, which is designed to help you enhance your understanding and skills for teaching a classroom including ELL students. Your participation in the research project may benefit your school, staff, and students by helping to improve the quality of instruction. Your input to the evaluation study will be also invaluable in improving the Pacific CHILD Program. The results of the study will benefit the broad field of education research on ELL instruction and ELL professional development. This study will particularly benefit current and future teachers of ELL students and their students by contributing to the development of an effective professional development strategy. The study may also influence policy and promote public investments in quality instruction for English Learners and teacher professional development.

CONFIDENTIALITY

Participation in any research may involve a loss of privacy, but your data will be handled as confidentially as possible. Any information that is obtained in connection with this study and that can be identified with you, your school, or the students in your classes will remain confidential and will be disclosed only with your permission or as required by law. If information from this study is published or presented at scientific meetings, your name and other personal information will not be used. Observation of or suspicion of abuse or neglect that is reportable by law will be reported to the appropriate authorities. All individual and school-level information will be recorded with an identification number, and names will be kept in a separate location. Results will be analyzed and reported only in averages for groups of students and groups of schools; no individuals, individual schools, or districts will be identified by name.

To protect confidentiality, we ask you and all other participants not to share what we discuss in a focus group with anyone who is not a part of the discussion group. We will take written notes during a focus group or interview or observation, but will not record your name or any other personal identifying information with these notes. Only researchers from Berkeley Policy Associates (BPA), the independent research firm, will have access to these discussions, interview, and observation notes. These documents will be kept in a secured location.

The survey data collected during the study will be entered into electronic databases without your name or other personal identification information. These databases will be kept in a secure, access-limited and fire-walled server at BPA. The original paper surveys will be kept in a locked cabinet in a locked room. Only authorized research team members will have access to the data. These data will be used only for the purpose of the study described in this document.

COSTS/PAYMENT

There is no charge for you to participate in this study. We will provide you with [a \$20 gift card] in appreciation for completing the Annual Teacher Survey and [a \$20 gift card] for completing the Annual Program Impact Survey. [The incentive may be adjusted for some jurisdictions according to appropriate norms in the entity]

RIGHT TO REFUSE OR WITHDRAW

Your participation in the program and in the research study is completely voluntary. If you volunteer to be in the study, you may withdraw at any time during the study without

consequences of any kind. You will not be penalized in any way if you do not complete one or more particular surveys, do not respond to particular survey questions, do not participate in a focus group or interview, or if you decide to decline to be observed in your classroom.

CONTACT INFORMATION

If you have any questions regarding this study, please contact: Dr. Yasuyo Abe, Project Director at Berkeley Policy Associates (Tel: 1-510-465-7884, Email: yasuyo@bpacal.com), or Dr. Roger Chesswas at Pacific Resources for Education and Learning (Tel: 1-808-441-1300. Email chesswas@prel.org). [FOR CNMI/A.SAMOA ONLY: In addition, if you have questions about your rights as a research participant, or if you have complaints, concerns, or questions about the research, please contact Fannie Tseng, Human Subjects Protection Administrator, Berkeley Policy Associates, (510) 465-7884 or fannie@bpacal.com; or Independent Review Consulting at 800-472-3241 or subject@irb-irc.com. You may also contact BPA's local study coordinator, XXXX at xxx-xxx-xxxx.]

If you have any questions about your rights as a research participant or if you think you may have been harmed as a result of your participation, please contact the Independent Review Consulting at 800-472-3241 or subject@irb-irc.com.

CONSENT

Participation in research is voluntary. If you decide to participate in this study as described above. Please read the statement below and, if agree, sign this form.

I have read this consent form and the information sheet and I understand the description of the Evaluation of the Pacific CHILD and my rights as a participant. All my questions have been answered to my satisfaction. I agree to participate in this study, and I understand that I may withdraw my consent at any time. I have received a copy of this consent form.

Signature _____ Date _____

Print Name _____

Name of School _____