

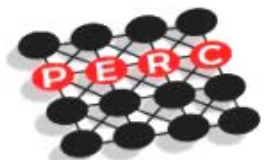
Reading Institute for Academic Preparation (RIAP)

Evaluation Report

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The Chancellor's Office, the California State University



Program Evaluation and Research Collaborative

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Executive Summary

- The Early Assessment Program (EAP) is a major collaborative effort by three CA agencies, the California State University (CSU), the CA Department of Education (CDE), and the CA State Board of Education. Under EAP's umbrella are several components, including a professional development effort, the Reading Institutes for Academic Preparation (RIAP) and an EAP professional development program for high school English teachers related to the 12th Grade Expository Reading and Writing Course (ERWC). RIAP has operated since 2002-03 and has trained hundreds of high school teachers in all disciplines. Also now included is a professional development program for high school mathematics teachers focused on fostering mathematics proficiency.
- In fall 2005, the CSU Chancellor's Office sought an independent evaluation of the RIAP program. CSULA's Program Evaluation and Research Collaborative (PERC) group designed and conducted an evaluation that examined student gains in English proficiency and other test scores, as well as solicited teacher and site director survey responses about the program.
- The improvement in percent proficient in English (from 2003 to 2005) in high intensity RIAP + ERWC schools was more than four times the rate of improvement of all California high schools (13.6% vs. 3%). -
- The improvement in percent proficient in English (from 2003 to 2005) in high intensity ERWC schools was more than three times the rate of all California high schools (11% vs. 3%).
- High intensity RIAP and ERWC schools outperformed by 2 to 3 times the average growth from 2003 to 2005 for all CA high schools on the CA Standards Test English Language Arts, 11th grade test scaled score (RIAP + ERWC: +5.9 points; ERWC only: +4.7 points; and State: +2.3 points).
- Participating teachers responding to a survey rated the overall quality of the RIAP program as 8.27, quite high on a scale of 1-10, and agreed that RIAP materials, presenters, and networking opportunities were particularly effective.
- Almost all responding teachers reported a positive impact from RIAP involvement. Major impacts cited were teachers' ability to: prepare their students for college, use new instructional strategies, improve student preparation, change curriculum, and improve their ability to help students improve their performance on the EPT test.
- RIAP site leaders' responses reaffirmed the teacher findings. They strongly believed that the program impacts teachers' abilities and motivation and impacts on student learning.
- Teachers who had used the 12th grade course materials described many benefits of the course modules and strategies as well as their impact on student readiness for college. Major changes teachers reported included increased reading, use of nonfiction text, expository reading and writing, and increased use of assessments.
- Respondents' suggestions to improve RIAP include an expansion in services, greater school site support, changes in the case study assignment, the amount of unstructured time, establishment of a website/discussion board and offering follow-up professional development with more ongoing sessions.
- Not many of the ERWC schools had yet adopted the ERWC as a new 12th grade course. However, most teachers added pieces of this to their teaching.
- The RIAP professional development was well distributed geographically statewide.

Recommendations

Structural Changes:

- Consider offering schools RIAP and ERWC combined professional development, as schools that had teachers participating in both showed the largest gains in student proficiency.
- Consider a redesign of the linkages between the offerings.
- Consider moving from a statewide model to a regional model, perhaps 5 sites per year on a 3-year cycle—in order to achieve efficient and equitable distribution and to provide economies of scale.

Implementation Strategy Changes:

- Consider expanding the ERWC professional development to more schools, as this appeared to have a strong impact on student proficiency.
- Consider offering professional development to teachers as “high-intensity” teams from each school rather than as individuals. It is likely that teachers will include practices in their classrooms they learned through professional development if they have colleagues with whom they can collaborate..
- Move to align ERWC and RIAP professional development programs with district-level professional development and coaching. The 12th grade ERWC class is likely to be approved as meeting UC’s a-g requirements, and this will result in widespread adoption of the course. This requires an infrastructure for district and site leadership. Thus, consider having the RIAP school teams commit to training/coaching as well as to the development of district and site plans for the adoption of ERWC.
- Consider having the RIAP Institutes train the district instructional leaders/site teacher leaders to implement and support the adoption of the Expository Reading and Writing Course (ERWC).
- Consider expanding the statewide EAP website to include a discussion board that would provide an electronic means for RIAP participants to share ideas. Also consider creating a brochure for districts and schools that describes the EAP professional development program components, including differentiating between the ERWC and RIAP professional development options.

Curriculum Changes

- Consider revising or dropping RIAP’s case study assignment. Teachers responding to the RIAP survey did not all agree that the case studies enhanced their knowledge and skills, and several questioned their value because of the extensive time commitment. Several suggested dropping the case studies.

Additional Research and Evaluation

- A longitudinal study of the patterns of changes in students’ paths to English proficiency is suggested. There are multiple paths to English proficiency: Looking at how these have changed over time could be instructive.

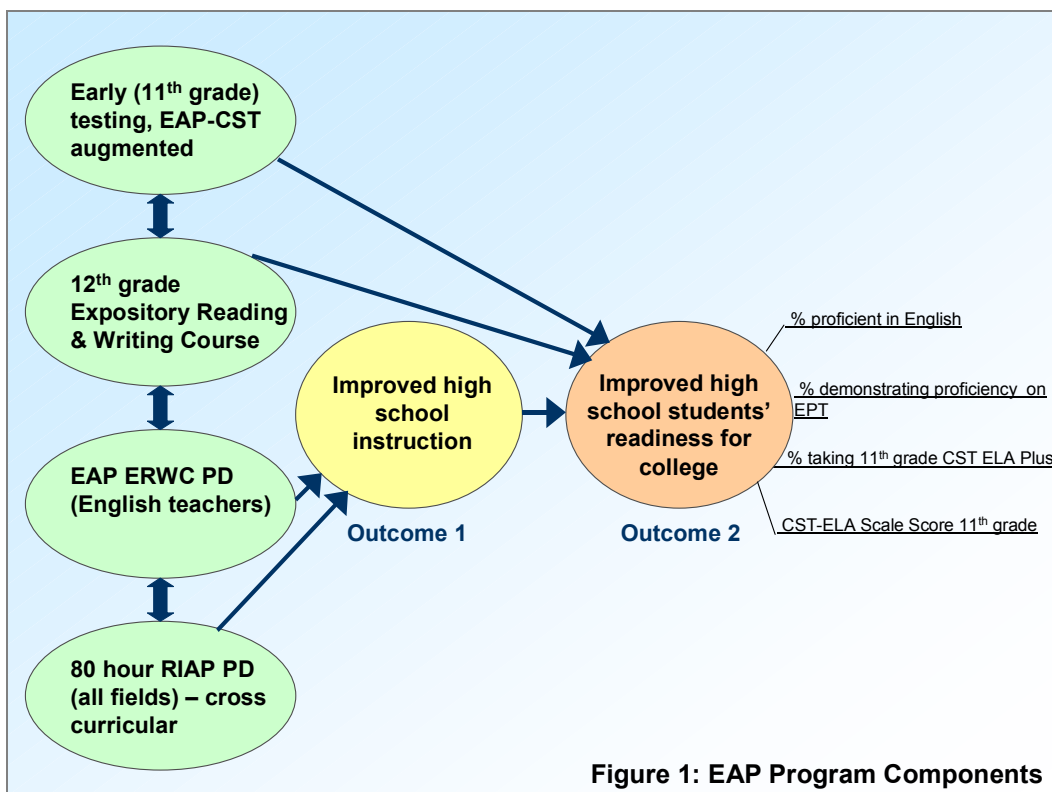
- Results of this RIAP professional development evaluation are promising and suggest that the program is effective. However, in order to have definitive evidence that RIAP training results in better teaching and increased student proficiency, a matched comparison group study using student-level analysis would be necessary. It would compare student gains in reading and writing in two groups: students of RIAP-trained teachers and students of matched teachers in the same school who did not attend RIAP. This would give stronger scientific, quantitative and instructionally valid evidence of the program's effectiveness in raising student proficiency levels.

A. Background

The Early Assessment Program (EAP) is a major groundbreaking collaborative effort by three California state entities, the California State University (CSU), the CA Department of Education (CDE), and the CA State Board of Education (SBE). The goal of the partnership is to ensure that college- and career-bound high school graduates have the English and math skills expected by the university. The EAP is an umbrella. Under its spread are several components related to English.

