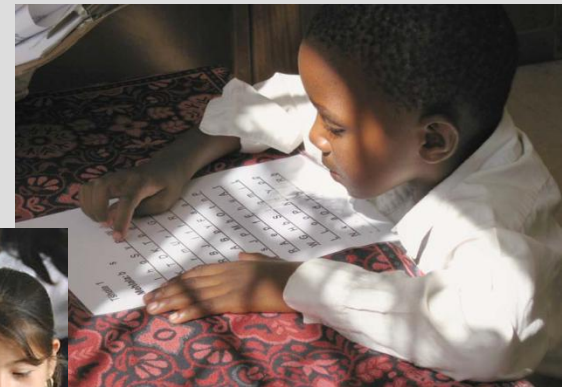EdData II: Education Data for Decision Making

Help! I need to design a reading program

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March 28, 2012

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Acknowledgments and Purpose

Introduction

- How do I even start?

- What are the key areas of focus?

- How will I know if countries are already doing a good job or not?

- How will we measure what works?

- When is an impact evaluation appropriate?

How do I even start?

1. Before you go:
   - Know the basics. Why reading? Reading 101
   - Be ready to debate, defend
   - Read: Review resources
2. Once you are there:
   - Listen: Talk with key constituencies, including:
     - Teachers union
     - PTA leadership, parents, and community associations
     - Business and leaders of NGOs
     - Publishers
     - Donors
     - Universities
     - Education sector personnel, including planning, curriculum, teacher pre- and in-service
     - Government officials beyond education
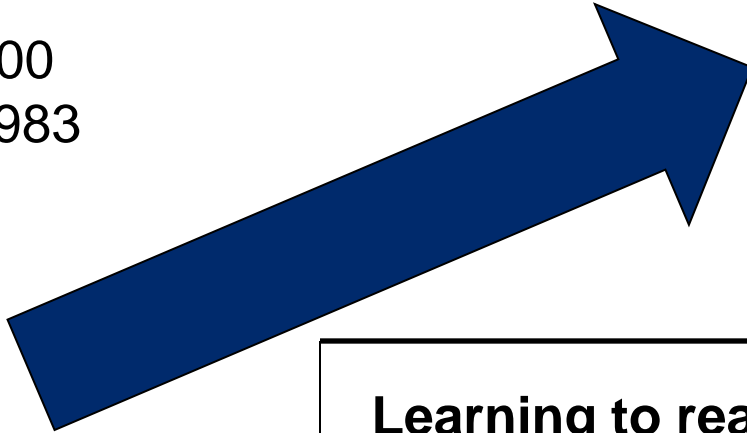
How do I even start?

2. Once you are there (continued):
   – Build alliances. What are other donors and NGOs doing?
   – Figure out what policy levers you want to push
   – Get focused. Select key area(s) ("what") based on needs and resources

3. What to leave behind: A good design
   – Be specific about the "what" and "when"
   – Provide as much information as possible
   – Be realistic about expectations
   – Do your homework on costs
   – Make the competition about "how" to do the work with the best quality for the best value

Reading 101: Stages of Reading Development

Ehri, 2000
Chall, 1983

Reading to learn
- Continue using skills from other stages
- Vocabulary expansion
- More sophisticated comprehension

Learning to read
- Phonemic decoding
- Automatic recognition of words
- Fluency
- Vocabulary
- Comprehension

Pre-reading
- Language development
- Print awareness
- Phonological awareness
- Vocabulary
- Comprehension

Reading 101: Reading = *Decoding X Comprehension*

- Code-focused skills = Phonological awareness and phonics to recognize words, to be able to sound them out phonetically, and to read them fluently.
  - Requires fast linking of sounds and letters (alphabetic languages like English, Arabic, Spanish, Tagalog).
  - Also requires teaching and practice sounding out or decoding words automatically.

- Meaning-focused skills = Vocabulary helps students build comprehension read for meaning. This includes background knowledge or what they know about the world.

- We apply phonics skills, our vocabulary, and our understanding of how language works to give meaning to what we read.

