

Pilot Study Evaluation
of the
Early Assessment Program's
Professional Development in English
2004-05

Report

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**California County Superintendents
Educational Services Association**

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Executive Summary

This study was carried out by the Teacher Education and Public Schools Programs Unit of the Office of the Chancellor of the California State University at the request of the California County Superintendents Educational Services Association. Its purpose is to examine the efficacy of the curriculum used in the Early Assessment Program (EAP) 12th grade Expository Reading and Writing Course (ERWC) and its potential effect on proficiency rates for those incoming CSU freshmen identified as not yet proficient through the EAP assessment administered toward the end of the high school junior year. In 2004-05 both the ERWC professional development and curriculum materials were implemented for the first time. Approximately 660 high school English teachers participated statewide.

Three evaluation questions were examined: a) Are there differences among 12th grade students who experienced at least two modules of the ERWC and those who experienced a traditional curriculum; b) What are the salient characteristics of the implementation of the ERWC curriculum materials in 12th grade classrooms; and c) How is instructional context related, if at all, to increased student proficiency in expository reading and writing?

To answer these questions a multiple methods descriptive study was carried out. All teachers who completed the professional development were asked to complete an implementation survey. From among teachers who participated in the professional development and also implemented at least two modules of the ERWC, a purposive sample of ten teachers was selected. These teachers represent a range of years of teaching experience and work in schools with geographic, demographic, and academic performance characteristics typically found in the state.

Each of these teachers was interviewed and observed teaching, and their students participated in a focus group. These teachers also administered an assessment of expository reading and writing skills aligned with the proficiency assessment given upon matriculation to a CSU campus to a class of 12th grade students who had experienced the curriculum materials. They also asked a fellow teacher who had taught a traditional 12th grade college preparation English course to administer the same assessment to one class. Both qualitative and quantitative data were collected during the final weeks of the school year.

Overall, results from each of these three data sources point to the efficacy of this curriculum. Analysis of the survey data reveals teachers experienced strong success with these materials. Teachers found the materials to be simultaneously academically rigorous and engaging for their students. Student assessment results showed significant differences (t-test; $t = 1.806$, $p\text{-value} = .0256$) on a one tailed test*. Students who had experienced the ERWC scored higher than those who had not. Interview data revealed that teachers found that using these materials expanded their repertoire, scaffolded instruction in meaningful ways, and increased students' abilities in reading comprehension, expository writing and independent thinking. Three essential attributes of this instructional design – depth, rigor, and intensity – all contributed to strong positive academic outcomes for students.

Drawing on these results, it is recommended that the collaborative work on the development and implementation of the ERWC course materials be continued, and even enhanced.

* The p value indicates how likely it would have been for a difference this large to have been observed if the ERWC experience really did not have an effect on students' skills. For pilot studies such as this, a p value less than .1 suggests that the impact of the ERWC experience may be sizeable and is worth further study.

Report of the Pilot Study Evaluation of Early Assessment Program's Professional Development in English 2004-05

Purpose

The purpose of this study is to examine the efficacy of the curriculum used in the Early Assessment Program's (EAP) 12th Grade Expository Reading and Writing Course (ERWC) and its effect on proficiency rates for those incoming CSU Freshmen required to take the English Placement Test (EPT). The ERWC materials were piloted in high schools throughout the state during the 2004-2005 academic year. The pilot materials consist of two parts: 1) an "Assignment Template," a single instructional design that links module-specific teaching methods and materials to academic content standards and student skills and 2) five assignment template-aligned lesson modules focusing on expository reading and writing skills. The materials are intended for use with 12th grade students whose scores on the augmented version of the California Standards Test (CST) placed them in a "non-exempt" classification. Students designated as "non-exempt" are not yet considered "college ready" and are required to take the English Placement Test upon entering any CSU campus and, depending on their score, may be required to engage in remedial coursework in reading and writing.

The California State University is interested in learning whether student engagement with the curriculum in the ERWC has a positive effect on the English Placement Test (EPT) proficiency rate. Freshmen with a sufficient score on the EPT who matriculate at a CSU campus are deemed "college ready" and may take unit-bearing lower division English courses. Those not classified as proficient must enter a remediation program. This report describes the outcomes of a pilot study that investigated whether impacts could be discovered among students whose 12th grade English course included modules designed to address the specific skills assessed on the EPT. It also investigates contextual factors that potentially impacted student outcomes.

Introduction

This section describes the history of the California State University's efforts to facilitate graduation since 2003. It has been excerpted from the report to the Board of Trustees in September 2005

(<http://www.calstate.edu/BOT/Agendas/sep05/EdPol.pdf>).

Background and Current Situation

In Fall 2003 the California State University Board of Trustees adopted a three-part initiative to improve the effectiveness and efficiency with which students earn the baccalaureate degree. Centrally, the initiative calls for the California State University to increase high school students' academic preparation for college, to improve the community college transfer process, and to identify a clear path to the degree for matriculated students. As implemented, the initiative translates into the following: (1) the Early Assessment Program (EAP); (2) the Lower Division Transfer Patterns (LDTP) program; and (3) Campus Actions to Facilitate Graduation (CAFG). Each program is described below; however the focus of this report is on assessing the impact of the ERWC on meeting the goals of the EAP.

The Early Assessment Program (EAP), a collaborative effort among the California State University, California Department of Education, and California State Board of Education, helps to ensure that college-bound high-school graduates attain a level of English and mathematics skills as articulated by CSU faculty as necessary for college success. EAP information is conveniently available to the general public via the Internet, at <http://www.calstate.edu/eap/>.

The Lower Division Transfer Patterns project (LDTP), a joint effort of the CSU Academic Senate and the CSU Chancellor's Office, assists community college students who plan to transfer to a CSU in selecting an efficient pattern of classes preparatory to transfer. The overall goal is to facilitate student graduation both in a more timely fashion and without taking excess units. Information about the LDTP project is available to the general public via the Internet, at <http://www.calstate.edu/AcadAff/ldtp.shtml>.

Campus Actions to Facilitate Graduation (CAFG). Six major categories comprise the third element of the Trustees' graduation initiative. They include: (a) efficiency in academic program design; (b) support for students in choosing an

efficient pathway to the baccalaureate degree; (c) the provision and use of tools to keep students on efficient pathways; (d) strong advising strategies and practices; (e) campus monitoring and feedback; and (f) assuring the priority of facilitating graduation. Information about CAFG will soon be made conveniently available to the general public via the Internet, at <http://calstate.edu/acadaff/cafg.shtml>.

Early Assessment Program

Beginning in 2001, under the guidance of SB 233, CSU faculty identified a number of test items from existing high school tests—namely, the 11th grade California Standards Tests (CST) in English and mathematics that had the potential to adequately assess CSU readiness. A pilot administration of this new exam in Spring 2003 indicated that the CST in Grade 11 English/Language Arts, Algebra II and Summative High School Mathematics—augmented with 15 multiple-choice items each along with an essay—proved useful for providing juniors with timely information about their readiness for college English and mathematics courses. Because this evaluation is focused on English, further information on EAP mathematics is not included here. Readers interested in learning more about mathematics should consult the following websites: <http://www.calstate.edu/BOT/Agendas/sep05/EdPol.pdf>; and <http://www.calstate.edu/eap/>.

In spring 2004 153,846 or 40% of the 385,814 juniors who completed the California Standards Test of Grade 11 English Language Arts took the augmented CST. Schools were encouraged by the response. Rather than learning about their readiness for college English late in their senior year or upon entering the university, college-bound juniors could plan to improve their English skills during their senior year.

Nearly half of incoming freshmen to the CSU have historically been classified as not ready for college-level English courses. The CSU and California Public School officials expected that the vast majority of end-of-year juniors would not score as “college ready” in English. Statewide, 22 percent (33,720) of the 153,846 end-of-year juniors who took the augmented CST scored as exempt; i.e., they were advanced enough in English proficiency to enroll directly into unit-bearing English classes upon admission to a CSU campus without having to take the CSU English Placement Test. Students not scoring as exempt were encouraged to work with their high school counselors and teachers to improve their skills and knowledge. (<http://www.calstate.edu/BOT/Agendas/sep05/EdPol.pdf>.)

In 2005, Educational Testing Service reported that all districts that submitted their scoring sheets by June 30, 2005 would receive EAP scores in mid-August. These results included individual letters to students, and a roster of student test-takers along with their Early Assessment scoring status. Such information permits schools, parents, and students to select senior year courses to better prepare students for college-level English and mathematics. A complete accounting of . Of the 186,000 students who took the EAP enhanced CST, 43,652 or 23% were found to be proficient. This represents a 29% increase in the number of students achieving English proficiency from the previous year (www.calstate.edu/eap/testing/shtml).

During 2004 and 2005, the CSU has worked collaboratively with county offices of education and high schools to develop and enhance professional development in English and mathematics for high school teachers. The goal is to provide teachers with appropriate training to better assist their own students in becoming ready to participate in unit-bearing English and mathematics courses at the CSU. A particular focus for English professional development has been on the 12th Grade ERWC, which provides in-depth study of expository, analytical, and argumentative reading and writing, rather than the more traditional curricular focus on British and American literature.

Early Assessment Program in English

The CSU Board of Trustees' goal is that ninety per cent of first-time entering freshman will have achieved college level English proficiency by 2007, with an intermediate goal of 78% proficiency by 2004 (Spence, 2005). Acknowledging that the goal was not reached in 2004 (53.4% were proficient), the CSU has increased its efforts to provide assistance to high schools and students by informing students early enough about their readiness for college entry through the junior year assessment, and providing additional preparation via the new ERWC curriculum and attendant professional development for 12th grade English teachers. An EAP coordinator situated at each CSU campus works with local high schools to encourage and facilitate participation in all aspects of the program.

