

## READ-WRITE CYCLE PROJECT INFORMATION SHEET

**WHAT IS IT?** The Read-Write Cycle Project is a three-year grant from Institute for Education Sciences (IES) to study reading comprehension instruction in the content area domains. The goal of this study is to uncover “best practices” for improving students’ reading comprehension across all subject areas.

**WHO IS CONDUCTING THE STUDY?** Dr. Robert Calfee of the Graduate School of Education at University of California, Riverside and Dr. Roxanne Greitz Miller of the School of Education at Chapman University. Drs. Calfee and Miller have both conducted very successful and teacher-friendly prior grant work in reading and writing in the content areas in Riverside and San Bernardino counties over the past six years.

**WHAT TEACHERS AND GRADE LEVELS ARE NEEDED?** Regular (i.e., mainstream) classroom teachers of grades three through six are needed for this study. *Teachers who do not teach any content area domains (Language Arts, Science, Social Studies, Math) or do not teach grades three through six in a California public school are NOT able to participate.*

**WHAT TYPE OF SCHOOLS ARE YOU LOOKING FOR?** We are looking for schools that serve diverse ethnic, racial, and socioeconomic populations, with a trend toward those populations that have traditionally been underserved educationally. We welcome schools with high levels of free/reduced lunch participation, high percentages of English Language Learners, and high percentages of students from non-White backgrounds.

**WHAT TYPE OF TEACHERS ARE YOU LOOKING FOR?** We are seeking teachers of grades three through six hailing from diverse ethnic and linguistic backgrounds who are planning to teach in the same school/district/grade level for the next three years. Teachers who are planning now to retire, to assume an administrative appointment, or to relocate within the next three years are asked *not* to apply. We are open to beginning teachers through those with many years of experience who have a genuine desire to help students to read and write with excellence, and are open to reading and writing instruction in the content areas.

**IS THIS A CONTROLLED STUDY?** Yes. A minimum of twenty-four (24) teachers will participate in the implementation group; an additional 12 will be selected as control teachers for comparison purposes. Additional implementation teachers are desired; this will assist the researchers in case any teacher needs to drop out of the study over time (e.g., relocation, medical leave, etc.).

**WHAT WILL THE IMPLEMENTATION TEACHERS DO?** Teachers assigned to the implementation groups will make a three-year commitment to this study. The first year consists of ongoing professional development activities; the second and third years consist primarily of teaching the strategy lessons in their regular classrooms.

During the upcoming school year (SY 2005-2006), implementation teachers will attend a total of 10 days of professional development training spread over September through February. During these professional development days, implementation teachers will learn from top researchers and practitioners about successful methods for content area instruction (science, math, language arts, social studies) through reading and writing activities. All strategies taught will aim to raise students’ reading comprehension. Teachers will then work during these days with other teachers at their grade levels to develop lessons, based on the California content standards, that incorporate these strategies. These teacher-created lessons will be taught in their classrooms during the following two school years.

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During SY 2006-2007 and 2007-2008, teachers will administer pre/post assessments and implement the lessons created during the first year's professional development activities. Implementation teachers will also attend five additional days of professional development in SY 2006-2007 during which they will revise their lessons based on their classroom experiences and be introduced to more advanced techniques, and two days in SY 2007-2008.

**HOW WILL THE IMPLEMENTATION TEACHERS BE COMPENSATED FOR THEIR TIME?** Implementation teachers will either be provided with substitute coverage if training is held on regular school days, or be paid their school district's normal daily training rate if training is held on Saturdays or if the teacher is off-track/on vacation. Additionally, clock hours that may be used toward renewal of credential will be provided for all time spent in professional development/training over the three years.

**WHAT WILL THE CONTROL TEACHERS DO?** Control teachers will only participate in Year 2 of the study, SY 2006-2007. Control teachers will not participate in professional development training. They will administer pre/post assessments like the implementation teachers, and will administer five additional text-based writing assessments (approximately one per month) from October to March.

**HOW WILL THE CONTROL TEACHERS BE COMPENSATED FOR THEIR TIME?** Control teachers will be given a \$500 gift certificate for use at an educational publishing house to purchase materials for their own professional development or for purchase of materials for their classrooms.

**WHAT IS THE FINANCIAL COST TO THE SCHOOL OR SCHOOL DISTRICT?** There are no costs to the schools/districts – all costs related to this grant will be paid by the University of California Riverside or Chapman University.

**WHAT DO THE SCHOOLS AND DISTRICTS NEED TO COMMIT TO?** School districts need to be able to commit to the following support roles:

1. Assist the research team in identifying schools, principals, and teachers to participate.
2. Give their support to the program by indicating that this is a valuable way to improve students' reading comprehension and teacher capacity to deliver high-quality instruction, and encourage teacher participation.
3. Implementation teachers' principals and/or school districts should commit to assign the teacher to the same grade level and school for the three years.
4. Schools/districts should allow teachers first to volunteer to participate, rather than mandating their participation, as we want teachers who are truly committed to learning new methods, attending all sessions, and working with the researchers throughout the study.
5. School districts must agree to provide clock hours for all time teachers spend in professional development training, and the appropriate forms/transmittals for such to CCTC.

**CAN ALL OF THE TEACHERS AT A GRADE LEVEL(S) IN THE SAME SCHOOL PARTICIPATE?** Yes.

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**CAN ONLY SOME OF THE TEACHERS AT A GRADE LEVEL(S) IN THE SAME SCHOOL PARTICIPATE?** Yes.

**CAN ONE SCHOOL HAVE BOTH IMPLEMENTATION AND CONTROL TEACHERS PARTICIPATING?** No, we prefer not to have teachers from both conditions in the same school.

**ARE THERE ANY RISKS TO THE TEACHERS OR STUDENTS IN THIS STUDY?** The risks involved in this study are minimal; we are implementing proven quality strategies for effective instruction. While we cannot guarantee that students will benefit from participation, it is our belief that student achievement will be increased as a result of participation in the study.

**WHERE CAN I GET MORE INFORMATION OR DIRECT FURTHER QUESTIONS?** You may call or email Dr. Roxanne Miller at any time, at (951) 371-3942 or [Roxanne.Miller@RWCPProject.org](mailto:Roxanne.Miller@RWCPProject.org).