

ACTION RESEARCH CASE STUDY: FINAL

PART 1: Action Research Proposal

Required Items	Responses
Volunteer Teacher	Tess Cogdell
Reviewed Data	First grade VALLSS (Virginia Alternate Assessment for Reading and Language Skills) and HMH Reading data
Data Results	Ms. Cogdell's first grade class data from the VALLSS show that she has 4 out of her 21 students score low on the assessment putting them in the high risk for reading difficulties, where the other 17 students are in the low risk category. The areas where the four students scored the lowest was real world decoding, encoding and passage fluency and comprehension.
Topic	Improving student's reading scores using interventions utilizing the reading curriculum, Multi-Tiered Systems (MTSS)/ interventions, enrichment, and remediation in small groups.
Guiding Research Question	How can students increase their reading test scores through enrichment, intervention or remediation?

Annotated Bibliography

Bahang, M. D., & Kasim, N. A. (2019). The Implementation of 7 Smart Reading Strategies in Improving Students' Reading Comrehension at the First Grade Students of SMA 9 Makassar. *The Educational Review, USA*, 3(12), 215-219.

<https://doi.org/10.26855/er.2019.12.003>

This study tries to determine whether the implementation of the 7 Smart Reading Strategies can significantly improve the reading comprehension skills of first-grade students. The research used a pre-experimental method with a pretest-posttest design on 20 first-grade students from SMA 9 Makassar. Reading comprehension tests were administered before and after the intervention to track the student data. The seven smart strategies are: previewing, questioning, encouraging, predicting, clarifying, summarizing, visualizing, and connecting. Each of the smart strategies were modeled for the students by the teacher, then were completed with the gradual release model. Students skim the text to get an overview before reading in detail. Students ask questions about the text to enhance understanding. Students make predictions about the content and outcomes of the text. Identifying and resolving any confusion about the text. Students summarize the main ideas and details of the text. Creating mental images based on the text to improve comprehension. Relating the text to personal experiences, other texts, or world events. This study found a significant improvement in students' reading comprehension scores from the pretest to the posttest given throughout the observation. The posttest mean score was (86.5) which was notably higher than the pretest (64), indicating the effectiveness of the strategies. The implementation of the 7 Smart Reading Strategies showed its effectiveness in improving the reading comprehension of first-grade students at SMA 9 Makassar and suggests that these

strategies can be beneficial in other educational contexts. This study focused on the different aspects of reading, where the strategies helped in the holistic development of reading skills, including critical thinking and analytical abilities.

Dietrichson, J., Filges, T., Seerup, J. K., Klokke, R. H., Viinholt, B. C. A., Bøg, M., & Eiberg, M. (2021). Targeted school-based interventions for improving reading and mathematics for students with or at risk of academic difficulties in Grades K-6: A systematic Page 2 of 6 EDAS 743 review. *Campbell systematic reviews*, 17(2), e1152.

<https://doi.org/10.1002/cl2.1152>

This study evaluated the effectiveness of targeted school-based interventions in improving reading and mathematics performance for students in kindergarten through sixth grade who have academic difficulties or are at risk due to their background. The evidence from 205 studies had 186 that were randomized controlled trials. The interventions that were analyzed included peer-assisted instruction, small-group instruction by the teacher or teacher assistant, computer-assisted instruction, progress monitoring, and teacher coaching. The study found that targeted interventions generally have positive effects on students' performance in standardized tests for reading and mathematics with the most effective interventions being peer-assisted instruction and small-group instruction by adults showed the largest short-term improvements in both reading and mathematics. These interventions have considerable potential to decrease the achievement gap between at-risk students and their peers. The systematic review concluded that targeted school-based interventions are effective in improving academic outcomes for students with or at risk of academic difficulties. The findings support the implementation of these strategies to enhance educational equity and performance in the school. Incorporating a variety of strategies such

as peer-assisted learning and small-group instruction can address different learning needs and styles. The teachers can enhance the effectiveness of these interventions with proper professional development, in-person modeling, additional training and coaching. Regular progress monitoring helps in identifying students' needs early and allows for adjusting of the interventions, integrating these targeted interventions into your teaching practices, can significantly improve the reading and mathematics skills of students who are at risk of academic difficulties.