Assessment. As stated above, the augmented CST in English consists of fifteen additional multiple choice items and an essay, all designed to assess skills

associated with expository reading and writing correlating to the EPT, CSU's own assessment of readiness for college English.

The augmented CST is administered in spring of the school year, when a minimum of 85% of the curriculum has been taught. Unlike the traditional CST, the enhanced CST provides diagnostic information at the individual student level. Students taking this assessment learn whether they are exempt or not. By receiving this early notice, students can better prepare for college work during their senior year.

Assistance and Preparation To assist students in achieving proficiency by the end of their senior year, the CSU has developed two resources to facilitate success for prospective students in the 12th grade. The English Success website, www.csuenglishsuccess.org, is the portal for both. Advice and assistance to students includes practice opportunities with EPT items and information on the EPT geared to students' perceptions and understandings of the placement process.

In addition, the site provides information to teachers about the ERWC as well as professional development on use of the materials. EAP coordinators at each CSU campus also serve as knowledgeable resources; their contact information can be found at www.calstate.edu/eap/support/shtml. Both the course materials and professional development have been underwritten by the CSU. Professional development delivery is offered regionally through unique partnerships and interagency agreements with the Curriculum and Instruction Steering Committee of the California County Superintendents Educational Services Association (CCSESA). That agreement also calls for an evaluation of the effectiveness of this course.

Professional Development

There are two primary initiatives in place to assist high school teachers in enhancing knowledge and skills associated with the teaching of academic literacy, the Reading Institutes for Academic Preparation (RIAP) and the Twelfth Grade Expository Reading and Writing Course (ERWC).

Reading Institutes for Academic Preparation (RIAP), in existence since 2001, operates through CSU campuses in partnership with local high schools. The initiative serves high school teachers from all content areas, and the primary focus has been on those teaching in 11th and 12th grade. Approximately 1,125 teachers have

participated statewide in this 80-hour course of study, with another 570 enrolled this year. RIAP consists of direct study through workshop sessions, case studies of college-bound students, and collaborative sessions for school teams working on systemic change. Through RIAP, teachers learn the expectations for college-level work in English, and see how the goals of RIAP are aligned with the California English-Language Arts Content Standards. Teachers learn and practice specific instructional strategies for building academic reading competency, including academic vocabulary development, comprehension, content-specific reading demands, critical thinking, and academic reading/writing connections.

The *Twelfth Grade Expository Reading and Writing Course* was developed by a task force of CSU faculty, high school teachers, and content specialists. The ERWC is aligned with the California English-Language Arts Content Standards; course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing. The course, designed to prepare students for college level English, includes an assignment template and an accompanying series of primarily non-fiction texts. During the 2004-2005 academic year, three days of professional development were offered to 12th grade English teachers interested in piloting the course assignments. Co-sponsored by the CSU and county offices of education, this series was offered in eleven county regions statewide and attracted over 613 participants.¹

Currently, two strands of professional development for the ERWC are offered. Those who participated in 2004-05 have been invited to participate in a subsequent two-day leadership strand. Initial two-day leadership conferences were held in June 2005, one in Los Angeles and one in Sacramento. Additional sessions are being scheduled as demand emerges. Teachers who are new to the ERWC have been invited to four days of professional development being held at 18 locations during the 2005-06 school year. Additional days and locations for this series are being added as needed throughout the state. These workshops have been led by CSU faculty, high school teachers, and county office of

¹ In 2004, two year-long pilots of new curriculum materials focused on expository reading and writing took place, one in Sweetwater Union High School District, and the other at Santa Monica High School. Two task force members, Marsha Zandi and Carol Jago, led these efforts, and their work has informed the ongoing development of the course assignments. It should be noted, however, that the materials used in these efforts were not identical to those now in use. An evaluation of the work in Sweetwater (Bryson & Zandi, 2004) indicates there were meaningful gains among students enrolled in the new course delivered in that District.

education language arts specialists. This work has been jointly facilitated through the Center for the Advancement of Reading (CAR) of the California State University, and county offices of education throughout the state.

Teachers participating in the professional development are invited to teach the whole ERWC or integrate individual modules into existing courses. In the 2005-06 school year, three districts have had this course approved as meeting the “B” requirement of the University of California.

Twelfth Grade Expository Reading and Writing Course Description

The 12th Grade ERWC consists of 14 assignments, also referred to as modules. The term “assignment” reflects a student learning perspective; the term “module” reflects an instructional approach. Each assignment is composed of a sequence of integrated reading and writing experiences that take from two to three weeks to teach. An assignment template organizes the assignments, which move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Along the way, students learn to make predictions about texts, analyze both content and rhetorical structures, and properly use materials from the texts they read to support their own written arguments.

There are "teacher" and "student" versions of each assignment. The teacher versions include detailed instructions and potential student responses and assessment thereof. The student versions are designed as handouts that can be reproduced and distributed to students to facilitate suggested activities.

The 14 course modules are sequenced by semester and are presented in Table 1.

Table 1. Expository Reading and Writing Course Sequence.

1st Semester	2nd Semester
1. Fast Food*	1. Bring a Text to Class*
2. Going for the Look*	2. Language, Gender and Culture
3. Rhetoric of the Op-Ed Page*	3. Left Hand of Darkness
4. The Value of Life	4. The Politics of Food
5. Racial Profiling*	5. Justice: Childhood Love Lessons
6. Juvenile Justice	6. Bullying at School
7. The Last Meow	
8. Into the Wild	

*Modules piloted in 2004-05

This course will meet the “B” English requirement of the University of California’s “A-G” admissions requirements.

Study Description

Evaluation Questions

This study sought to answer the following questions:

- Are there differences in proficiency among students who those who experienced a minimum of two (2) modules of the ERWC, and those who completed a traditional 12th grade English curriculum?
- What are the salient characteristics of the implementation of the ERCW curriculum materials in 12th grade classrooms?
- How is instructional context related, if at all, to increased student proficiency in expository reading and writing?

Design

The 2004-2005 pilot study has two distinct phases. *Phase One* examines the effectiveness of implementation of the ERWC curriculum. This was done by investigating 1) the nature of the classroom experiences as reported by teachers and students and 2) the proficiency rates of students whose teachers participated in the professional development and taught the curriculum. Comparison groups were composed of students who experienced a traditional 12th grade course. This descriptive study includes data elements from three sources: surveys, semi-structured teacher interviews, and assessment results.

Phase Two will examine whether EPT proficiency rates for CSU matriculated students have increased by drawing on a statistical sample of those who experienced a minimum of two (2) modules of the ERWC as opposed to those of a comparison group. This quasi-experimental study will draw on EAP and EPT results as data sources to examine proficiency growth from 11th to 12th grade. A retrospective correlational study will examine differences among the two groups in relation to implementation characteristics examined on the survey. In addition, results from additional teacher interviews, student interviews, and classroom observation will be included. This phase will be completed in Spring 2006 and is not reported herein.

Methods

Sample

A purposive sample of teachers was selected from among those who completed the ERWC professional development and implemented a minimum of two modules. Participating teachers ($n = 10$) were drawn from all areas of the state and work at schools that are representative of the range of high schools in California. Sample characteristics are described in Table 2.

Table 2. Characteristics of Participating Teachers and Schools

Region	Teacher	Teacher Experience	School Size	School Type	API	Calendar	Diversity 1	Diversity 2	SES
	Name		S, M, L	R, S, U		YR / Traditional	EL%	Cultures >5%	Free/Red
4	A	8	M	Urban	5	Traditional	22%	W, A, AA, H	36%
8	B	9	L	Rural	3	Traditional	11%	H, W.	42%
	C	11	L	Urban fringe	1	Traditional.	31%	H, W.	42%
	D**	5	L	Urban fringe	1	Traditional	31%	H, W	42%
11	E	4.5	L	Urban	4	Traditional	43%	H, W, AA, A	77%
	F	21	L	Urban	6	Traditional	29%	H, AA, W, A	65%
	G*	17	L	Urban	6	Traditional	29%	H, AA, W, A	65%
	H	6	L	Urban	10	Traditional.	8%	W, AA, H	17%
10	I	13	L	Suburban	9	Traditional	6%	W, H,	12%
1	J	6	M	Rural	3	Traditional	9.10%	W, H, AI	81%
	K	15	M	Suburban	9	Traditional	11%	W, H, A	15%

Key. *Teaches at same school as teacher above. **Not originally selected but included in qualitative study.

School Size: Small fewer than 500; Medium 501-2000; Large: 2001 and greater.

Diversity 1: percent English Learners

Diversity 2: greater than 5% representation of racial/ethnic group, CDE designations: **White**, **African American**, **Hispanic**, **Asian**, **American Indian**.

Socio-economic Status: Free or **Reduced** lunch eligible.

Survey

Teachers who attended the third day of professional development at sites across the state completed an implementation survey (Appendix A). This self-report survey documents the demographic characteristics of the teachers and schools participating in implementation of the ERWC. The survey asked participants about both the nature of implementation in each class where the modules were used and for their views on the effectiveness of these materials. A total of 214 surveys were completed, yielding a response rate of 31%.

Quantitative Analysis

Each participating teacher identified another 12th grade English teacher who agreed to serve as a comparison teacher and who had 1) not used the modules and 2) taught a traditional college prep English class. All teachers in the study administered the Reading and Composing Skills Test (RCST), post-test version, to a class of 12th grade students during the first two weeks of June 2005. In this way, students from the same grade and school who had experienced the ERWC curriculum could be paired with students who had not experienced the ERWC curriculum, with each group being assessed for proficiency in the skills required for entry to freshman college-level English.