- “Early” 11th grade testing: the EAP test (the California Standards Test or CST-in English-language arts augmented with English Placement Test (EPT) items)
- The 12th grade Expository Reading and Writing course (ERWC)
- Professional Development in English. The EAP / 12th grade Expository Reading and Writing course (ERWC) training is for English teachers only. The 10-day RIAP training is for teachers in all areas and is cross-curricular.

See Figure 1 below for a graphic presentation of the various components of the Early Assessment Program:



The percentage of first time freshmen that enter CSU with college-level English proficiency has remained fairly constant since 1998. From 1998 to 2005, it has ranged from 51% to 55%. The Trustees of the CSU system established the goal that 90% of first time freshmen would be proficient in English by 2007. However, the rate of English proficiency has not shown much of a tendency to change.

The CSU has increased its efforts to provide assistance to high schools and students by informing them early about their readiness for college entry through the use of the early 11th grade assessment. The system provides professional development for English teachers (ERWC: 12th grade course) and professional development for all high school teachers (RIAP).

Professional development of high school teachers is a linchpin of the Early Assessment Program. The Reading Institutes for Academic Preparation (RIAP) have operated since 2002-03. Over 2400 teachers have participated and 296 schools have been served between 2002 and 2005. Currently, 17 CSU campuses are funded for a total of 575 participants in 2005-06. The goal of the RIAP is to ensure that high school students attain proficiency in academic literacy with no need for future remediation in reading or writing. The professional development totals 80 hours, including 60 hours of contact time and 20 hours of independent study. The project uses a trainer-of-trainer model and prepares teachers in all content areas. The focus is on reform curricula and pedagogy and on reading and writing across the curriculum. There is a particular focus on expository reading and writing to help students meet the demands of college.

RIAP operates through CSU campuses in partnership with local high schools. The Institute serves high school teachers from all content areas, and the primary focus has been on those teachers in 11th and 12th grades.

RIAP includes direct study through workshop sessions, case studies of college-bound students and collaborative sessions for school teams working on systemic change. Through participation in RIAP, teachers learn the expectations for college-level work in English and see how the goals of RIAP are aligned with the state of CA English Language Arts content standards. A primary focus is learning and practicing specific instructional strategies for building academic reading competency. Topics include school leadership, standards-based instruction, reading comprehension, academic vocabulary, academic language, academic writing and the 12th grade Expository Reading and Writing Course (ERWC).

With the support from the Chancellor's Office at the California State University (CSU) the following goals have been established for the RIAP Program:

- To prepare high school students to either
 - 1) achieve at a level on the CSU EAP that would exempt them from the English Placement Test (EPT) or
 - 2) to demonstrate proficiency on the CSU English Placement Test (EPT) by scoring above 150 with no need for future reading and writing remediation
- To prepare teachers to
 - 1) improve the reading and writing skills of high school students (especially in grades 11 and 12) across content areas,
 - 2) to strengthen instruction in reading informational and narrative text and in analytical and academic writing,
 - 3) to utilize research-based diagnostic assessment and instructional practices, and
 - 4) to offer their students the 12th Grade Expository Reading and Writing Course designed to ensure English proficiency for CSU admissions.

The EAP/ERWC professional development has operated since 2004-2005 and is in its second pilot year. The ERWC professional development consists of workshops conducted for 11th and 12th grade English teachers by CSU faculty and high school teachers trained by the CSU. The workshops focus on the implementation of the 12th grade English course (ERWC). A 2005 CSU Chancellor's Office evaluation of the ERWC professional development program found students who were trained by participant teachers made significant gains on a test constructed of "retired" EPT items. This evaluation also found the ERWC training program to be effective as judged by the participating teachers in terms of effectiveness of techniques, strategies and materials.

In fall 2005, the CSU Chancellor's Office made the decision to seek an independent evaluation of the RIAP program. Its purpose was to examine the program's impact on high school students' academic readiness for college and on teachers' instructional practices. The evaluation was to focus on outcomes associated with the 2003-04 and 2004-05 school year projects.

CSULA's Program Evaluation and Research Collaborative (PERC) received the RIAP evaluation contract and designed and conducted an evaluation that looked at test score performances and teacher and site director survey responses.

The purposes of this evaluation study are:

- 1) To examine the relative impact of RIAP professional development on reducing the need for remedial instruction of entering CSU students from California high schools.
- 2) To examine longitudinal trends in student achievement and student readiness for college at the state and school levels for identified high (RIAP) intensity high schools. Intensity refers to the number of a school's teachers who participated in RIAP professional development.
- 3) To compare achievement and readiness levels of students from high intensity participating RIAP and ERWC schools with demographically comparable schools, districts, and/or state levels of achievement.
- 4) To obtain qualitative and quantitative data from participating teachers as to attitudes, characteristics of teachers and schools, characteristics of institutes, perceived benefits of the institute, changes in instruction and practices.

Additional (lower priority) objectives include:

- 5) To examine the impact of RIAP on teacher practices and student performance,
- 6) To identify appropriate geographical locations of RIAP programs using Geographic Information System (GIS) mapping.

B. Evaluation Questions

The overall question is: What is the impact of RIAP teacher professional development and ERWC teacher professional development programs on high school students' academic readiness for college and teachers' instruction?

The following table reflects the specific evaluation questions and methods of gathering data:

Table 1. Evaluation Table	
<u>Evaluation Question</u>	<u>Method(s)</u>
1. What is the impact of RIAP professional development and ERWC professional development participation on high school students' academic readiness for college and teachers' instructional practices?	<ul style="list-style-type: none"> • Conduct web survey of RIAP teachers • Selectively combine state databases (EAP, EPT, UCOP, CDE, Just for the Kids) • Select high intensity RIAP and ERWC and control group schools • Statistically analyze data
2. What is the impact of intense RIAP and ERWC professional development teacher participation on student outcomes?	<ul style="list-style-type: none"> • Statistical analysis of combined database
3. What are the distinctive ways in which RIAP activities are presented at different institutions?	<ul style="list-style-type: none"> • Web survey
4. What changes have been seen in participating teachers' (a) instructional practices, b) benefits ascribed to the Institute and to use of case studies, and c) instructional and attitudinal beliefs?	<ul style="list-style-type: none"> • Web survey • Site visits • Case study review
5. What is the geographic distribution of RIAP schools?	<ul style="list-style-type: none"> • UCOP and CDE databases

C. Methodology

Study Design

The process and outcome data were collected using a variety of methods, including web surveys from teacher/participants and from RIAP leaders/administrators, as well as data analysis of quantitative data from the UCOP database, the CSU/EAP database, the California Department of Education database, the “Just for the Kids” database, and Ed-Data. By triangulating the data from several sources, we establish greater validity for the findings.

Statistical Analysis (Group Comparison)

The study data set included 64 high schools from California. These schools were divided into five different groups. Group 1 schools selected from the population of schools that had RIAP teachers were those with ten or more teachers who participated in the RIAP professional development (RIAP high intensity schools) as well as having teachers, regardless of the number, who participated in the ERWC professional development. Group 2 schools (RIAP only) were those with ten or more teachers who participated in the RIAP professional development only (no ERWC professional development). Our definition of high intensity (which is 10 teachers or more) represents an average of 16% of the teachers in the RIAP schools with a standard deviation of 11%. Group 3 schools were those with 5 or more English teachers who participated in the ERWC professional development (ERWC high intensity schools) but did not participate in any RIAP professional development. We chose 5 or more teachers as a cut point for high intensity since the professional development was only for English teachers. In addition, there were no ERWC professional development schools with 10 or more teachers. Groups 4 and 5 schools were control group schools matched to RIAP high intensity and ERWC high intensity schools, respectively. Control schools were chosen and matched based on three similarities: school size, percentage of students who participated in free/reduced lunch, and percentage of English Language Learners (ELLs). The last “control” or comparison group is actually the statewide set of all California high schools. The period of the study included date from 2002 (before the programs kicked in) to 2005.

It is important to note that the high intensity RIAP and RIAP only schools were not matched demographically to the Group 3 schools (high intensity ERWC trained). Schools with RIAP teachers were larger than schools with ERWC teachers and had significantly higher rates of free lunch and percent ELL. In addition, they had significantly lower APIs than the schools with ERWC teachers. Thus, these groups should not be compared with each other.

