

Dear Teacher:

Congratulations on [school name]'s decision to participate in a national study to identify strategies used in effective reading programs for children in kindergarten through third grade. [School name] was one of six elementary schools identified through a rigorous process that targeted strong reading outcomes, and the research team expects to learn a great deal from your school's successful approach to reading instruction. The overall results of the study, initiated and funded by the National Institute for Literacy, a federal government agency, will be made available to administrators, educators, and reading researchers. A research team from Education Development Center, Inc (EDC) will conduct the study.

As a teacher, what can you expect?

The EDC research team will make two visits to your school, the first during fall 2009, and a follow-up during winter 2010. Each visit will last 2 ½ days. The research team will work with you and your principal to schedule the most convenient dates. The visits will include classroom observations, surveys and interviews.

- In the weeks prior to the initial visit, all K-3 teachers will be asked to complete a confidential survey about their background, including teaching experience, certifications, and demographic information and some information on teaching practices.
- During each visit, a researcher will observe in one classroom at each grade level from Kindergarten through 3rd grade. Your principal will notify you if your classroom has been selected for observation.

What can you expect if your classroom is selected for observation?

During each observation, a member of the research team will:

- Observe instruction during the reading instructional period and during a content area lesson on each day of the visits.
- Use two classroom observation assessments, *the Early Language and Literacy Classroom Observation (ELLCO) K-3 Tool, Research Edition* (EDC, 2008) and an observation tool adapted from a time-by-activity instrument developed by Foorman and Schatschneider.
- Take detailed notes about classroom processes and record these processes via video and audio.
- Interview you about the strategies you use to teach reading.

How else will the research team find out about our school's reading success?

Research team members will meet with the district Language Arts/Reading Coordinator to review documents such as learning standards, curriculum guides, and professional development offerings so that they may better understand the way your district is structured and how that might affect your reading program. The Reading Specialist/Literacy Coach will be surveyed about his or her role in reading instruction and professional development in the school. The principal will be surveyed to gather information about school demographics, resources, reading instruction, and about the principals' role.

How will this information be kept confidential?

The results of this survey as well as the results of all observations, interviews, or other information collected by the researchers will be maintained as strictly confidential and will be destroyed at the end of the project.

For more information about this study, please contact Dr. Nancy Clark-Chiarelli, Education Development Center, Inc, Newton, MA. 617-6182119 or nclark@edc.org

How will I learn about the strategies identified that promote effective reading?

At the conclusion of the project, the research team will provide each participating school with copies of the final report for all school personnel. The report will describe the strategies that contributed to effective reading programs in the six schools. The information in this description will not include individual school or grade information.