The RCST is a 40 item non-secure assessment that can be administered during a single class period. It is made up of items retired from the English Proficiency Test (EPT) administered by the CSU for placement in English classes, and was constructed to measure the same skills as the EPT². It was originally intended to administer the EPT itself but that proved not feasible because: a) the EPT is a secure test and could only be administered at a campus testing site, b) the EPT is valid for a single attempt only, c) the cost of a special administration of the EPT was greater than anticipated, d) by June, some students would have taken the EPT on a prior date, and e) it was highly unlikely that high school seniors would travel to a campus testing site to participate in a test with no obvious benefit to them just prior to graduation.

Since 2001, the RCST has been used as a reliable proxy for the EPT. Faculty at San Diego State University developed the assessment for the Collaborative Academic Preparation Initiative (CAPI) so that classroom teachers might have a useful diagnostic tool that could be administered within a class period. Unlike the EPT, there is no essay section on the RCST. A comparison of the EPT and RCST is in Table 3.

² The EPT is administered through Educational Testing Service, which provides information on its technical properties on its website, www.ets.org. Reliability for the EPT is .89 and the Standard Error of Measurement is between 3 and 4. Validity studies were carried out in 2001 and 2002 and are available upon request.

Table 3. Comparison of EPT and RCST Skills Measured

Focus on English (California State University, 2002), the publication that describes the nature and purpose of the EPT, shows the skills measured in each test section. The section titles are in bold and the corresponding skills are indented below.

English Proficiency Test	Reading & Composing Skills Test
<i>Supporting Sentence</i>	Development and Support
<i>Construction Shift</i>	Grammar, Usage and Idiom
<i>Missing Sentence</i> - appropriate sentences	Organization and Coherence
<i>Sentence Correction</i>	Sentence Control and Clarity
<i>Reading Comprehension</i> -identify important ideas	Identifying Important Ideas
<i>Vocabulary in Context</i>	Finding Meaning in Context
<i>Reading Comprehension</i> - draw inferences and conclusions Logical Relationships	Reasoning from the Text
<i>Reading Comprehension</i> - detect underlying assumptions - respond to tone and connotation	Recognizing Purpose and Strategy
<i>Reading Comprehension</i> - understand direct statements	Understanding Direct Statements

Qualitative Analysis

This part of the study examined teacher practices and teacher perceptions in terms of a) challenges and successes, b) impact of the curriculum on teacher understandings of the expectations and skills required for student proficiency in academic reading and writing, and c) the effect of the curriculum on their teaching practices.

Qualitative tools were used to gather multiple sources of data, including: (1) field notes from site visits to classrooms; (2) recorded sessions of classroom interaction; (3) individual interviews with teachers; (4) group interviews with students; (5) field notes from 3rd day training sessions; (6) recordings of conversations and interactions from 3rd day trainings; and (7) classroom artifacts such as lesson plans, assignments and student work.

Of primary importance for this analysis were the practice-grounded interviews. Participating teachers took part in an interview at the end of the pilot year to which they brought any lesson plans or materials they had developed related to ERWC, and any related samples of student work that were available. Teachers then gave a detailed walk-through of their classroom work with the modules they had taught, describing how they introduced materials to their students, how they structured teaching and learning activities over the period of time they was used, what they were hoping students would learn from their instructional activities, and how they assessed whether they and their students had met instructional goals. (Please see interview protocol in Appendix B.) Students were interviewed as a group in the classroom, and were asked to describe their experiences with the ERWC materials, to talk about how they perceived themselves as readers and writers, and to make suggestions for how the curriculum might be improved. (Please see interview protocol in Appendix C.)

Teacher and student interviews were digitally recorded and fully transcribed. The data were inductively analyzed to establish reliability of categories. Contrastive critical discourse analytic and thematic content analyses of interviews were used as the interviews were read multiple times and coded for major themes and sub-themes (Bogdan & Biklen, 2003; Brown & Yule, 1983; Cazden, John & Hymes, 1974; Cazden, 1988; Gumperz, 1982; Miles, 1994). As themes emerged, the codes were revised and expanded, and from these expanded codes and themes, preliminary findings were deduced.

All data were collected between May 11 and June 7, 2005, by a single researcher.

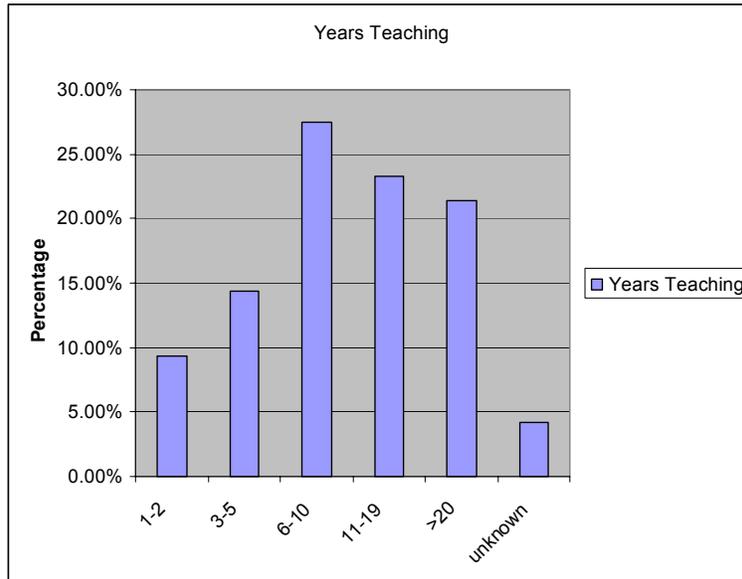
Results

Survey Findings

From the survey we learned about the characteristics of the teachers working with the materials and how they implemented these materials in their classes. Teachers' perceptions of the value of these materials, and of their students' engagement with them were also examined.

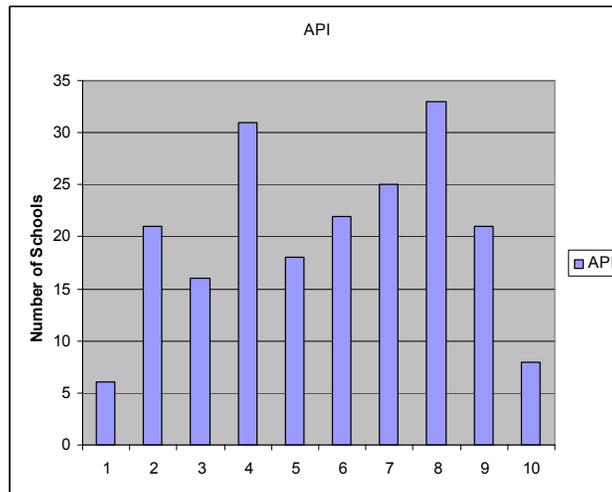
This group of respondents was approximately divided among beginning teachers (1-5 years experience), established teachers (6 - 10 years experience), mid-career teachers (11-19 years) and experienced teachers (greater than 20 years), with established and mid-career teacher representing the largest groups.

Figure 1. Years of teaching experience.



As well as representing a wide range of teaching experience, survey respondents also work at schools with Academic Performance Index Rankings that represent all deciles.

Figure 2. API Ranks of Respondents' Schools.

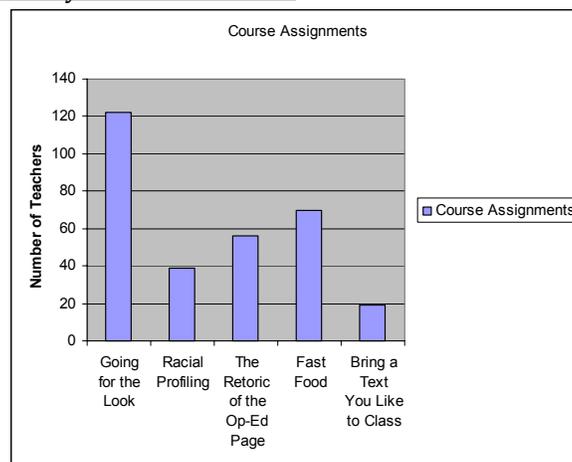


Among all responding teachers, 61.5% reported teaching five periods a day, with the second largest group, 13.1% teaching 4 periods and the third largest group, 10.3%, teaching six periods. Almost eighty percent reported teaching 12th grade English, and 47.1% reported teaching 11th grade. Roughly a third taught either

ninth or tenth grade as well. This distribution adds to greater than 100 % because some teachers taught at more than one grade level.

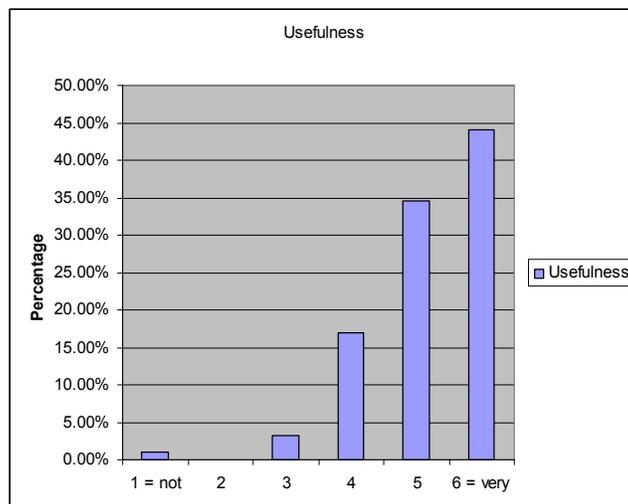
Among the modules available, 65% chose “Going for the Look”, 37% chose “Fast Food”, 29% chose “The Rhetoric of the Op-Ed Page”, 21% chose “Racial Profiling” and 10% chose “Bring a Text You Like to Class.” Teachers were asked to work with at least two modules each. Sixty eight percent reported taking one or two weeks to complete each module, with another 27.5% reporting taking 3 or 4 weeks.

