Linking School Assessments to Research-Based Practices in Beginning Reading: Improving Programs and Outcomes for Students With and Without Disabilities

Scott Baker and Sylvia Smith

Calls in education for an increase in the use of research-based practices is perhaps most common in the area of beginning reading. Three highly publicized syntheses of research in beginning reading have been conducted in the last decade (Adams, 1990; National Reading Panel, 2000; Snow, Burns, & Griffin, 1998), and all conclude there is a substantial scientific knowledge base that should form the basis of instruction. However, consensus on which beginning reading programs to use, or the process schools should follow in developing programs that are research-based, has not been achieved.

In this paper, we describe and provide examples of how individual elementary schools can demonstrate that their programs in beginning reading are helping to bridge the gap between research and practice. In particular, we show how data on student learning generated by individual schools was used to document program effects and improvements in student achievement. Examples from two schools we worked with to bridge the gap between research and practice are used (Baker, Smith, Kameenui, McDonnell, & Gallop, 1999). Before presenting these examples, we discuss how ambiguities surrounding the meaning of research-

based practice contribute to the importance of schools playing an active role in helping to define the term.

Conceptual Dilemmas in the Research to Practice Gap

Establishing an effective beginning reading program at the school level is a complex and difficult task. Determining essential program components for all students at each grade, determining what adjustments must be made for students with disabilities, and documenting that programs actually leads to satisfactory learning outcomes for students requires complex decisions on the part of teachers and administrators at each school.

Effectively translating research findings into practice routines clearly is much more intricate than having researchers develop the empirical knowledge base for teachers, who then work out the details of classroom implementation on their own. Differences between research and practice settings that argue against this vertical transmission model—where researchers pass down the knowledge that classroom teachers implement—are extensive and more obvious now than they used to be (Malouf & Schiller, 1995). Professional development opportuni-

Begining To Read Thinking About Learning To Print

Brendan G. Carr

Begining To Read Thinking About Learning To Print:

   Beginning to Read Steven Alan Stahl,1990   *Resources in Education* ,1992-03   **Beginning to Read** Marilyn Jager Adams,Steven Alan Stahl,Jean Osborn,Fran Lehr,1990   **Teaching Children to Read** Douglas Ray Reutzel,Robert B. Cooter,2004 For Elementary Reading Methods courses This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading curriculum for students in both K 3 and 4 8 classrooms chapters 12 and 13 provide a continuum of knowledge by describing classroon organization and curriculum for grades 4 6 and 6 8   *Classroom Voices* David Booth,Larry Swartz,Meguido Zola,1994 This book uses a structure that can be best described as half textbook half novel Presenting language arts information in a straightforward yet engaging manner it reflects realistically the state of today s classrooms   **Reading and Writing in Elementary Classrooms** Patricia Marr Cunningham,2004 This K 4 text follows the style of the successful Cunningham Allington franchise It is very practical with tons of activities and grounded on solid research With new chapters on Fluency Assessment and a new organization this text offers the most current insight on thinking processes on reading and writing as language and on the importance of the affective domain Other Books by These Authors Phonics They Use Words for Reading and Writing Third Edition Patricia M Cunningham Wake Forest University ISBN 0 321 02055 3 Classrooms That Work They Can All Read and Write Third Edition Patricia M Cunningham Wake Forest University Richard L Allington University of Florida ISBN 0 205 35541 2 Schools That Work Where All Children Read and Write Second Edition Richard L Allington The University of Florida Patricia M Cunningham Wake Forest University ISBN 0 8013 3246 X Reading and Writing in Elementary School Classrooms 4e was well conceived and will only grow in popularity as more and more teachers seek support for the teaching of reading The book is a great effort on the part of the authors Professor Lee T Person Ed D Associate Dean for Education Ottawa University Its clear that these authors know the research know the history of reading instruction and know the classroom They have a keen sense of how to help the teachers move forward in understanding and implementing good literacy practices by utilizing new insights without being iconoclastic Professor James Rooks Calvin College The pedagogical elements of the text are excellent One of the things I like best about the book is the inclusion of the appropriate activities within each chapter so that students can read about and practice the concepts first hand Professor Luther R Kirk Longwood University Author Bio David W Moore serves as a Professor of Education at Arizona State University West where his teaching centers about literacy development His publication record balances research reports professional articles book chapters and books Recent co authored books include Developing readers and writers in the content areas K 12 4th ed and Starting out A guide for teaching adolescents who struggle with

reading Patricia M Cunningham is a professor at Wake Forest University in Winston Salem North Carolina In addition to university teaching she worked for ten years in public school positions that included first grade teacher fourth grade teacher remedial reading teacher curriculum coordinator and director of reading Dr Cunningham has published numerous research and applied articles She is also the author of Phonics They Use and coauthor of Schools That Work Along with Dorothy Hall she developed the Building Blocks and Four Blocks frameworks for providing balanced literacy instruction in kindergarten and primary grades James W Cunningham is Professor of Literacy Education at the University of North Carolina Chapel Hill He teaches undergraduate and graduate courses in reading and writing education He has over 85 publications in professional books and journals and has presented at many national conferences He serves on the editorial board of four literacy research journals Sharon Arthur Moore Literacy Staff Development Specialist for the Osborn School District in Phoenix Arizona assists teachers in implementing best practices in literacy She has published numerous books and articles and is a frequent presenter at national conferences She has been an elementary teacher Title I teacher and university Associate Professor   *Minutes* California. State Board of Education,1996   **Illinois Reading Council Journal** ,1990