The study used purposive sampling of schools, using “high” intensity criteria for inclusion in groups.

The sources for control schools were the “Just for the Kids” (California) website (<http://www.just4kids.org/jftk/index.cfm?st=California&loc=home>) or the California Department of Education (CDE) website (<http://www.cde.ca.gov>). Each school was matched with 100 similar schools in demographic profile on the CDE website. Among those 100 similar schools, random schools were chosen to be comparable with the

experimental schools in three criteria for this study: school size, percentage of free/reduced lunch (a poverty measure), and percentage of ELLs. The first randomly chosen school with close similarities in all three criteria ($\pm 25\%$) was ultimately selected to be a “matched” control school.

School demographic data 2004, API statewide rank 2004, and California Standards Test results in 11th grade English Language Arts 2002 to 2005 were collected from the California Department of Education website (<http://www.cde.ca.gov>). The number of full time equivalent teachers was collected from the Ed-Data website (<http://www.ed-data.k12.ca.us/welcome.asp>).

California State University (CSU) English Placement Test (EPT) results 2002 to 2005 were collected from the Proficiency Reports of Students Entering the CSU System webpage (<http://www.asd.calstate.edu/performance/proficiency.shtml>). Student participation rates in the EAP program 2004 and 2005 were collected from the Early Assessment Program webpage (<http://www.calstate.edu/eap/>).

Comparisons were made among some groups in absolute scaled scores on the 2005 CST 11th grade ELA test and the percent proficient in English (Proficiency Reports of Students Entering the CSU System). We also examined the growth for these scores for a 2-year period from 2002 to 2004 and from 2003 to 2005 to gauge improvement. Growth rates show improvement over time and amount using each school as its own control.

Finally, data from the geographic locations of participating RIAP schools was mapped on a California map using the ArcGIS software.

Web Surveys: Participant and Leadership Team



Web Survey: Teacher/Participant

The teacher/participant web survey was created by the evaluation team and contained several sections to assess the evaluation goals. Personal information/demographics, professional development experience in California, questions about the RIAP institute attended, questions about the impact of RIAP on their abilities and teaching practices, and use of 12th grade course modules. In addition, Likert style questions asked respondents to assess whether RIAP had helped them and if yes, how. One section asked respondents to rate school site peers, principals, and district officials. Respondents were also asked if they had suggestions for improving RIAP.

A draft survey was created and shared with Chancellor's Office staff, who gave several suggestions. The final survey was sent to approximately 1200 participants in the UCOP database. 257 persons answered the survey, a 21% response rate.

Web Survey: RIAP Leaders

To help triangulate the teacher survey data, the evaluators designed a RIAP leader web survey that contained several sections: Personal information/demographics, professional development experience in California, and questions about the RIAP leadership institute attended. Respondents were asked to rate the degree of agreement on statements about the quality of the training received. Another section asked respondents to list which books and resources were most helpful, whether their RIAP program had a conceptual model or framework, how frequently they met with the institute leaders, what kind of



training they provided, the interaction they had with the institute leaders and attendees, how much flexibility they had in designing the institute, and what benefits they saw as a result of RIAP attendance. Finally they were asked whether they agreed that RIAP helped teacher development in several defined areas.

A draft survey was created and shared with Chancellor's Office staff, who gave several suggestions. The final survey was sent to approximately 80 participants in the UCOP database. Twenty-two (22) persons answered the survey, a 28% response rate.

D. Findings

1. Statistical Analysis of Student Outcomes by Schools

School Groups, Demographics, and Outcome Variables

The database consists of 64 schools with 32 schools and 332 of their teachers participating in RIAP and ERWC professional development. The schools were grouped by 6 different categories, including all California high schools. RIAP and ERWC treatment schools and control schools were matched on school size, percentage of students who participated in the free/reduced lunch program, and percentage of English Language Learners (ELLs). For detailed demographic profiles of each school group, see Table 2 below:

Table 2. School Groups and Demographics

Group	# of Schools	Teachers		Students		
		Total # Trained		Average School Size (# of Students)	Average % Free/Reduced Lunch	Average % ELLs
		RIAP	ERWC			
1. High intensity RIAP & ERWC	12	140	35	1620	48%	21%
2. High intensity RIAP only	7	89	-	1531	44%	20%
3. RIAP control schools	19	-	-	1509	50%	25%
4. ERWC only	13	-	68	1459	28%	12%
5. ERWC control schools	13	-	-	1385	29%	12%
6. All California high schools	-	-	-	-	-	25%

Clearly, the control schools were fairly well matched with their respective treatment schools on size, socio-economic status, and percent ELLs. It should be kept in mind that the RIAP groups were not matched with the ERWC group on descriptives. Thus, these groups should not be compared.

Table 3. Outcome Variables

Outcome Variables
1. Percentage of CSU freshmen proficient in English Fall 2002 to Fall 2005 (This includes % exempt from EPT, % demonstrated proficiency on the EPT, % of those demonstrated proficient prior to CSU enrollment)
2. Gain in percentage of CSU freshmen in English proficiency from 2003 to 2005
3. CST ELA scaled scores 2002 to 2005
4. Gain in CST ELA scaled score from 2003 to 2005

Comparison of Treatment and Control School Groups

We tested the high intensity RIAP schools against their matched control schools based on 2002 English proficiency data (prior to implementing RIAP). The t -test of means was not statistically significant in comparing their English proficiency scores prior to the RIAP program being instituted in 2002 ($t = -1.090, p = .283$). This indicates the groups were fairly equivalent prior to instituting the RIAP professional development.

We tested the high intensity ERWC schools against their matched control schools on 2002 English proficiency. The t -test of means was not statistically significant in comparing their English proficiency scores prior to the ERWC training program being instituted in 2002 ($t = .097, p = .924$). This indicates the two groups were fairly equivalent prior to instituting the ERWC professional development.

Since the treatment and control groups had different percentages of CSU freshmen who were English proficient in 2002 before the RIAP and ERWC professional development programs began, it was determined that the best way to analyze the data was to look at growth over time. This way one could control for where each of these groups began prior to the professional development programs. The analysis that follows reflects growth by group. This method of analyzing the data puts each group on equal footing since gains were measured. Therefore, where each group started with its test scores in 2003 was less important. What was important was the improvement rate over the 2-year period from 2003 to 2005.

Comparing Growth Rates

A way of exercising control is comparing the growth rates of schools with themselves over time using longitudinal data. The next series of charts present these results as growth or change in the percent of CSU freshmen from these schools that were proficient in English.

As seen in Figure 2 below, the combined high-intensity RIAP and ERWC schools made a 13.6% improvement in percent proficient in English from 2003 to 2005 (from 35.8% to 49.4%), which was 4.5 times more than the statewide improvement of 3% (from 52% to 55%) and almost double the gain compared to the control group schools' 7.3% (from 44.9% to 52.2%). RIAP only schools, however, showed little change (-1.1% from 39.7% down to 38.6%). This may be a function of the high variability of scores and the small number of schools involved (7).