Figure 3. Most frequently used modules.



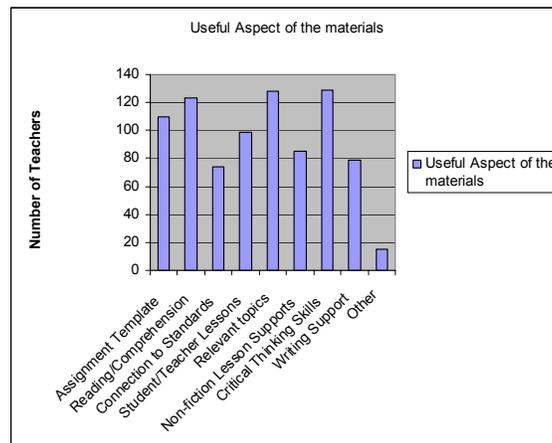
Most teachers found these materials either very useful (44%) or useful (35%).

Figure 4. Usefulness of materials.



Describing the utility of materials, participating teachers selected the following attributes in descending order: Critical thinking skills (64%); Relevant topics (64%); Assignment template (55%); Reading comprehension strategies (61%); Student-teacher lessons (49%); Non-fiction lesson supports (42%); Writing Support (39%); Connection to Content Standards (37%); and other (7%).

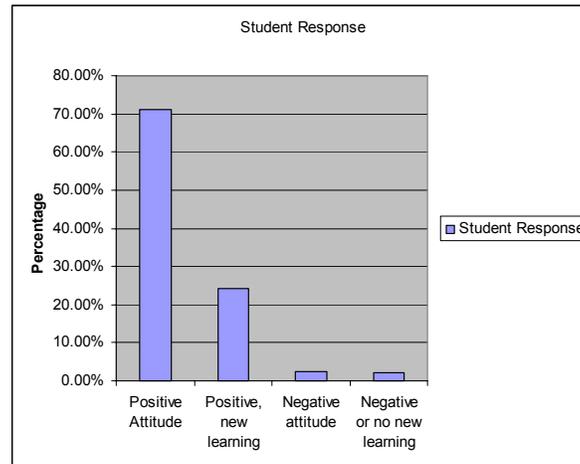
Figure 5. Most useful attributes of materials.



When asked about difficulty of use of the EWRC curriculum, teachers offered a wide range of individual comments. Only two items, took too much time for amount learned (25%), and other (64%), exceeded the ten percent level. Falling below ten percent were dislike of materials, lack of experience teaching reading, insufficient lesson supports and lack of experience with non-fiction materials. Analysis of the “other” responses revealed two consistent challenges, one related to the use of time and the other related to managing the paper. A majority of those who selected this response provided no additional explanation.

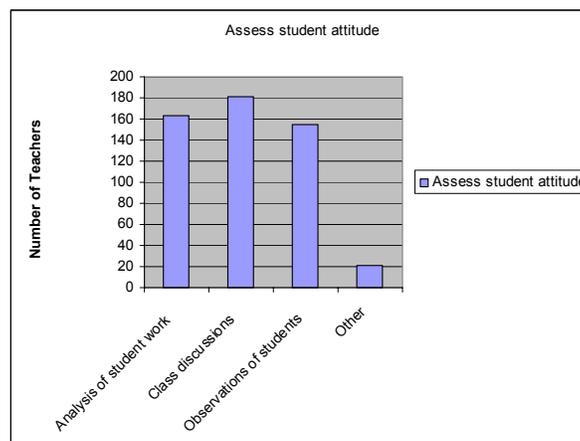
Responding teachers reported that students had a positive attitude toward the materials (71%), and were positive about new learning (24%). Negative attitudes were reported by only 2.5% of teachers, with another 2% reporting no new learning.

Figure 6. Student attitude toward materials.



In order to understand how participating teachers arrived at these conclusions about their students, we asked them what sources of evidence they used. Class discussions were cited by 91%, analysis of student work by 82% and observations of students by 78%. “Other “ was selected by 11% of respondents. (It was possible to select more than one item in response.)

Figure 7. Sources of evidence for assessing student attitude.



When asked how they would like to use these materials in the future, most teachers indicated that they would integrate the modules within an existing course next year (88%) with 12% saying they would teach the full year course. Only 0.5% said they would not use the materials, and another 15% indicated some other plan for use.

Similarly, when asked how their schools were planning to use the materials, 52% stated their schools would integrate the modules within existing courses. 9% indicated their schools would use the full year course, and another 20% indicated their schools were not planning to use the materials. 34% indicated “other.”

Quantitative Study Analysis

The primary goal of the study was to test the expository reading and writing proficiency of those students whose teachers had participated in ERWC professional development and who implemented two or more ERWC modules. This was done through a comparison of the reading and writing proficiency of students who experienced the standard 12th grade college preparatory English curriculum as used by the comparison group teachers.

There were two hypotheses:

Hypothesis #1. The average test scores for the study group (using the ERWC curriculum) would be less than or equal to the Comparison group (not using the ERWC curriculum) scores. In other words, this null hypothesis posits that is the teaching methods and materials in the ERWC were not effective.

Hypothesis #2. The average test scores for the Study group (using the ERWC curriculum) would be higher than the Comparison group (not using the ERWC curriculum) scores. In other words, this hypothesis posits that the teaching methods and materials in the ERWC were effective.

An independent two-sample pooled t-test was run to test Hypothesis #2, i.e., that the test scores from the students whose teachers were in the Study group using the ERWC curriculum were higher than the test scores from the students whose teachers were in the Comparison group.

The statistical hypotheses were: $H_0 : \mu_S \leq \mu_C$ versus $H_A : \mu_S > \mu_C$

Overall Results

Of the total 225 students tested using the RCST, there were 130 students in the Study group and 95 students in the Comparison group. Assuming the students in each group were sampled as independent random samples from each

population, we compared the scores of the two groups to examine the effectiveness of the ERWC curriculum. For the overall comparison there was a statistically significant increase in the test scores (t-test: $t = 1.806$, $p\text{-value} = .0295$). The Study group had a mean test score of 26.74, which was higher than the Comparison group score of 24.54, for an increase of 2.2 points. **This suggests that the ERWC curriculum had a positive impact the students test scores.**

Results by Individual Counties

Data were collected for various counties in California using a Study group and a Comparison group by county. To further investigate the teaching method for each county, a separate t-test was run. The counties in the study were Alameda, Lake, Los Angeles, Riverside and Sonoma³. The same test of the two hypotheses that were run for the overall data were run for the data within each county.

The test scores in Lake County ($t = 3.050$, $p\text{-value} = .0035$) and Riverside County ($t = 2.734$, $p\text{-value} = .004$) were positive at the 5% level, suggesting **a statistically significant difference in the test scores associated with the ERWC curriculum.**

The sample from Lake County had 14 students in the Study group and 6 in the Comparison group. The mean test score for the Study group was 24.86 and 15.33 for the Comparison group, demonstrating an increase of 9.53. **This suggests a statistically significant difference in the test scores associated with the ERWC curriculum.**

The sample in Riverside County had 27 students in the Study group and 29 in the Comparison group. The mean test score for the Study group was 32.15 and 26.28 for the Comparison group, demonstrating an difference of 5.87. **This suggests that the ERWC curriculum was associated with increased test scores in Riverside County.**

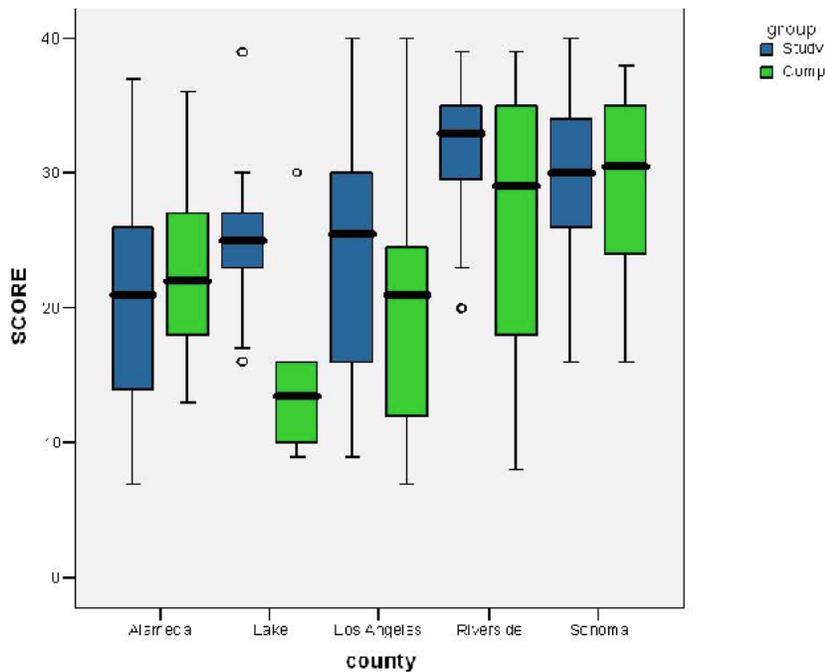
The test scores in Los Angeles County ($t = 1.409$, $p\text{-value} = .0815$) showed differences that were significant at the 10% level, **which in pilot studies is considered a statistically significant difference. While the data are not significant at the 5% level, there is some difference in the test scores between the two groups.**

³ Results from students in Region 8 were not included in the final sample because no comparison teachers could be identified.