Gough and Tunmer, 1986

Key Areas of Focus: The 5 Ts

1. More **time** devoted to teaching;
2. Better techniques for **teaching**;
3. More **texts** in the hands of students;
4. Teaching children in the mother **tongue**; and
5. **Testing**, or measurement, of results.
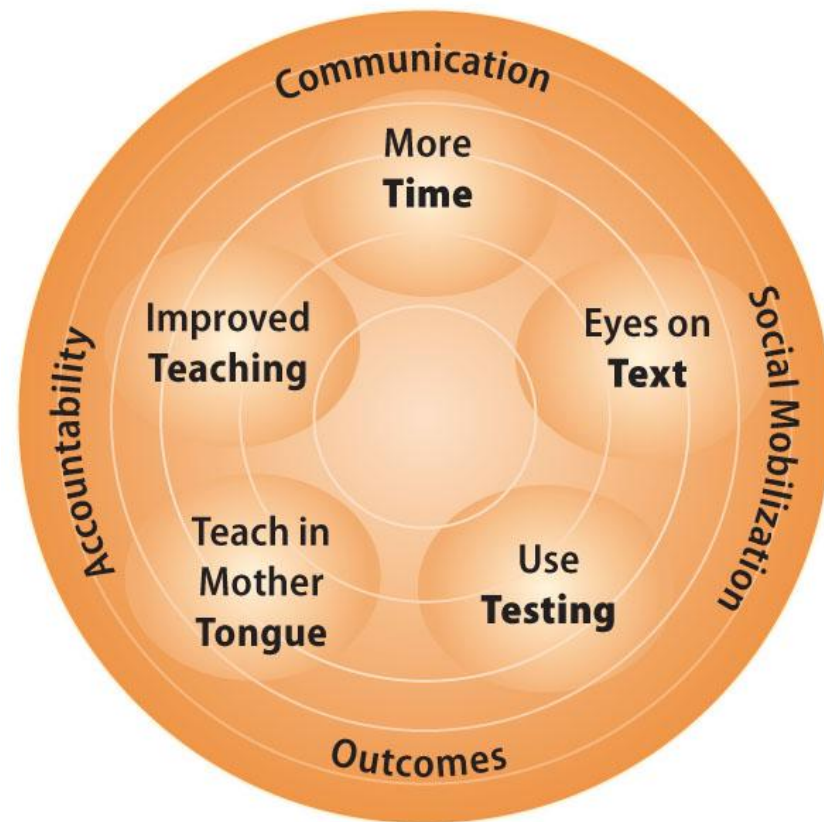
1. Time: More time devoted to teaching

- Schools need to be open
- Teachers and students need to come to school
- Teachers and students need to be on task
- Reading (not just grammar or language) needs to be taught every day
- Reading instruction needs to start early
- Children need time to practice, both inside and outside of school

2. Teaching: Better techniques for teaching

- Teachers do the best job they can with the resources and knowledge they have

- Teachers are supported through scaffolding (regular coaching) and systematic, explicit, and direct lessons/routines that follow a scope and sequence

- Instructional routines should include the following components:

  – Instruction is interactive and briskly paced to ensure that students are actively engaged throughout the lesson

  – Teaching is provided in small steps, with student practice after each step to ensure that all students experience a high level of success

  – Children are provided opportunities to apply what they are learning in other contexts.

3. Texts: More texts in the hands of students

- All students need to have eyes on text every day

- Materials for direct instruction need to support the lesson objective

- Reading workbook/primers should be explicit and systematic to support instruction and have both code-focused and meaning focused activities

- Additional materials should provide opportunities for practice, support grade-level objectives, and offer a range to meet the needs of all students

4. Tongue: Teach children in their mother tongue

- Learning to read in a familiar language . . .
  - Facilitates learning to read
  - Makes learning another language and other subjects easier
  - Builds on a child's experiences and vocabulary
  - Builds self-esteem and identity
  - Is associated with lower rates of repetition and dropout
  - Is an efficient way to produce improved reading outcomes; these efficiencies can outweigh the costs of development and printing