Figure 2: RIAP Schools vs. Control Schools

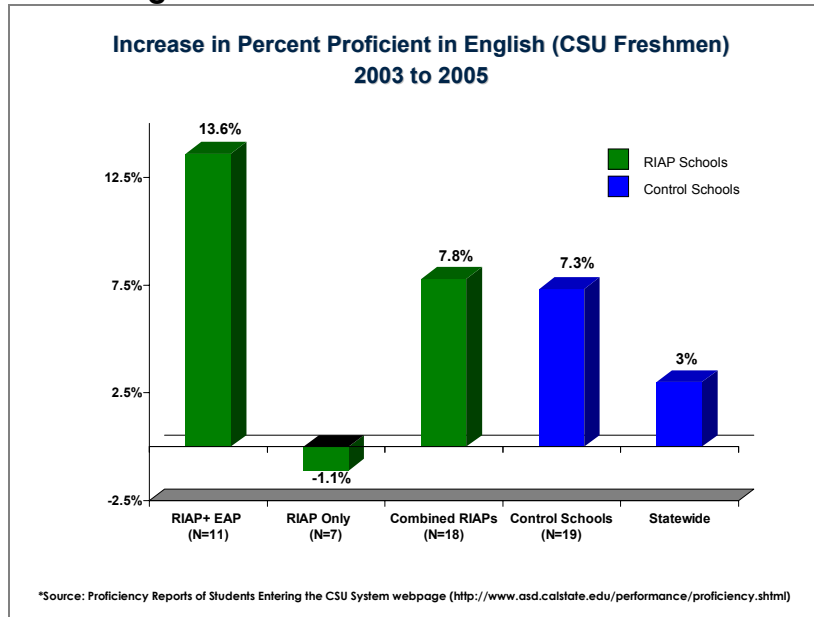


Figure 3

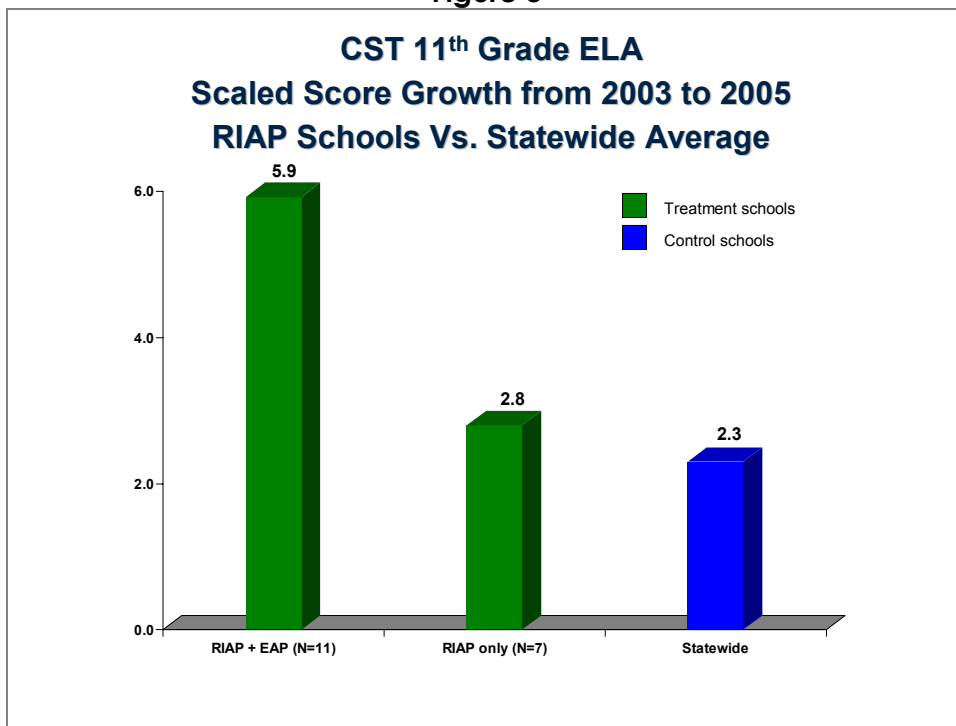
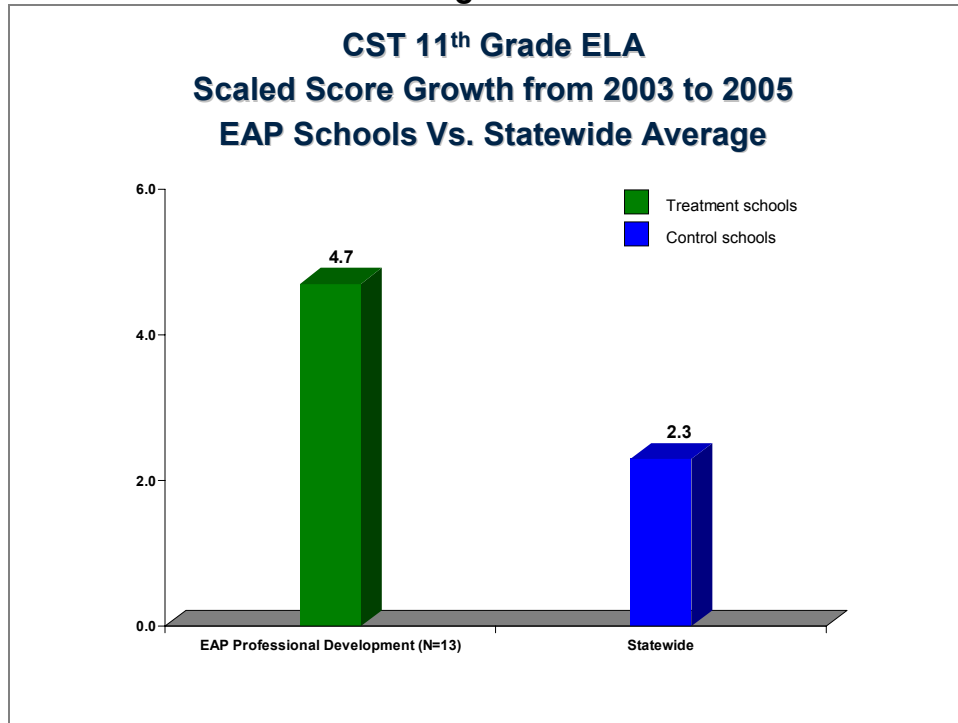


Figure 4



In Figures 3 and 4 above we again compared RIAP and ERWC with the statewide average on the CST ELA scaled score. One reason for using the CST 11th grade ELA is that this was readily available and contributes to the early identification of students that may need additional support in demonstrating proficiency on the EPT. Clearly, the CST 11th grade is not as good an outcome measure as percent proficient, but it was included in this analysis as another check on outcome results. This comparison establishes concurrent validity for the CSU percent proficient outcome measure. The correlation between CST ELA and CSU proficiency score is calculated to be $r=.613$. So clearly this is a related but not perfect outcome measure of effectiveness of the RIAP and ERWC professional development programs. It does, however, parallel the English percent proficient gain reported in Figures 2 and 3.

Limitations of the Analysis

One weakness is that the CST 11th grade ELA is not as strong a measure as the CST 11th grade augmented test which includes a writing sample, but this was not readily available or tracked in statewide databases. However, the correlation between the CST 11th ELA and the CSU EPT is fairly strong (0.68 on a scale of 0 to 1). In Figures 4 and 5 we see that the combined RIAP + ERWC and ERWC only surpassed the statewide average improvement in CST ELA scaled score and the RIAP control. The combined RIAP + ERWC schools increased 3.6 points more than the statewide increase (5.9 vs. 2.3). The ERWC only schools increased 2.4 points more than the statewide increase (4.7 vs. 2.3). RIAP only schools also made an improvement, and it was 0.5 points more than the statewide average (2.8 vs. 2.3). The RIAP control schools gained only 2.05. The scale of the CST 11th grade ELA ranges from 150 to 600 (or 450 points). So, none of these 2-year growth figures represent dramatic improvement in student performance. Rather, modest growth or improvement is noted.

Other limitations of this analysis include the small number of schools in each group and limitations of school-level analyses. It would be preferable to use student-level data that are linked to participating teachers. RIAP professional development currently is not conducted for teams of teachers. Some individual teachers who attended RIAP responded that they felt isolated in their schools. These teachers may have a real impact on their students. But focusing on school level proficiency outcomes in often large high schools may result in a dilution of the real effects of the program on the participating teachers' students' achievement.

Perhaps because of the nature of tests used to exempt students from remedial classes, the percentage of students who are considered proficient in English does not change very much over time. Norm-referenced standardized tests are meant to spread students out and to discriminate between low and high achievers. They are not constructed to show the percent of students who meet a specific criterion: for example the percent exceeding a cut point or benchmark set by content area experts. While CSU faculty originally set the cut point for the EPT, the current cut point on the test is right above the test's 50% percentile (a score of 151 on a 120-180 pt scale), which indicates that the test appears to be operating as a standardized norm referenced test. In addition, standardized norm-referenced tests are usually not sensitive enough to measure the effects of reform-based teaching.