The sample in Los Angeles County had 58 students in the Study group and 15 in the comparison group. The mean test score for the Study group was 24.26 and 20.67 for the Comparison group, with a difference of 3.59. **The results of this hypothesis test showed that the ERWC curriculum was associated with differences in test scores. However, the level of significance was at the 10% level, a level that is meaningful in a pilot study.**

The test scores in the other counties where data was collected the results were not statistically significant. In Alameda County ($t = -.481$, $p\text{-value} = .683$), there was no evidence of a difference in test scores for the Study group. The data showed a slight difference in test scores favoring the comparison group, but the difference was not statistically significant. In Sonoma County ($t = .178$, $p\text{-value} = .430$), there was no evidence of an increase in test scores for the Study group. The data showed that the test scores were close to equal.

Figure 8. Mean scores on RCST by county.



Qualitative Study Analysis

Setting the Context: Expanding the English/Language Arts Curriculum and Reshaping Teaching Practices

Teachers who participated in the pilot study were generally positive about the ways in which the ERWC helped them and their students. In interviews with the teachers, several broad themes arose. These themes are discussed below:

First, teachers believed that the ERWC modules helped them expand the existing English/Language Arts curriculum and reshape their teaching practice.

Teachers described many ways in which the EAP materials aided them. Of primary importance from their perspective was the degree to which they felt supported in beginning to integrate expository texts into what for most has been until quite recently a literature-based curriculum. This appears significant in light of statewide efforts to increase students' competence with expository texts.

Specifically, teachers from Lake and Sonoma County, like many of their Southern California colleagues, suggested that **the ERWC materials help create ways to embed more expository text into English language arts classes:**

So this year having those units as a supplement really gave me the opportunity to provide ...a combination of fiction and nonfiction, current events with classical literature, kind of tying it all in and it really worked well. (Lake County)

I like that that's pushed me to thinking about how to incorporate more [short memoir pieces] so now as I'm reading *The New Yorker* or other publications, *The Atlantic* that I read on a regular basis, I'm looking for articles and then thinking about what literary works might . . . complement that because literature still is the heart of our program here I'm looking forward to sharing [the curriculum] with members of the department and talking about how to embed shorter nonfiction pieces in earlier years. (Santa Rosa)

In addition, **the ERWC materials encourage students' independent thinking and grappling with text.** Teachers reported that the materials encouraged them to move from a "cover-the-curriculum" stance to one of deeper academic engagement, including strategies for focused reading, and protracted and productive interaction with text:

One of the biggest problems of high school students is they are so used to being spoon fed information, and if they are just quiet, they will get the answer presented to them. And the [ERWC] packets do not allow spoon feeding. They must get in there and grapple with it themselves and this was

the first experience many of them had with having to do the work, the critical thinking, the critical reading. (Bakersfield)

The day that I came back from the first EAP training, ... I looked through [my binder] that night and I thought...[this] is really good stuff and [just] what seniors need... especially... at this school [where only] 20% of the kids pass the EPT.... I thought we've got to change this ASAP. We can't let my 70 students walk out without a fighting chance so [when] I came in the next day... it was kind of close to the new semester, in the middle of the year. The report cards had just...[gone home] and I remember making a split [second] decision that evening... we're starting this tomorrow and [we] did. ... I came into the class and...said I was absent yesterday because I was at...[a] conference about 12th graders who aren't passing exams in college and they're really worried. So... we need to help you learn how to write and ... do you agree that you need help with writing? And they all [said] yeah, we hate writing, we're scared of writing...and I said that means...[instead] of three essays this year, there are six and they were okay with that. So I think they just knew... that going into college they needed... more of a fighting chance. ... I told them ...[that] last year – 20% passed the EPT. Do you want to waste \$900 on a remedial class? I mean the fees are going up. I'm trying to save you money here so they bought into it. Logically I just talked real to them and gave them all the facts and they're old enough [understand that their] parents don't want to pay. . . for two more remedial classes. Let's try to pass the EPT. (Alameda)

Another dimension of the ERWC curriculum that teachers found compelling was that their students found the readings to be of high interest. They reported that the compelling nature of the ERWC modules tended to improve student engagement in reading, and fueled meaningful small group and whole class discussion. According to teachers, this in turn stimulated more complex thinking and writing, as evidenced by remarks from these teachers in Southern California:

They were certainly interested [in the articles]. ...The discussions at the beginning [were] really good. We brought in a lot of the personal experience and that really kind of brought about ...a big level of engagement. (Bakersfield)

They liked the articles and I think the fact they like the topics really turned them on. They don't have to worry about the dry topic; they want to move on right away. (Los Angeles)

[T]he last two days of "Going for the Look" I was sent to a training, so there was a sub in here. They were working primarily in groups with guiding questions and stuff but it sounds like they had a very good discussion without me here which points to – I mean the materials must be well done if they're okay without me on the discussion. (Temecula)

Not only were teachers pleased that the materials were high interest and readable, they also commented more generally about how accessible and adaptable the ERWC materials were, which made their integration into existing curriculum less of a challenge. While some teachers noted repetition of activities within and across modules as a potential issue, **many teachers saw the repetition of research-based strategies as an advantage because it offers the kind of scaffolding that many students need in order to become stronger and more independent readers and writers.**

. . . I can really attest to the fact that these units work. Therefore, I'm inclined to be rather zealous over making sure that everybody . . . gives their kids a run at the strategies because they are so successful. I mean for the kids to attest to it . . . *they* think they need this information sooner, [in their] freshman year, sophomore year, junior year, and we, the senior teachers, agree with that, and our administration, who's been to some of these sessions, agrees with that also. (Bakersfield)

[T]he binder's set up in a way that if you have a struggling class or if you have a class that can move pretty fast, you can adapt it, so that's helpful. (Alameda)

In addition to viewing materials as generally useful, teachers expressed their belief that **the ERWC modules helped them develop new ways of approaching their teaching practice**, from giving them "a better sense of where students need to be," to supporting directions they were already taking in working with critical reading and expository writing. Teachers spoke powerfully about the need to help their students think about the work they do in high school as a precursor to what they can be expected to do in college and beyond. Teachers expressed a belief that students ought to know what the ERWC curriculum is intended to achieve.

I think [the ERWC curriculum] really lets me understand where my students need to be . . . [and] be able to do when it comes to college level writing. (Bakersfield)

. . . I already . . . had a game plan [for] critical reading and helping people who don't read well. So, [the ERWC curriculum] was perfect for both of those goals and it made me much more conscious and conscientious [about] introducing pieces so that's an overall way it affected me. (Temecula)

I think the activities that stress critical thinking, spending time . . . where there are questions—piercing, specific questions about the logic [of the argument] and about the ethics and about emotion really are sophisticated. I will use some of those . . . the generic template that's in the book is really good, too. Very, very useful. (Los Angeles)

They did [the first module] in class, the second one . . . for homework, and one they were able to work [on] with other students . . . and one they had to do on their own. . . . By the time they got to [the] "Fast Food" [module] and were on their own, they were able to do it [independently] because I had walked them through twice. I was very impressed with what they did. Almost [to the point] that I think I was a horrible teacher before. (Los Angeles)

A persuasive source of data from teacher interviews focused on **the efficacy of using specific evidence-based strategies found in the ERWC curriculum** that teachers were successful in teaching students and that they found particularly useful. Among these were text annotation, descriptive outlining, examining content versus purpose in expository text, discussions, paraphrasing, summarizing, questioning, rubrics, surveying text, timed writing, vocabulary charts, and using the *ethos, pathos, logos* framework. This extensive list of strategies and skills is supported by teacher interview data, which is found in Appendix D.

Teachers also reported that students were in the process of developing skills, and in some cases, the ERWC materials asked them to work with texts in ways with which they were unfamiliar. For example, many students had never annotated text, or were unfamiliar with academic language, including words like "analyze," "explain," or "interpret." For some students the simple act of rereading a text was foreign, while for others evaluating arguments, considering

rhetorical choices about language, and taking into account audience were new. Many students were completely unfamiliar with timed writing, and some had not actually written papers during their high school careers.

Through engagement with specific activities, such as those mentioned above, teachers noted the myriad encouraging shifts in their students' abilities as readers, writers and thinkers. Teachers saw particularly powerful shifts in reading and writing. They simultaneously saw students developing greater confidence in themselves as readers and writers, confidence in themselves as competent test-takers. Teachers also reported that the materials worked particularly well for English language learners.

Teachers reported marked changes in their students' reading abilities. They saw students "pulling things apart," examining text more closely, reexamining ideas in the text, "relooking at language," rereading the text with different (multiple) purposes in mind, and evaluating and analyzing the strength of a writer's argument. Teachers also reported that they saw students reading more, reading more complex texts by choice, and applying the skills they were learning to use with expository materials to their work with more traditional English language arts texts, such as *Beowulf* and *Hamlet*.