   Self-paced Phonics G. Thomas Baer,1999 Students can work at their own pace with minimal direct instruction using this concise workbook designed to provide future teachers with a sound understanding of both the content and pedagogy of phonics Using evaluative feedback from both students and reading professionals in the field who have used the previous edition the contents of this workbook have been expanded and strengthened to better serve the needs of prospective teachers Strong evidence indicates that children who are taught phonics at the beginning stages of reading instruction tend to do better than those who are not Therefore the concentration of this text is not on whether or not phonics should be included in beginning instruction but how phonics can be taught most effectively   *Taking Sides* Leonard Abbeduto,2004 A debate style reader designed to introduce students to controversies in educational psychology that includes readings which represent the arguments of leading educators and social commentators and reflect a wide variety of viewpoints

   Teaching Individuals with Physical, Health, Or Multiple Disabilities June L. Bigge,Sherwood J. Best,Kathryn Wolff Heller,2001 Rev ed of Teaching individuals with physical and multiple disabilities   **Literacies for the 21st Century** Donald J. Leu,Charles K. Kinzer,Kathleen A. Hinchman,1996   **Teaching Children with Diverse Abilities** Michael W. Churton,Ann Cranston-Gingras,Timothy R. Blair,1998 Recommends specific instructional strategies as they apply to children of varying educational needs learning styles cultural backgrounds and experiences focusing on similarities rather than differences among children and addressing both elementary and secondary instructional levels Each conten   **The Reading Glitch** Lee Sherman,Betsy Ramsey,2006 Reading disability and illiteracy are among the most pressing educational issues facing the United States today At least 40 percent of America s fourth graders are unable to read at grade level and a similar proportion of adults read at the lowest two levels of prose literacy Here the authors present an unflinching

examination of the science and politics of reading disability in this country The Reading Glitch sheds light on the philosophical pedagogical and cultural causes of reading failure and reveals the scientific findings that point to promising solutions Includes The story of Oregon s Bethel School District where disadvantaged children are becoming top notch readers and special education referrals have been reduced as a result of using the three tier model for preventing and treating reading disabilities The faulty assumptions underlying many current teaching practices An overview of the dangerous ideologies that hurt children and hinder educational progress Studies showing an anomaly in the way disabled readers brains process print Written in engaging prose the book shows how the great strides made by recent scientific research are revolutionizing real teaching and real learning The true stories about the casualties of wrong headed practices and the people who are working to remedy them bring the historical and scientific points to life These personal accounts Q A interviews with students parents educators researchers and other community members are the heart and soul of a book that reveals essential truths about literacy in America   Reading Helpers ,1998   *Teaching Struggling Readers* Richard L. Allington,1998 Collects thirty two articles for teachers of struggling readers covering such topics as literacy interventions diverse student needs motivation and ownership reading for meaning accuracy and fluency and family and community collaboration   *Why Education Experts Resist Effective Practices* Douglas Carnine,2000   Cognition and Language Claire M. Fletcher-Flinn,Gus M. Haberman,2006 This volume marks the first comprehensive collection of reports from research projects in cognitive psychology in New Zealand The existence of such a book is a reflection of the remarkable and ongoing growth in cognitive inquiry in this part of the world Although most influential models and theories on cognition have originated in North America and Europe the last two decades have seen an upsurge of cognitive research in the Australasian region Cognition and Language is intended to make accessible and integrate theoretically significant outcomes of cognitive science in New Zealand research centres Our intention was to edit the first volume on the international publishing scene reflecting the depth quality and some of the thematic diversity of cognitive psychology in New Zealand centres It reflects some of the perspectives and approaches that New Zealand scientists take to internationally well recognised cognitive topics It also indicates more unique themes that are investigated reliant on the Australasian context In particular the book is meant to integrate studies in the technical field of perception the interfaces between cognition and language psycholinguistics psychology of communication and cognitive developmental studies three domains that become increasingly salient in New Zealand cognitive science   **Readers and Writers in Primary Grades** Martha Combs,2006 Readers and Writers in Primary Grades is organized around strategies that benefit elementary school teachers in their efforts to be responsive to the developmental literacy needs of young children Integrating theory and practice these strategies offer a balanced look at appropriate literacy activities for K 3 classrooms Chapter topics include reading aloud to children shared reading shared and interactive writing guided and independent reading guided and independent writing literature study developing phonological

awareness and a strong phonics base integrating phonics and structure and linking children s learning experiences with a balanced literacy program *SRA Open Court Reading* Marilyn Jager Adams,2002 Contains materials designed to aid students in understanding the stories and lessons in Level 6 of the SRA Open Court reading series Blackline masters in the decodable books allow students to apply their knowledge of phonics elements to read simple texts

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