2. Teacher/Participant Web Survey Findings

Demographics

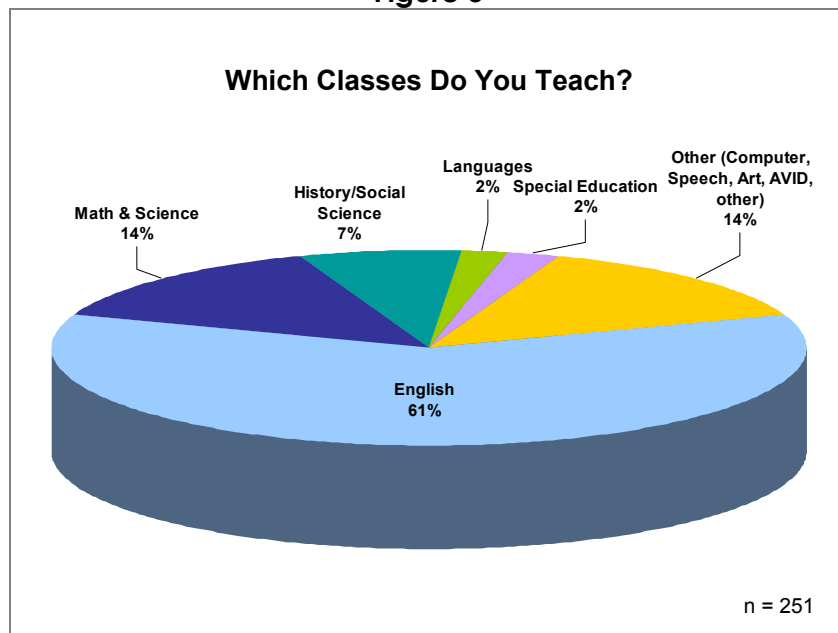
Seventy-eight percent of the respondents were female and 21% male. The average number of total years taught was 10.8, with a range of 1-25 years. The average number of years at their school was 6.5, with a range of 1-20. When asked all of the grades they taught, most said 9-12, although a few noted they taught middle school and high school and a very few elementary. The average number of sections taught a day was 4.5, with a range of 1-8. The average number of students taught a day was 126, with a range of 7-220 students. The average class size reported was 28. Sixty-eight percent of respondents reported teaching English learners (ELLs).

While almost all respondents were teachers (89%), 4% were curriculum specialists, 5% were other, 2% were administrators, and 1% were professors. Eight-four percent reported having a single subject credential.

When asked what percentage of their current students they would estimate were eligible for entrance to the CSU, teachers responded an average of 44%, with a range of 0-100%.

Teachers were asked which classes they teach. They could report more than one class. The percentage of teachers in different content areas is seen in Figure 5 following 61% of teachers were English, 14% were math or science teachers, 7% were history/social science teachers, 2% were language teachers, 2% were Special Education teachers, and 14% were "other" areas.

Figure 5



Professional Development Experiences

The average number of teachers from their school who also attended the RIAP professional development was 4.5, and ranged from 0-34. When asked if they participated in all of the RIAP sessions, 71% said yes.

If they had attended both RIAP and the ERWC course, respondents were asked to rate which was most effective. Interestingly, 53% said both were effective, 20% said RIAP was more effective, 8% said the EAP was more effective and 19% did not provide a response.

When asked to rate the overall quality of the RIAP professional development on a 1-10 scale with 10 being the best, the average rating was 8.27. Seventy-six percent of respondents reported between an 8 and a 10.

They were also asked to rate the degree of change in their teaching as a result of attending RIAP on a 10-point scale. The average was 7 with 40% reporting between an 8 and a 10.

Teachers were asked which professional development experience they had attended. Table 5 shows the number of teachers who attended various types of professional development activities. Only 54 of the respondents had only had one experience. The remainder had at least two and in some cases up to 6 or 7 experiences. Sixty-seven respondents had experienced both RIAP and the ERWC course. It is evident that many teachers in CA have experienced a multitude of professional development experiences.

Table 4. Number of teachers attending different professional development sessions

Professional Development Attended	Number of Teachers	% Total
RIAP only	49	19.1%
RIAP and ERWC	67	26.1%
RIAP and BTSA	62	24.1%
RIAP and others	41	16.0%
RIAP & subject matter	20	7.8%
ERWC course only	5	1.9%
ERWC course and one other experiences	6	2.3%
ERWC course and greater than 2 other experiences	7	2.7%
Total	257	100.0%

The total number of respondents reporting they attended RIAP was 239. The total number of respondents reporting they had attended the ERWCs professional development was 85.

Impact of RIAP

In the following sections, we only discuss valid responses to each survey question discussed. Those who did not answer a question were not factored into the discussion.

Respondents were asked: **How would you best describe the impact of RIAP on your ability to prepare your students for college?**

Out of a total of 258 respondents to the survey, 210 answered this question (81%). Forty-six persons had no response and two answered not applicable. Answers were coded in terms of these codes: improved curriculum, improved instructional strategies, improved student preparation for college, neutral response, no impact reported, and negative response.

Of the 210 respondents, 196 reported a positive impact stemming from RIAP involvement, 4 reported a neutral response, 7 reported no impact and 1 reported a negative impact. The data were analyzed and the following emergent themes were identified:

- (a) reported change in curriculum $n = 109$ (52%);
- (b) reported use of new instructional strategies $n = 135$ (64%);
- (c) reported impact of improved student preparation $n = 121$ (58%).

Curricular changes were obvious in teachers' remarks. As one teacher said,

"I am more aware of the rigorous curriculum needed in high school English to prepare the students for college entrance. Lots of instruction on writing was given that was very helpful in getting the students ready for college level writing."

Another noted: "RIAP has provided the best cross-curriculum reading information of all the workshops I have ever attended. RIAP provides the most practical information which can be transferred directly into the classroom and works well with all levels of students."

Another teacher said, "It completely changed the way we teach English to our seniors. Whereas we had once been entirely fiction driven, we now incorporate non-fiction strategies into our curriculum and understand better the needs of the college freshman."

The largest number of teachers remarked that the RIAP greatly affected their use of strategies. One noted: "RIAP had a profound impact on my teaching and I feel it is invaluable for my students."

Another teacher said: "I think it changed the way that I teach. I no longer teach at the students. I coach them through the curriculum. This forces the students to develop the skills it takes to be successful." One teacher noted: "It has transformed my teaching; showed me HOW to teach reading skills, and given me innumerable techniques and materials to work with...I have never been as focused and effective as I have been since RIAP training."

Many teachers reported RIAP's impact on their students' readiness for college work.

A teacher noted: "It greatly impacted my ability to prepare my students. It gave me insight into what is expected of them and changed/added to my teaching strategies."

"Since I teach science, I'm able to understand the challenges of our English teachers. After taking the RIAP, I'm more adamant in preparing lessons/tests with short essay prompts. I want to make sure that my students understand that WRITING is needed."

Respondents were asked: **How would you describe the impact of RIAP on your ability to help increase your students' performance on the Early Assessment Program Test?**

Of the total number of participants to the survey, ($n = 257$), 192 responded (74%) and 65 provided no response for question 10. Answers were coded in terms of these codes: report positive impact, reported N/A, reported no impact, reported a small impact, and reported too early to tell or did not know.

Sixty-five percent of respondents to this question reported a positive impact ($n = 125$); 20% of respondents reported not applicable ($n = 39$); 2% of respondents reported no impact ($n = 4$); and 7% of respondents reported a small impact ($n = 13$). Six percent of respondents reported too early to tell or did not know ($n = 11$). Thus, overall 72% reported a small or positive impact, 8% reported no impact or too early to tell, and 20% said NA.

Some relevant comments from teachers about their ability to help their students' performance follow:

"My students should score higher because of my RIAP training"

"RIAP definitely helps teachers prepare students for the EAP because students who read and comprehend better would perform better on both the English and Math portions of the test."

"High impact--I now create EAP type essay questions. We do a timed writing a month. If my own pre and post testing (objective and essay) is any indication, I would say their performance has improved by at least 30%, as an average; considerably more for some individuals"

"RIAP has provided a 100% increase inasmuch as I had almost no working knowledge of Early Assessment or the EPT before RIAP"

"I now know what is being asked of them on the exam"

"I feel more equipped to prepare my students for the EAP test. RIAP provided me with strategies and activities to take directly back to my classroom."

Respondents were asked: **What RIAP approaches and materials have been most helpful in your professional growth?**

Data were analyzed and the following emergent themes were identified.