And so I see what [the ERWC curriculum] . . . gave us was helpful in the sense that it . . . really made them pull apart their reading and although sometimes the kids were like okay, we've read this article five times now, like we get it. I still don't think they get that that's what they have to do when they go to college or when they read dense [text]. They think, "Peruse it once, [then] let's write an essay and I'll pull off a C and it's all good." . . . It was hard to . . . make them understand this . . . [is what] good readers do . . .
(Alameda)

I think the modules take care of a lot of really important aspects of student learning. They effectively get the students to examine the text closely, something that I think that they are reluctant to do a lot of times. They read it once and they think that they're done. I think the strategy is to get them to reexamine the text, to look at some other levels, look at it at a deeper level. . . . If they continue to practice with that, I think they will get better and better at it, so I really appreciate that aspect of [the ERWC curriculum].
(Bakersfield)

Certainly the way that they approach the annotated text, reexamining vocabulary, *relooking* at language that the text used, and having the students come back to that really lets me look at how you can use the reading to build upon each step they do. . . . One of the strengths of the modules is that [students] start to bridge the gap between content, the comprehension, and starting to evaluate the strength of what the writing's about, the depth of the writing. That's a good aspect of the modules. (Bakersfield)

. . . I see much more growth with the students this year with implementing the [ERWC curriculum] than I have in my other years teaching high school. (Bakersfield)

...They read much more [now]. The . . . reading material they bring into class has increased by book lengths or word lengths or challenge or subject difficulty. Almost never at the beginning of the year did I see a kid carrying a newspaper and they carry newspapers now. (Bakersfield)

. . . They could understand the articles and understand their community and what society's saying, so I think it was very beneficial. (Los Angeles)

[Students] can all relate to the experience of "I'm reading it and I'm at the bottom of the paragraph and now I know I don't know what I just read." And all of them now have a couple of [strategies] that they can [use] to combat that . . . So that's valuable. . . (Temecula)

One of the areas in which teachers saw most improvement was students' writing. Teachers reported that student writing reflected thoughtful reading and discussions, their timed writing demonstrated more structure and organization, they were more able to take a position and support it skillfully with evidence, and they wrote with more ease and confidence, especially on timed-writing activities.

I think [the ERWC] accomplished a lot. . . . at the same time that they were doing their senior research paper project, I had given them the "Going for the Look" persuasive essay—that was their midterm—and those papers were so great. I mean I could tell they listened, they had read well, they had thought, they were able to put their thoughts on paper in a really well structured way. (Lake County)

. . . I have to say after doing the modules their writing is much clearer, much cleaner, much crisper than it was before. . . . They really had a much better understanding of what they were talking about. They could. . . use the support from what they read a lot better. (Bakersfield)

. . . the quality of their essays. . . literally blossomed as we went through these packets, and they do not yet realize how much they have changed as writers over the course of the year. Word length is not an issue for them anymore. They've incorporated the good essay writers' standard English instruction rules and they have something to say and now that they have an opinion and a base to write from, off they go. (Bakersfield)

. . . we used to be the lowest [API] school in our district. We've made consistent progress. . . . we've. . . passed two other schools and we are close to passing two more. . . . I would say my general kids were getting [writing scores of] zeros and ones and almost all of them got twos and a number of them got threes on this last quarterly assessment. So it has helped. (Bakersfield)

I actually think some of the students got better at [writing] particularly at the CSU style in-class essay. (Los Angeles)

As students' writing shifted, so did their thinking. Teachers characterized some students as being better able to think "objectively," and to "consider other people's points of view." **Teachers also saw students beginning to reflect metacognitively about their own strengths and weaknesses as readers and writers, and starting to gain awareness of what they personally needed to develop.** While many of these shifts were of a more internal character, some teachers also reported seeing shifts of a broader nature. They saw students thinking more about the communities they live in, considering more deeply the things they read. When students began to see reading and writing as less daunting, some began for the first time to consider going to college – an occurrence reported in the following two sections.

One of the things that I really wanted the [ERWC materials] to do and for [my students] to experience this year was to become objective thinkers. And they now can at least see someone else's point of view. It may not change their own [point of view], but they can recognize that there's a different point of view there. (Bakersfield)

And [students] see a lot of payoff. . . [it] cracks me up because I hear them talking, [saying things like] I'm a much better writer but I still need work on my grammar. They know that now. They had no idea what kind of writer they were and they had no idea what good reading and writing looked like when they came in, and I think that's one of the things that the [ERWC curriculum] has shown them. (Bakersfield)

. . . Many of them really appreciate . . . that [the ERWC modules have] opened their eyes to different issues or situations in the world. . . [A student] was saying [that after] living here [in Lake County] all her life she feels so much more exposed to things now. . . she feels more confident about going out in the world after she graduates and she's going away to a 4-year school. . . . And I think – what better preparation [can there be] than that? (Lake County)

Teachers additionally reported seeing a positive shift in students' sense of confidence in themselves as readers, writers and thinkers. Students “claimed ownership of their own ability,” and developed an enhanced sense of their own ability to succeed academically, including exploring options such as attendance at a four-year university.

[Students] have a tremendous amount [of] confidence and more self-esteem. [For example, the] young lady. . . with the braids who was talking a lot [to the evaluator] during third period. . . at the beginning of the year, she wasn't going to go to college and midway through the year there were these [ERWC curriculum] packets and she had some success academically. She applied to [CSU] Northridge [and before that] she never would have done that. (Bakersfield)

This class has made an amazing transformation because I have two general classes back to back. I'm not patting myself on the back or bragging. I am probably the hardest teacher on campus. Kids don't like being in my class, they all had Fs at the first quarter. We actually had a huge parent conference with those classes. I now have kids with As, Bs and Cs. You've got to work in my class so that's part of why I use this. This is material that I thought they could relate to but it also challenges them. A lot of these kids are not stupid but they've convinced themselves they are so that was part of it. (Bakersfield)

Teachers reported that students also seemed to **gain confidence in their test-taking abilities**. The familiarity with the writing format and prompts within the ERWC curriculum created a degree of comfort with the actual EPT exam.

They were thrilled after taking the EPT and I can't tell you how many kids who took it came back and said it was just like "Going for the Look" [module]. . . they felt validated that they knew it, they could look at it, they were familiar with it, they were prepared for it. . . so – and these [comments] were from. . .kids who never could]. . . do that sort of thing so . . . it just gave them confidence: "I can do this, I know this, it's familiar to me." (Santa Rosa)

They felt confident enough to take an exam [the RCST] about what they were supposed to have learned and [try to] do well on it. (Alameda)

Finally, **teachers reported that the ERWC curriculum materials work well for English learners on a variety of levels**. The curriculum offered them more opportunities to engage in both free writing and timed writing. In addition, the curriculum afforded them more time to wrestle with text because it asked students to reread and take text apart, which aids vocabulary development as well as overall reading comprehension. English learners were also reportedly more engaged in discussions and were better able to formulate and express their opinions both orally and in writing.

[The ERWC curriculum] helped in the sense that I was able to see more of their [in-class] writing because none of this was on the computer...It helped me see right away . . . issues with homonyms and . . . verb tenses, [which] the computer catches . . . a lot for the English language learners. I already knew this, but this curriculum just validates my internal concerns. . . (Alameda)

. . . The front-loading of the material . . . getting [students] talking about [familiar] issues . . . [and having them] go back to the text and look for specific things . . . I can't help but think it does help the English language learners . . . When I go back to the reading, I think it does assist them the second time through or the third time through and give them a stronger context to what's going on in the article . . . It certainly facilitates their ability to understand what's going on in a very difficult text for them. (Bakersfield)

In every English class on campus we have [English learners} . . .who have tense problems and things like that . . . The way a lot of the second language strategies are written directly into these units, the way they're scaffolded . . .

what's nice about the [materials] is that it is . . . written for teenagers . . . [about what they] are interested in and so their curiosity is piqued. While [English learners] may have a bit of a delay in accessing the text. . . they have improved. . . their writing skills. (Bakersfield)

I think the English. . . learners were able to. . . [formulate] better opinions or choose their opinions. . .[based on] the material. Usually, they have no opinion because they're so scared to say their opinion in . . .English . . . so this helps them to be able to say it [in English] because they've been able to think about it for a while. (Los Angeles)

[Most English learners] seem to do pretty well on this . . . because they're given more time and they can [engage with the curriculum] more methodically rather than just zip through it and go onto the next piece. [The pace works well for them] because they have to go over something two or three times and then listen to how other people are arguing and so forth. (Los Angeles)

Conclusions and Recommendations

These three data sources have provided a rich tapestry of information to consider, even within the limitations of this pilot study. The number of teachers and students involved is small in comparison to the overall numbers of 12th grade teachers and students statewide. A more rigorous quantitative study would have examined the results of a random sample of students who took the EAP in the 11th grade and EPT at the time of admission to a CSU campus. (This design will be used in Phase II of this work.) This study included students enrolled in college prep English but whose college plans were not known. While teachers' perspectives and views are presented through two data sources, student views are only inferred. For these reasons, we caution that our findings, while extremely encouraging, serve primarily to indicate early trends rather than serve as definitive statements about the efficacy of the ERWC. When Phase II of the study has been completed, it will be possible to have greater confidence in the results.

Student Performance

Results of the quantitative analysis indicate positive impacts of the ERWC on student performance on the skills assessed for college readiness in English. Statistically significant statewide results showing higher means for students who experienced this curriculum suggest that these materials are robust across a range of schools and instructional settings. Students came from schools with Academic Performance Index Rankings from 3 to 10 (3,5,6,9,10) situated in rural, suburban and urban locations across the state. Teachers had a range of years of teaching experience. An examination of means shows marked gains for students in two areas of the state where student achievement has lagged, urban Los Angeles and rural Lake County.

This tends to be confirmed by survey results and qualitative analyses. Survey results indicate students showed strong positive attitudes and engagement with the materials based on teachers' assessments of student work, of class discussions and observations. What is especially cogent is that these judgments were made using several sources of evidence, rather than relying on opinion. The qualitative report also finds that engagement with the materials resulted in positive shifts in students' abilities as readers, writers, and thinkers. Equally encouraging, teachers found the materials work well with English learners.

Teachers reported that students also gained confidence in their test-taking abilities, along with increased proficiency in reading comprehension.

Taken together, the evidence points to a clear benefit for students who have experienced the ERWC materials. This benefit is both academic and attitudinal, and can be seen at schools across the API ranks.

Value of the Curriculum and Instructional Design

Positive results on student academic achievement suggest further examination of the attributes of the curriculum. Both teachers and students had positive experiences engaging in this work. Teachers found many aspects of the ERWC useful and rewarding. Not only did the overwhelming majority find them useful (79%), this utility was attributed to the instructional design (assignment template), lesson content, and the skills addressed. Interview data reiterates this convergence of design, content and outcomes. Teachers expanded their own repertoires, finding the ERWC a guide to including expository materials in their practice. They saw their students develop increased skills in reading comprehension and writing as they became deeply engaged in compelling contemporary content.

