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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 26 pages. Original publisher: Washington, DC : National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, 2008. OCLC Number: (OCOLOC)370381721 Subject: Reading (Early childhood) -- United States. Excerpt: . . . Study Sample and Design Summary Participants: Six districts, 90 schools, and 270 second grade teachers participated in the study during the year that the PD interventions were implemented. During the follow-up year (which included only data collection), the number of teachers participating was 250 in the fall and 254 in the spring. Participating districts used one of two commonly used scientifically based reading programs. Schools selected for the study were high-poverty urban or urban fringe public elementary schools in which fewer than half the students were designated as English language learners (ELL). Schools were screened out if they were already receiving Reading First funding (and therefore might already be participating in intensive PD) or if they planned to receive this funding during the first year of the study. Research Design: Within each district, schools were randomly assigned in equal numbers to treatment A, treatment B, or the control group. Each group therefore consisted of 30 schools and 88 to 93 teachers during the implementation year or 81 to 85 teachers during the follow-up year. School-level student achievement data were collected from district records for student cohorts from the two years prior to the study as pretest data, and teachers took a teacher knowledge pretest before participating in any study PD. Outcomes data collected consisted of student achievement scores from spring of the implementation and follow-up years, obtained from district records; teacher knowledge scores from posttests administered in spring of the implementation and follow-up years; and classroom observations conducted...

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