(a) reported change in curriculum $n = 93$

(b) reported use of new instructional strategies $n = 165$;

- (c) reported impact from increased dialogue with peers $n = 30$
- (d) reported impact from guest speakers and presenters $n = 33$

Out of a total of 257 respondents to the survey, 183 responded to this question. Of the 183 respondents, 177 reported a positive impact on their professional growth stemming from RIAP involvement. 5 reported not applicable and 1 reported no impact.

Some of the interesting answers to this question include the following:

"The professional library is outstanding. I liked them all and couldn't choose one as my favorite."

"The joining of high school teachers with community college instructors and university professors was by far the most helpful part of the program."

"I incorporated more skill development into my FYE courses."

"The lessons, collaboration with other teachers, application of lessons in my classes."

Expository Reading and Writing Course Materials (ERWC)

Responding teachers were asked to describe the benefits of the 12th grade course materials. Not all respondents had taken the ERWC workshops, which prepare the teachers to teach the 12th grade course materials.

Key reading and writing skill gains

One-fifth of teachers who took the survey responded and described the benefits of the 12th grade course modules- Several key benefits emerged from the responses, including gains in student reading comprehension, vocabulary, writing, and motivation. One teacher wrote, "it helps students to read more closely and more effectively; it encourages them to talk back to the text, a crucial skill in a democratic society." Several others concur, as one explained, "I have seen an increase in the critical reading skills of my senior students where I am using the modules. They question text much more than they did at the beginning of the year. Another wrote, "Students' reading comprehension and writing have improved. They are better able to approach and manage text, and are better able to focus and develop their writing." Yet another wrote, "I see my students becoming more active readers and critical thinkers. I hope they never look at anything again without consideration of ethos, logos, and pathos. They certainly are becoming more fluent writers." "I noticed writing gains after one semester of the program," agreed another teacher.

Materials and strategies for reluctant readers

Several praised the modules for providing students with high interest and relevant materials that lead to higher comprehension, analysis, and motivation. One explained, "They were reading about more current issues which keep them interested. They were learning skills that could be transferred over to other areas of their lives and other classes."

Another teacher concurred, explaining, the “materials expose students to issues that are not covered in their literature anthology, enabling students to consider contemporary problems that they will have to deal with in their adult lives. Some of the skills they learned made them more eager to participate.” Reluctant readers benefit the most, explained one teacher, who wrote, “The articles seem to engage my reluctant readers and the structured lessons make it easier for them to produce a successful essay.”

Increased readiness for college

The teachers link these gains with increased student readiness for college. “Students are more capable of engaging challenging texts and writing about them,” wrote one teacher, while another said, “The benefits come in preparation for college level reading and writing.” Another believed, “Students enjoy the articles, so it is easy to get them to participate. They are studying the non-fiction which is what most of them will read in college.” Even non-matriculating students benefit. “Topics are pertinent and engaging for 12th grade students. Many of my students are not college bound, but the topics they are reading about are relevant to their experience and thus will be of value regardless of their post secondary plans.”

ERWC Modules Teachers Use

Forty-eight (48)teachers responded to the question on what 12th grade course modules they use. Tshree modules emerged as the most widely used, with 56% citing “Going for the Look”, 52% “Fast Food”, and 35% “Racial Profiling”. Three other modules received several responses including “Juvenile Justice” (12.5%), “Rhetoric of the Op-Ed Page” (10%), and “Value of Life” (10%). One teacher wrote, “We have spread 9 modules over our existing 11th and 12th grade courses. This is the first year we are using the modules.” Three others concurred, saying that they were piloting units for the first time this year. One science teacher wrote, “I have used all of them--I have recast them to apply to the teaching of science, and science education in general.”

Other teachers said they used components of modules, making adjustments to some and only using components of others. Explanations varied from junior teachers using modules to student reading levels being too low to lack of materials. One teacher explained, “I used various parts of the lessons and modified them to fit what we were studying.”

Another wrote, “I have received training and materials to cover two semesters, but my students' abilities and/or lack of motivation prevents me from covering more material at a faster pace.” Another teacher agreed, saying, “I taught the 12th grade materials to my 10th graders. My 12th graders are (mostly) headed straight to the work force and have a very low reading and writing ability.”

Attitudes about Impact of RIAP

Respondents were asked to rate the degree to which they agreed on some statements about the benefits and impact of the RIAP training. Table 5 below shows that overall

teachers agreed that RIAP helped them understand and implement standards-based approach to improving literacy, expanded their repertoire of teaching strategies and contributed to their development. They only modestly agreed that RIAP helped them collaborate with their colleagues or that RIAP's case studies enhanced their knowledge and skills.

Table 5. Attitudes about impact of RIAP

Question	Likert Scale Average (1-5)
a. RIAP helped me better understand & implement standards-based approach to improve students' literacy	4.0
b. RIAP helped me expand my repertoire of teaching strategies to match the learning strength & needs of college eligible students.	4.0
c. RIAP instructors modeled each strategy effectively	4.0
d. RIAP readings & homework contributed to my development	4.0
e. RIAP helped me collaborate with my school team and colleagues to plan effective strategies	3.8
f. RIAP 's case studies enhanced my knowledge and skills	3.75

Attitudes about Principal, Colleagues, and School

Respondents were asked a series of questions about their school staff, principal, school participation, and support from colleagues and their district. As can be seen in Table 6, respondents agreed that they plan to stay at their current school, that they get emotional support from colleagues, that their principal respects them as a teaching professional, and that their principal is a strong leader. They only moderately agreed that they participate in making decisions at their school, that their principal includes them in decision making, that the principal gives them useful feedback after observing them, that the teaching staff is a highly collaborative team, and that they get support from their district office.

Table 6. Attitudes about principal, colleagues, and school

Question	Likert Scale Average (1-5)
a. I plan to stay at my current school site next year	4.3
b. My principal respects me as a teaching professional	4.2
c. I get emotional support from my colleagues	4.16
d. My principal is a strong, competent school leader	3.9
e. I participate in making decisions affecting the school	3.78
f. My principal seeks out opportunities to include me in decisions affecting the school	3.66
g. The teaching staff of my school is a cohesive, highly collaborative team	3.43
h. My principal provides valuable feedback after observing my classroom teaching	3.43
i. I get support from my district office	3.38

Teaching Changes Made

Teachers were asked to describe in writing any teaching change they made as a result of attending RIAP. Answers were coded by themes. The following themes were identified (followed by the number of teachers who responded). Strategies (98); Reading (17), Nonfiction text (16), understanding students abilities (13), expository reading and writing (10), assessments (7), no change (7), other (9).

Out of 257 respondents 170 answered this question (66%). The largest number (n=98) reported that they gained strategies to use in their classes. A large number of different strategies, including free reading, graphic organizers, pre-reading, analyzing text, and mapping were cited. For example, "I give more direct instruction in the use of reading strategies" and "I now frequently change my plans and use a strategy I learned when something we are doing is not working."

Seventeen respondents mentioned assigning more reading, including challenging text. One respondent said, "I am more confident when assigning reading in my history classes." Sixteen teachers cited "nonfiction texts". One teacher noted. "The ability to better use the text: we introduce the text by taking a tour of the textbook". Another said, "Non fiction articles integrated with core curriculum."

Thirteen respondents cited a greater understanding about their students' knowledge and abilities, and greater awareness of their differing abilities in regard to reading, writing and comprehension. One teacher mused, "Although my student population would not be considered college-bound, I now teach as though they are college-bound."

Nineteen teachers reported including expository reading and writing. Interestingly 7 teachers reported using assessments more. One noted: "I give less multiple choice assessments and more performance and writing assessments." Another said, "I use EPT testing rubric on select assignments."

Seven teachers reported no change and 3 said it was not applicable.

Other changes that were cited by fewer than 4 people included writing, vocabulary, "talking" with students, lesson planning, and high level thinking. One said. "RIAP has definitely changed who and what I am and do as a teacher."

Rating of Overall Quality RIAP

If they had attended both RIAP and the ERWC course, respondents were asked to rate – which was more effective. Interestingly, 53% said both were effective, 20% said RIAP was more effective, 8% said the ERWC training was more effective and 19% -did not provide a response.

When asked to rate the overall quality of the RIAP professional development on a 1-10 scale with 10 being the best, the average rating was 8.27. 76% of respondents reported between an 8 and a 10.