The assignment template appears to be an organizer for teacher success, a means of scaffolding complexity and rigor. Its three essential qualities – depth, rigor and intensity – all seem to contribute to this outcome. The California Reading/Language Arts Framework advocates this kind of design in its description of systematic instruction. It calls for a “carefully planned sequence of instruction that examines the nature of the objectives to be learned and selects and sequences the essential skills necessary to achieve the objectives...(p. 249-50). Students are asked to examine a text, or set of texts, deeply and repetitively over a two week interval. All of the text used in 2004-05 are expository, and brief as compared to full-length works of literature normally found in 12th grade literature courses.

This sort of deep encounter with text provoked a more sophisticated level of thinking and metacognition in students, according to teachers interviewed. While there is some evidence that repetition was a challenging element, in most instances the engaging nature of the text and the strength of the research-based activities mitigated against potential boredom. For English learners, planned multiple encounters with a single text advantaged academic success. Reading and writing skills, along with confidence, increased, as evidenced in all three data sources. The instructional design found in the assignment template holds

promise as an important element of standards-based instructional reform in California.

K-20 Collaboration

What we have learned so far points to the efficacy of the ERWC and the process that brought it to fruition. While many efforts to better align K-12 and higher education outcomes and processes fail to penetrate thick organizational boundaries (Venezia et al, 2003), EAP and in particular the English professional development and curriculum have so far avoided this fate. Bolstering success for students by examining the alignment of specific outcomes and skills sought, assessing those skills using a “natural harvest” from existing instruments, and building a rigorous academic curriculum jointly has yielded both trust and commitment among those engaged in this boundary-spanning work, in addition to increased student proficiency. This is strong evidence for the continuation and expansion of this work.

While it is true that overall incoming CSU freshman proficiency rates in English have remained flat, it is also true that the effects of the ERWC are not yet evident in EAP and EPT assessments. The 2004-2005 school year was the initial year of implementation, one when teachers were asked to use at least two of the available modules. With the introduction of a year-long course sequence, more intensive professional development, and increased use statewide, we should begin to see effects in results from Spring '06 assessments. A caveat here is that expansion can also increase the number of possible obstacles and challenges to success, a phenomenon known as the “implementation dip.” (Fullan, 2002). For this reason, we recommend creating a mechanism, or building into an existing one, for school site leaders to learn about the ERWC and consider how best to implement it in their schools.

Finally we wish to emphasize again the benefits of collaboration. We do not believe these encouraging initial findings would be evident without the considerable efforts of the county offices of education in making this professional development happen across California and the school districts that sent their teachers. EAP is the product of many minds and many organizations – the California State University, the California Department of Education and the California County Superintendents Educational Services Association chief among them. Together we have the potential to create a new policy environment that facilitates students’ success as they transition to higher education, a benefit reaped by individuals and institutions alike.

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Appendices

Appendix A
12th Grade Expository Reading and Writing Course Pilot
Teacher Survey

Personal Information

First Name _____ **Middle Initial** ____ **Last Name** _____

Home Address _____
(Street, City, Zip)

Home Phone _____ **Work Phone** _____ **Email** _____

Birth date (MM/DD/YY) _____ **Gender** M F

Ethnicity

- | | |
|---|--|
| <input type="checkbox"/> African-American /Black | <input type="checkbox"/> Pacific Islander (includes Micronesian, Polynesian, other Pacific Islanders) |
| <input type="checkbox"/> American Indian/Alaskan Native | <input type="checkbox"/> Vietnamese/Vietnamese-American |
| <input type="checkbox"/> Chinese/Chinese-American | <input type="checkbox"/> White/Caucasian |
| <input type="checkbox"/> East Indian/Pakistani | <input type="checkbox"/> Other Asian (not including Middle Eastern) |
| <input type="checkbox"/> Filipino/Filipino-American | <input type="checkbox"/> Other Spanish-American/Latino (including Cuban, Puerto Rican, Central & South American) |
| <input type="checkbox"/> Japanese/Japanese American | <input type="checkbox"/> Other: _____ (please specify) |
| <input type="checkbox"/> Korean/Korean America | <input type="checkbox"/> Decline to State |
| <input type="checkbox"/> Mexican/Mexican American/Chicano | |

School, Job, and Course Information

Please respond for all courses you teach.

School Name _____ **School District** _____

Title/Primary Role

- | | | |
|--|--|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Curriculum Specialist | <input type="checkbox"/> Principal |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Administrator | <input type="checkbox"/> Vice-Principal |
| <input type="checkbox"/> Other _____ (please specify, e.g. Reading Specialist, Literacy Coach, etc.) | | |

Years Teaching at this School _____ **Total Number of Years Teaching** _____

Grade(s) you were teaching on Feb. 1, 2005 _____

Please answer the following for the classes you were teaching on February 1, 2005:

of Sections per day _____ **# of Students per day** _____ **Average Class Size** _____

Were you teaching English Language Learners on February 1, 2005? Yes No

If yes, approximate % of ELLs _____ **# of Years Teaching ELLs** _____

What subjects do you teach? _____

In your judgment, how did students in general respond to the assignments/modules?

- Positive attitude Negative attitude
 Positive new learning Negative or no new learning

Please indicate below how you assessed student attitude and learning with regard to the course assignments/modules.

- Analysis of student work Class discussions Observations of Students

Other (Please explain): _____

Comments: _____

How would you like to use the 12th Grade Expository Reading and Writing materials next year?

- Integrate assignments/modules within my existing course(s) Teach the full-year course
 Not use any materials Other:
-

Are there plans in your high school to use the 12th Grade Expository Reading and Writing materials next year? Yes No If yes, please indicate how your school will use them.

- Integrate assignments/modules within existing course(s) Offer the full-year course
 Other:
-

I would be willing to be interviewed about my experience with the 12th Grade Expository Reading and Writing Course materials. Yes No

What else should we know about the 12th Grade Expository Reading and Writing Course materials or professional development? Other comments?

Credentials Held

I hold one or more Single Subject Credentials Yes No
 If yes, please use the “codes” below to complete.

1. Subject 1: _____ Credential Type: _____ Institution: _____
 2. Subject 1: _____ Credential Type: _____ Institution: _____
 3. Subject 1: _____ Credential Type: _____ Institution: _____

Codes:

Subject Codes	Credential Type Codes	Credentialing Institution Codes
1. Agriculture	A. Emergency	a. California State University
2. Art	B. Waiver	b. Private California Institution
3. Business	C. Intern	c. University of California
4. English	D. Preliminary	d. Public out-of-California Institution
5. Health Services	E. Full/Clear	e. Private out-of-California Institution
6. Home Economics		f. Other
7. Industrial and Technology Education	---California Only---	
8. Language Other than English	G. Standard (Fisher, given until 9/19/74)	
9. Mathematics	H. General (awarded until 9/1966)	
10. Music		
11. Physical Education		
12. Science: Biological Sciences		
13. Science: Chemistry		
14. Science: Geosciences		
15. Science: Physics		
16. Social Science		
17. English as Second Language		

Additional Credential: (choose all that apply)

- Pupil Personnel Services Credential Child Development Permit (Pre-K)
 Administrative Services Credential Library Media Services Credential
 Education Specialist Instruction Credential

ELL Certificates and Authorizations (choose all that apply):

- CLAD (Crosscultural Language and Academic Development)
 BCLAD (Bilingual Crosscultural Language and Academic Development)
 Bilingual Crosscultural Specialist Credential
 Certificate of Completion of Staff Development to teach ELD, SDAIE, LEP students
 Supplementary Authorization in ESL
 Language Development Specialist (LDS) certificate
 Bilingual Certificate of Competence
 Bilingual Crosscultural Emphasis

Supplementary Subject Authorization(s): (choose all that apply)

- Mathematics Agriculture Health Science
 Business Art Music
 English Other Language Social Science
 Home Economics Industrial Arts Computer Concepts and Applications
 Physical Education Science

Degrees Held

Please record information about ALL of your post-secondary degrees in the space provided below. Use “codes” below and indicate selection with corresponding number or letter.

1. Discipline: _____ Degree Type: _____ Granting Institution: _____
 2. Discipline: _____ Degree Type: _____ Granting Institution: _____

Codes:

Discipline Codes	Degree Type Codes	Granting Institution Codes
1. Arts: Dance	A. B.A.	a. California State University
2. Arts: Music	B. B.S.	b. Private California Institution
3. Arts: Theatre	C. M. A.	c. University of California
4. Arts: Visual	D. M. Ed.	d. Public out-of-California Institution
5. Arts: Performing	E. M.S.	e. Private out-of-California Institution
6. Arts: Other	F. Ed.D.	f. Other
7. Education	G. J.D.	
8. Humanities: English Language Arts	H. MFA	
9. Humanities: History	I. Ph.D.	
10. Humanities: Foreign Language	J. M.D.	
11. Mathematics/Statistics	K. Other	
12. Sciences: Life		
13. Science: Physical		
14. Social Sciences		
15. Other: Interdisciplinary		
16. Other		

Other Professional Development Experiences—California Only

Please indicate the Professional Development Experiences in which you have participated or played a leadership role: (check all that apply)

Participant	Leadership Role	
<input type="checkbox"/>	<input type="checkbox"/>	CDPI (English Language Learners)
<input type="checkbox"/>	<input type="checkbox"/>	CAPI
<input type="checkbox"/>	<input type="checkbox"/>	Reading Institutes for Academic Progress (RIAP)
<input type="checkbox"/>	<input type="checkbox"/>	Subject Matter Project: Writing
<input type="checkbox"/>	<input type="checkbox"/>	Subject Matter Project: California Reading/Literature
<input type="checkbox"/>	<input type="checkbox"/>	Other _____

Thank you for your time. Your input is very important.