5. Testing and measurement of results

- Test to teach
- Test to motivate
- Test to inform policy
- Test to inform curriculum design, materials development, teacher support programs
- But please . . . don't test just to test.
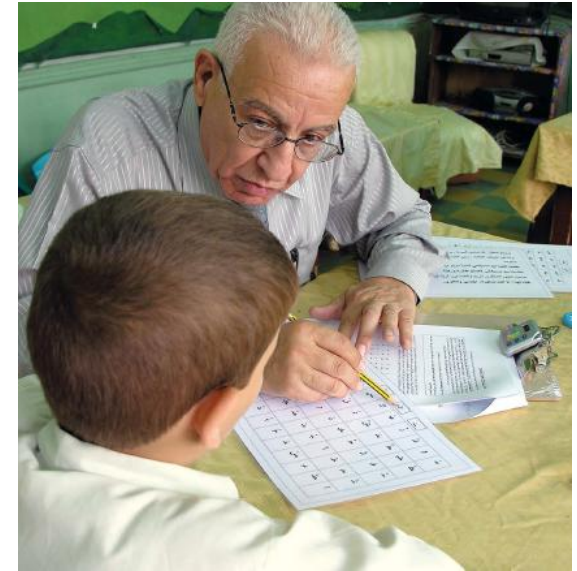
"Without information about which areas need improvement, we cannot decide which course of action to take. Assessments such as [EGRA] are especially important as they identify which skills need reinforcement—information that can directly inform teaching and learning."
—Nobel laureate and Liberia's President Ellen Johnson Sirleaf

(Gove & Wetterberg, 2011, p. vi)

How will I know if countries are already doing a good job or not?

- Get to know what good teaching, good materials, good testing, etc., look like in other contexts
- Develop rubrics for assessing each of the 5 Ts
- Examine the numbers
- Commission specific studies to inform program design (the more information implementers have, the better program you will have)

How will we measure what works?

- Be clear and realistic about objectives and targets
- Know the past to predict the future
- Baseline, baseline, baseline, baseline

When is an impact evaluation appropriate?

- USAID Evaluation Policy: Impact Evaluation vs. Performance Evaluation

- Baseline, baseline, baseline, baseline

- How can I possibly convince anyone to do a randomized control trial?

Additional Resources: Top 11

1. Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, Massachusetts: MIT Press. http://mitpress.mit.edu/catalog/item/default.asp?tid=9063&ttype=2

2. Chabbott, C. (2006). *Accelerating early grades reading in high priority EFA countries: A desk review.* http://www.equip123.net/docs/E1-EGRinEFACountriesDeskStudy.pdf

3. National Institute of Child Health and Human Development [US]. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). http://www.nationalreadingpanel.org/Publications/summary.htm

4. Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers of reading should know and be able to do.* Washington, DC: American Federation of Teachers. http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf

Additional Resources: Top 11 (continued)

5. Hirsch, E. D., Jr. (2003). Reading comprehension requires knowledge: Of words and the world. *American Educator* (Spring), 1–44. http://www.aft.org/pubs-reports/american_educator/spring2003/AE_SPRNG.pdf

6. Abadzi, H. (2006). *Efficient learning for the poor.* Washington, DC: The World Bank. http://www.worldbankinfoshop.org/ecommerce/catalog/product?item_id=5784103

7. Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: Committee on the Prevention of Reading Difficulties in Young Children and National Academy Press. http://www.nap.edu/catalog/6023.html

8. Neuman, S. B., & Dickinson, D. K. (Eds). (2001). *Handbook of early literacy research* **and** Dickinson, D. K., & Neuman, S. B. (Eds.). (2006). *Handbook of early literacy research, Vol. 2.* New York: The Guilford Press.

Additional Resources: Top 11 (continued)

9.   Trelease, J. (2006). *The read-aloud handbook* (6th ed.). New York: Penguin.

10. Gove., A., & Cvelich, P. (2011). *Early reading: Igniting education for all. A report by the Early Grade Learning Community of Practice* (Rev. ed). Research Triangle Park, North Carolina: RTI International. http://www.rti.org/pubs/early-reading-report-revised.pdf

11. Gove, A., & Wetterberg. A. (Eds.). (2011). *Early grade reading assessments: Application and interventions for early literacy.* Research Triangle Park, North Carolina: RTI Press. http://www.rti.org/publications/rtipress.cfm?pubid=17752

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Instruments and resources: EdData II project website, www.eddataglobal.org

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Ehri, L. (2000). Learning to read and learning to spell: Two sides of a coin. *Topics in Language Disorders, 20(3),* 19–49.

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7,* pp. 6–10.

Gove, A., & Wetterberg. A. (Eds.). (2011). *Early grade reading assessments: Application and interventions for early literacy.* Research Triangle Park, North Carolina: RTI Press. http://www.rti.org/publications/rtipress.cfm?pubid=17752