Suggestions to Improve RIAP Professional Development & Continued Support

Overall 39 respondents out of 257 respondents to the survey (15.1%) left this item blank, while 46 (17.8%) wrote that they had no suggestions. Another 28 (10.9%) wrote positive comments that praised the teachers and impact on students. As one teacher wrote, "I appreciated all the info presented. The professors were dynamic and knowledgeable, and I always enjoyed listening to them. They deserve kudos for keeping my attention on a weary Friday night and a sleepy Saturday morning." Two raved about particular individuals and groups.

Another praised the San Joaquin Valley's writing project. One loved the thoughtful scaffolding for the case study and its great impact on her instruction.

Of the other comments, 19 made proactive suggestions, encouraging the expansion of the program to include all members of individual school sites and to encourage school site in-services. One teacher wrote, "I would love to see its expansion. I think nearly all my colleagues would benefit from it if it were more accessible. It needs more promotion. As for the quality of what I received, I can think of no improvement." Two others concurred about the need for greater advertising and recruitment. Two emphasized the need to include school site leadership members, "Principals and vice principals should attend. That way, they would be able to help encourage implementation of the RIAP tools and strategies at the school sites and departments." And yet another wrote, "Offer more help / training for teams, not only in the area of working together, but in helping to implement school wide change. So often at RIAP, I experienced the "preaching to the choir" feeling."

Teachers decried the need for greater school site support. As one modeled, "Many of us in the field are isolated and do not receive adequate site support necessary for effective change - schools are under a great degree of stress due to test scores, attendance rates, monetary issues, over-crowding, and much more." Another two asked for specific sessions for new teachers. Include a strand for new teachers--like myself--who may need additional clarification of fundamentals like planning and such." Another recommended including middle schools in the RIAP program, one teacher explained, "Middle schools need to realize what we expect from our students when they get to us. I am not sure if they are aware of the needs."

41.1% of respondents made suggestions about curricular, instructional, and structural components of the program.

In the area of curriculum, the largest numbers of suggestions (9%) centered on problems with the case study. Several questioned its value because of a lack of time. One wrote, "I feel that the case study was a joke because we did not have enough time to actually test out strategies. 6 weeks is not enough time to tell how well the strategies work." Another said, "The final RIAP assignment (case study) requires far too much time in comparison to its value." Others wanted more models, an earlier introduction, and clearer directions. Two recommended dropping the case study altogether, while another four said their teaching loads prevented them from doing an adequate job on the assignment.

Another major curricular issue focused on the attention spent on non-English teachers. Ten

(3.9%) participants believed that if the program were truly cross curricular, then the program needed to “include more resources that are not English or lit texts” and providing more science and math models. One wrote, “If you include other content area teachers, then direct more instruction toward them.”

Other curricular suggestions centered on helping teachers work more effectively with English language learners (2), struggling readers (2), special education students (1), and middle school students (2).

In the area of instruction, eighteen participants (7%) made suggestions about the use of instructional time. Six wanted more emphasis on strategies and hands-on demonstrations. Eight felt that there was too much unstructured time, especially in the second day of each session. Another eight wanted more time for teacher-to-teacher collaboration and less lecturing from CSU faculty.

Thirteen participants (5%) commented on the instructors. Several felt that instructors could be more engaging. Others wanted presenters who had actual high school teaching experience. Six recommended the use of former RIAP participants and/or effective classroom practitioners. In addition to instructor quality, several wanted instructors to conduct classroom observations to help the teachers assess their own teaching quality.

Other instructional suggestions included focusing the sessions more by providing specific agendas and helping teachers process all the reading materials they were provided. One wrote, “We were flooded with extra reading material. Maybe pick and choose supplementary reading more carefully,” while another wrote, “It’s too much of a good thing right now. I don’t have the time or energy to sift through all the materials on my own.”

In the area of the structure of RIAP, twenty (7.8%) commented on the number of days in the training. They believed the program was too long and should be offered only during one continuous year. Some suggestions included: shorten the number of days, and keep within one continuous school year. Several teachers echoed the following suggestion, “I think that if the course were more cohesive and not spread out over such a long period of time it would be much more effective.” Others felt the Saturday sessions were not focused enough and that the program left out teachers on year-round schedules. Several teachers wanted a chance to take advanced classes and to receive their stipends and credits in a more timely fashion

Teachers were asked if they had suggestions to continue the support they had in RIAP. The large majority of teachers--160 teachers out of 257 responding to the survey (62%)--made no response or wrote none. One teacher wrote, “I have no suggestions. I am still in contact with other RIAP members. RIAP was a paradigm shift in how I view vocabulary and reading, so reflection will continue.”

The remaining 38 percent of teachers made comments that focused on three major areas: individual goals, RIAP assistance, and external needs.

In the area of individual goals, eighteen teachers (7% of total; 18.4% of comments) focused on their own individual goals for continuing their RIAP skills. Several focused on

their own intentions for RIAP skills implementation. One teacher wrote, "I need to keep the ideas and resources in my mind even if I don't use them daily," while another wrote, "I hope to develop some classroom assessment techniques or use some that I've seen demonstrated." Several said they wanted to keep taking professional development and to continue collaborating with likeminded peers. Two hoped to become presenters themselves. Some said they were encouraging fellow teachers to participate in RIAP so they could have school site support. Content wise, teachers wrote that they try to "just to continue to keep the skills that I learned in mind when developing new curriculum" and to remember the steps of the writing process they learned.

Fifteen teachers recommended that RIAP could help their continued development by establishing a web site/discussion board and by sending out regular emails. They want this technology to help them share units, concerns, and connect with their peers. One teacher wrote, "RIAP could provide a place to submit successful lessons ideas for others to see, share and be inspired by," while another felt that "keeping the web forum active after the institute would allow for continual collaboration." Another teacher thought RIAP could produce a documentary about best practices.

The large majority of comments-40 teachers focused on RIAP's offering follow-up professional development. Most wanted at least one to four follow-up sessions per year, as one explained, "I would like to have mini RIAP workshops that are scheduled three times a year to reinforce what I have learned." Ten wanted time to continue meeting with their RIAP groups "to share strategies that worked and ways colleagues adapted lessons to fit." The teachers want the continued workshops to offer opportunities for discussion, sharing of experiences with colleagues, and introduction to one RIAP related skill at a time. All the teachers want the RIAP instructors to help them process their attempts to implement RIAP strategies in their classrooms.

Another seven teachers want RIAP to work directly with school sites and to require site administrators to participate in sessions. They also want better articulation between CSU faculty and districts about entry college literacy expectations. Several want RIAP to make participating districts and schools to "make a commitment to provide time for participants to prepare for, implement, and discuss strategies after the RIAP course is over." Interestingly, 11 teachers identified external needs for their continued success. They believed that school sites should "encourage, supply continuing opportunities to present/share to staff, perhaps release/extra pay opportunities for site teams to keep the ball in the air." They want increased school buy-in of RIAP goals; as one teacher explained, "School leadership needs to value the RIAP team, give it time for planning and preparation, and the support and leadership necessary for school change. Otherwise, we are just another group on campus." They seek greater collaboration within their schools and additional opportunities to interact and share ideas with their site teachers. Two felt that they needed increased budgets for photocopying the effective classroom materials they learned from RIAP.

3. RIAP Leader Web Survey Findings

The 22 site leaders/instructors who responded to the survey reaffirm the teacher findings. They strongly believe that the program impacts teachers' abilities, motivation, professionalism, collaboration, and also have an impact on student learning. Site leaders value the training they receive.

Demographics

Of the 22 instructors who responded to the survey, 68% work in the CSU system-- two thirds as RIAP program administrators and one-third as professors. The remaining 32% work in K-12 districts, the majority as teachers. The respondents represent a wide range of CSU campuses-10 campuses, which are evenly distributed throughout the state. The largely female respondents (86% women, 14% men) play a variety of RIAP roles, ranging from director coordinator (18%) to co-directors (31) to leaders (18%) to instructors (9%). Their average number of years of educational work experience was 4 years, with an even distribution between new, middle, and long years. Their experience with RIAP is also distributed across a range of one to five years, with a 2.3-year average. In terms of professional development experience, 50% had attended the RIAP leadership training, 14% attended the RIAP 80 hour course, 9% attended the ERWC course and some attended multiple trainings.