Please return all Teacher Surveys to Carol Rogala, Center for the Advancement of Reading, California State University, Office of the Chancellor, 6000 J Street, Foley Hall, Room 333, Sacramento, CA 95819-6018.

Appendix B.

EAP Pilot Evaluation

Teacher Interview Protocol

Spring, 2005

I. General Instructional Goals and Approaches (about 5-10 minutes)

1. Sequences and course: A few details: What class/course have you been using the EAP materials with? Which EAP assignment sequences did you teach?
2. Reading and writing goals and approaches: What are your overall goals for your students' learning in this course? How, if at all, have the 12th grade expository reading and writing course materials that you have used assisted you to accomplish these goals?
3. To what extent would you say that your students have accomplished the goals you had for them as readers and writers in this course?

II. Instructional Walk-Through with Specific EAP-related Materials (about 15 minutes)

1. How the work gets done (blow by blow): Briefly walk me through how you used the EAP materials and activities so I can get a better sense of what your students have experienced. How did you use the curriculum materials? What kinds of things did you do to introduce students to these materials? (probe for participation structures, groupings, scaffolding, type of work students are doing, who is reading, kinds of writing, etc.)
2. Assessment: How did you assess student learning for this lesson/unit? What kinds of things did you look for as you assessed their work?
3. Challenges for students: What kind of challenges did this reading/writing pose for your students? How can you tell when students are wrestling with an assignment? (alternate) What informs you about their difficulties? To what do you attribute these difficulties? How have you dealt with these challenges?

4. EL students and EAP: To what extent and in what ways have these EAP materials supported reading and writing development and/or learning more generally for your English Language Learners? Explain.
5. Successes for students: How would you characterize the impact of any EAP-related changes you've made on your students as readers, writers or learners? (They might mention things like the following:

willingness to read or write, increased value of reading and writing
increased reading or writing
awareness of themselves as readers and writers
confidence and enjoyment in literacy activities
increased competence
selection and use of reading materials
risk taking
participation in class discussions
relationships with classmates or with teacher
evidence of metacognition
apparent internalization of expository and rhetorical strategies)

III. Key PD experiences or support (about 5 minutes)

1. Changes from prior years: Has your participation in EAP influenced the way you are working or plan to work with these materials?
2. Most important or influential experiences with EAP: As you think back on your participation in EAP, what were some of the most important or influential experiences for you? Which approaches and materials have been helpful in your professional growth?
3. Anticipated future involvement: Do you plan to use the modules in the future? If so, how? Any plans to use the full year course? What motivated you to participate in the pilot? Based on your experiences with the EAP training you've participated in so far, how interested are you in participating in additional training or in becoming a trainer of trainers?

Appendix C.
EAP Pilot Evaluation - Student Interview Protocol (15 minutes)
Spring, 2005

- 1. Did the kinds of reading and writing you did for [NAME OF SEQUENCE] seem different from the kinds of reading and writing you usually do in school?** [Probe for participation structures, groupings, scaffolding, types of work students are doing, who is reading, kinds of writing, etc.]

- 2. What were classroom discussions like when you were doing [NAME OF SEQUENCE]?** What kinds of conversations with the teacher and your classmates did you have about this assignment? [Probe for engagement, interaction, critical or rhetorical thinking, etc.]

- 3. How do you understand the goals of these assignments? What do you think your teacher wanted you to learn? Do you think you successfully accomplished those goals?** Tell me about that. [Probe for meta-awareness of learning goals, etc.]

- 4. Have you changed as readers? Have you changed as writers? Are you doing anything differently than you used to since you worked on [NAME OF SEQUENCE]?**

- 5. Do you have any ideas about how you might use what you've been learning with [NAME OF SEQUENCE] once you're out of high school? Do you think any of what you learned will help you when you're in college or after you graduate?**

- 6. What advice would you give the people who created these assignments about how to improve them? Was there anything that you didn't like? What should they be thinking about if they revise these assignments for next year's senior class?**

- 7. What should I tell the people who created these assignments about what you liked the best? What should they do more of next year?**

- 8. Do you have any questions for me?**

Appendix D Skills Cited by Teachers

1.1.7.1 *Annotating*

The layout of it helped reinforce for them that I know what I'm talking about because they really fight annotating. They really just see it as busywork or tedious in some ways, although it's always interesting to me at the end of the year when they do an assessment of the course. I mean, how many of them will say I didn't like dialectical journals but it really taught me to be a close reader. (Santa Rosa)

1.1.7.2 *Believing and doubting game and descriptive outlining*

My two favorite, favorite things are the believing and doubting game and the descriptive outline. What I will do better next year is relating that descriptive outlining to their writing so we use it a lot with analysis but I did not have the time or the skill yet this year to make the crossover into okay, this is what you should be doing with your writing. But I can completely see how I will be able to make that connection. It's partly, again timing was difficult. (Temecula)

1.1.7.3 *Content versus purpose*

I thought looking at content and purpose was a good thing for them and they liked that. They liked looking at various chunks of that and talking about it, again just because we haven't read nonfiction and they had to think about well, why are these people cited at this point in the reading? (Santa Rosa)

1.1.7.4 *Discussions*

I thought the group discussions of various topics were good although we did not have time to report out. (Santa Rosa)

The discussions were pretty fruitful. I think it's really important to let them talk about that kind of stuff and stuff came up that if I was a little more formulaic as a teacher, I wouldn't have learned about my whole group of kids without the discussions. (Alameda)

And so from those conversations kids out of the blue would start saying it's because we don't have a choice. It's like subconscious advertising since we were kids just like the other article said. They would refer to like when you go to the store now there's Sponge Bob on everything so it makes us want those things so when we grow up it's like comfort food. It's comfort to eat

fast food and to eat unhealthy so the kids really like just came out of the blue with stuff I didn't realize. Like they're getting it, they're getting that, this is ingrained in us in this country since being tiny babies and playing with little Oreo block sets. So they realize that it's so pervasive and some of the kids would come in and say wow, my sister has those Oreo block sets.... And so it was a really good conversation because the kids are like look, you have to be a really damn smart mom to catch that. ... So some deep discussions came out in terms of just health and stuff that the unit opened up a lot of stuff. The fast food one I think was the best because that's the closest to them. It's something they could definitely change about themselves. (Alameda)

[Through discussions] get to see really quickly at what level they understand this material. You might want them to be talking about it at the level you want them to talk about, but they're talking about it down here or somewhere else. So you understand where they're getting the material. That's what's really nice about the small group discussions. They have some really good discussion questions in there. ...How well they're understanding the issues and the reading really is what I like to use them for and so the discussion questions are really good for bringing that about and helping me understand where they're at in the article. (Bakersfield)

Because they have thoughts in their head, they are able to engage in a more profound discussion and then they won't shut up, which is okay because they have an awful lot to say. ...[T]hey are very passionate about their opinions. (Bakersfield)

1.1.7.5 *Freewriting/quickwrites*

We do a lot of the free writes and share those and they're willing to – They're a great group. ... [T]hey like that kind of writing. It's very different especially up here [in Lake County] with limited resources, writing research papers [is challenging]. It's very difficult for them. They really struggled with that senior project paper and it (?) take over the whole year so these writings are so exceptional and we covered material that they're happy to write. And they know they can write well... or at least they have enough background information and recall from the discussions and the readings that they're confident to try writing those papers. (RFS, Lake County)
Definitely I saw some flourishing, I did see with the topics that when we were allowed to brainstorm and do free writing, really heavy, heavy discussions happened which were really great. (Alameda)

1.1.7.6 *Paraphrase and summarize, and ethos, logos, pathos*

The one thing that I liked in the Racial Profiling unit that I don't do as much is paraphrase in summarize, and so that's something that I would add. And the other piece that I liked very much was the logos, pathos, ethos piece which I'm going to incorporate next year so I thought that was a new idea. (Santa Rosa)

1.1.7.7 *Questions*

It's the design of the questions. They're not plug and chug questions, they're actually synthesis analysis questions and it's the scaffolding. It's the preview, it's the prewriting, it's the prethinking. It's getting them to look at the text and I firmly believe that it's the ability to annotate that gets the students the ownership over it. ... So it's the scaffolding and the way the packet is set up... but it's the annotation. That is key to being able to tear that piece of literature up on that page. (Bakersfield)

[S]ome of the strategies are really good. I liked the detail with some of those questions made the kids really dig back into the text. (Los Angeles)

1.1.7.8 *Rubrics*

the rubrics which are really helpful. I actually gave the rubrics out to the kids and said I'm not going to tell you what the prompt will be, but this will be what it's going to be scored on and that could be another reason why they did so well. Because they knew what I was going to expect so they were prepared. (Lake County)

1.1.7.9 *Surveying the text*

We ... surveyed the text and looked at the breakdowns in bold subheadings and then talked about each of those components and that worked well. Again I did ask them to look at the vocabulary but didn't go over the vocabulary and then I partnered, had them formulate a question to focus their reading and then I had them get into partners and read aloud and comment as they felt they wanted to. (Santa Rosa)

1.1.7.10 *Timed writing*

I think just again reinforcing more timed writing so that students become familiar and comfortable with it throughout the course of the year. (Santa Rosa)

1.1.7.11 *Vocabulary charts*

The vocabulary charts are good, just to deliver those and make sure everybody understands the language. They love looking at tone which doesn't necessarily happen when you're reading a novel. (Lake County)