Views of the Training They Received

The participants responded to quantitative—(likert scales of 1 = worst to 5 = best) and qualitative (open ended) questions on the survey about the training they receive from RIAP leaders. Their quantitative responses were very positive, as Table 7 reveals. They awarded their highest scores to how well the training helped them understand RIAP purposes and how well the training provided examples and model strategies. Respondents were slightly less positive about whether the trainers modeled effective practices, or that the trainers understood the context of RIAP.

Table 7 Quality of professional development site directors received

Question-How well did the:	Likert Scale Average (1-5)
training help me understand RIAP purposes	4.19
training give me examples and model strategies	4.12
training they got help them understand RIAP strategies	3.89
trainers understand the context of RIAP	3.89
training help me be more familiar with content	3.89
trainers model effective approaches	3.59

Their qualitative comments about their training revealed three major books they found particularly helpful to their own professional development: *Reading Rhetorically*, *Content Area Literacy*, and *Accelerating Academic Literacy*.

Questions about Their Institute

Again, we asked both quantitative and qualitative questions about their own work as site leaders. Their quantitative responses were highly positive as Table 8 indicates.

Respondents strongly agreed that RIAP had helped teachers expand their repertoire of strategies. They agreed that the RIAP readings helped their development, that the case studies enhanced teaching knowledge and skills and that RIAP helped teachers collaborate with colleagues.

Table 8. Leaders' views on quality of training

Question-How well do(es) RIAP :	Likert Scale Average (1-5)
help teachers expand their repertoire of strategies	4.62
readings and homework help teacher development	4.33
help teachers collaborate with colleagues	4.24
case studies enhance teacher knowledge and skills	4.10

Respondents were asked if their site had a conceptual model or framework. About one half said yes, 2 said no, 3 did not know, and one said that it varied. Of the "yes" responses, one noted critical theory, 2 cited process writing, 2 cited backwards design, and 2 said they followed state guidelines, 3 noted effective practices and 3 cited RIAP materials. There was no consensus and it seemed that the leaders used the wisdom of practice to frame their individual institute.

Degree of Flexibility

Respondents were asked about whether they had sufficient flexibility in designing their institute. A large majority of site directors believe they have enough flexibility to tailor their program to the needs of their constituents. One leader wrote, "We have a great deal of flexibility. We have tried a couple of different models with the time element. Nothing is perfect, but we appreciate the opportunity to try new things, while another wrote, "It is flexible to meet the demands of each region but centers around core ideas and curriculum." Two constructive suggestions emerged that focused on including participants over multiple years and paying teachers in a more timely fashion.

Collaborative Interactions

The site directors highly value the collaborative nature of site leadership and their interactions with teachers. “We work as a team to build the institute. We think carefully about the requirements of our work, the needs of the teachers and build the content and presentation of the institute. This includes the training, presenting, organization, and reflection,” wrote one leader. Another commented on the collegial, friendly, warm interactions they have with teachers.

Kind of Training they Provide

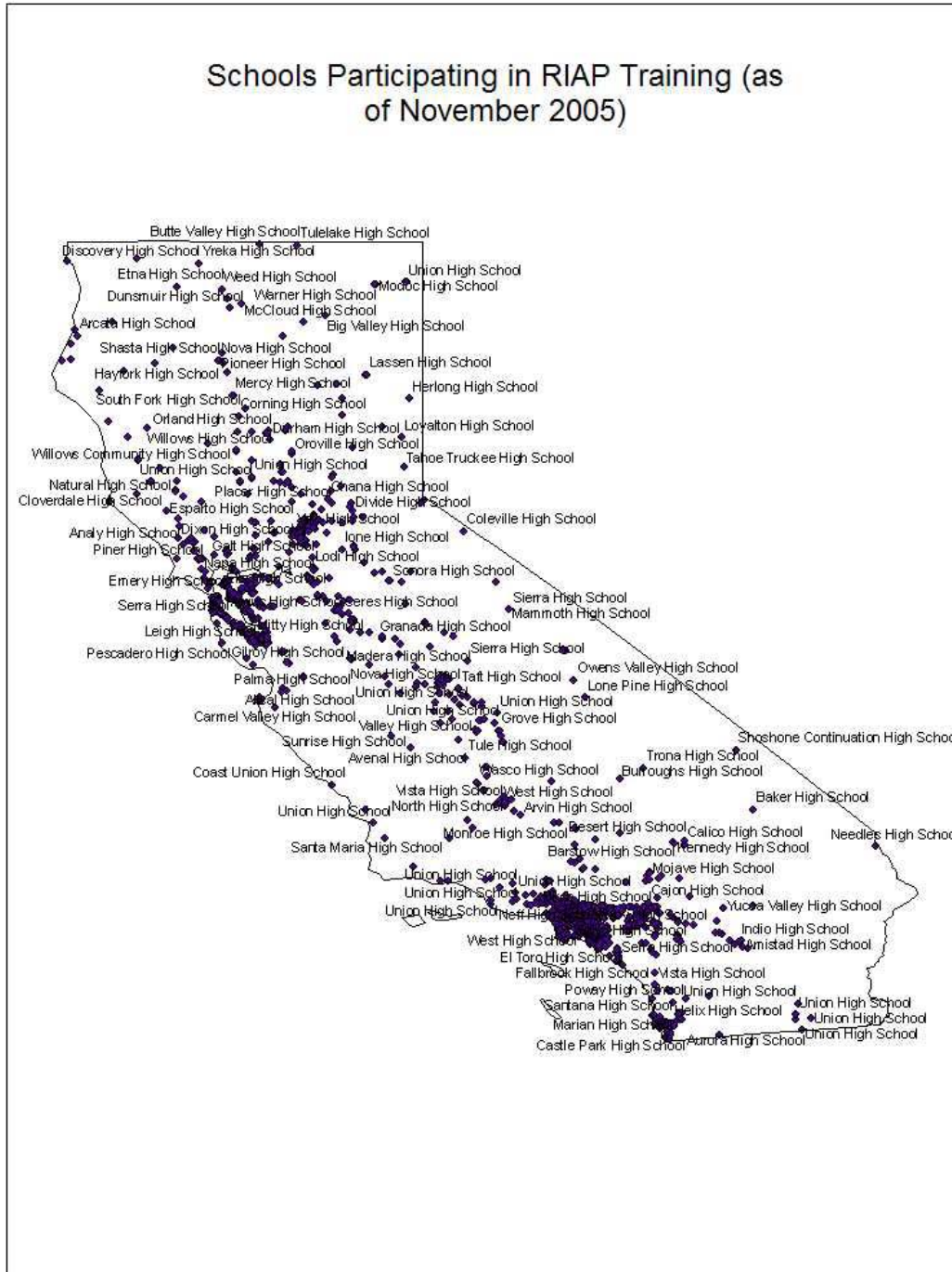
Respondents were asked what kind of training they provide at their site. A variety of answers were seen. About a third noted “presentations”, three said “practical/hands on activities”, three said “collaborative activities.” Some noted that there was not a great deal of need for training, as most of the instructors had attended the RIAP state level professional development. One stated that it is important to communicate frequently about shared goals and delivery strategies. Respondents remarked that they assessed instructional quality by written evaluations, teacher feedback, ongoing discussion, peer coaching, and student work.

Beliefs on Benefits and Impacts on Teachers and K-12 Students

Leaders highly value the training their sites provide, praising their programs' impact on teacher networking, improved teaching abilities, confidence/motivation, materials, increased awareness of student abilities, and treatment as professionals. One site director wrote that ‘Teachers report changes in knowledge, skills, and attitudes toward effective literacy teaching. This translates into changes in practice. The case study, RSCT, and student surveys are eye openers for them. They also appreciate that we model the strategies in our training.’ Another wrote, “The multiple resources given to them are great benefits to them, as is the genuine opportunity to engage in dialogue with active colleagues in secondary education since it provides an opportunity to exchange strategies and ideas for the classroom.” Teachers “seem to also appreciate being treated as intelligent professionals,” one wrote, as another added, “They have become more thoughtful practitioners, able to integrate effective reading and writing strategies into their existing curriculum. They have come to understand that they are teaching literate processes as well as subject content.” Teachers often say that they appreciate having an arsenal of strategies at their disposal in the battle against illiteracy.

4. Geographical Analysis of RIAP Schools

Map 1 outlines all the schools that participated in the RIAP. As seen from the map below, the RIAP professional development was well distributed statewide.



Map 1