Hema, V. K., Nur Dzaliffa, R. R., Gopal, R., & Charanjit Kaur, S. S. (2023). Written Retelling Strategy in Improving Reading Skill among ESL Students in Malaysia. *Education Research International*, 2023 <https://doi.org/10.1155/2023/6694646>

The study analyzes how the written retelling strategy impacts the reading comprehension and story structure understanding of year three primary school students in Malaysian ESL classrooms. The methodology was a quasi-experimental research design with pretest and posttest completed by the students. Structural comprehension questions and written retelling tasks were used to measure the students' reading comprehension and understanding of story structure. A pretest was conducted before the intervention, followed by a posttest after the implementation of the written retelling strategy to track the student data. The written retelling strategy significantly improved the year three primary students' reading skills. Students were able to retain information from the stories and make accurate predictions better than they previously did without the written retelling strategy. The strategy enhanced their ability to answer comprehension questions effectively, which is something that they could not do before the intervention. The study concludes that the written retelling strategy is a promising approach to improving reading skills among primary ESL students in

Malaysia. It suggests that this strategy could be integrated with other reading strategies to enhance overall reading comprehension. This is a potentially effective tool that educators could use to help other ESL students. In addition, the strategy can be adapted to be used for different learning styles and different levels, making it a versatile tool in diverse Page 4 of 6 EDAS 743 classrooms.

Ni'matuzahroh, N., Mangunsong, F. M., Woei, S. M., & Karmiyati, D. (2024). collaborative strategic reading vs reciprocal teaching strategy: Evaluation strategies for improving Indonesian elementary school students' reading comprehension performance. *Jurnal Psikologi (Semarang)*, 22(2), 77-87. <https://doi.org/10.14710/jp.22.2.77-87>

The study completed was a quasi-experimental design with a non-randomized control group pre-test-post-test that evaluated and compared the impact of Collaborative Strategic Reading (CSR) and Reciprocal Teaching Strategy (RTS) on the reading comprehension performance of elementary school students in Indonesia. This study involved 125 elementary school students and 3 teachers, divided equally into intervention and control groups. They had nine meetings during the intervention which was held at the end of each of the week for ten weeks total. A significant interaction effect between treatment and time indicated that both strategies positively impacted reading comprehension over time. The study also found a significant main effect of time but not of the treatment alone, which suggests that improvements were more related to the length of time spent working with the intervention rather than the specific strategy that was used. In conclusion, the study showed both CSR and RTS to be beneficial for improving reading comprehension, with CSR being more effective for elementary school students in Indonesia. These findings Page 5 of 6

EDAS 743 support the integration of CSR into reading instruction to enhance students' comprehension skills in schools.

Resource Application

These four articles provide valuable insights into various strategies and interventions for improving reading skills, which can benefit Ms. Cogdell's first grade students in multiple ways. In Bahang & Kasim (2019), implementing the "7 Smart Reading Strategies" offers a structured approach to teaching reading comprehension to learners by using methods like summarizing, predicting, and visualizing. The techniques are adaptable to young learners in which the focus would be on picture books or simple stories. Ms. Cogdell can model these strategies and use them to help students engage with text more critically and improve comprehension over time. In the article by Dietrichson et al. (2021), this systematic review highlights targeted interventions such as peer assisted instruction and small-group work. By identifying struggling readers early and using small group instruction, Ms. Cogdell can create a more personalized learning environment, catering to her individual student needs while fostering collaboration. In the study by Hema et al. (2023), the written retelling strategy focuses on improving comprehension and story retention. In a first-grade

classroom, this method can be simplified by encouraging students to verbally retell stories they read, using pictures or sentence starters to aid in recall. This practice not only builds comprehension but also helps students improve their ability to structure narratives and understand sequencing. The last study by Ni'matuzahroh et al. (2024), the comparison between Collaborative Strategic Reading (CSR) and Reciprocal Teaching Strategy (RTS) provides two different but effective methods of teaching reading comprehension. Ms. Cogdell could use group discussions (CSR), and student led questioning (RTS), to develop critical thinking and reading skills. These strategies encourage active participation. By integrating these strategies into her teaching, Ms. Cogdell can enhance students' reading comprehension, accommodate diverse learning needs, and improve literacy outcomes.

Research-Based Strategies

Strategy 1: 7 Smart Reading Strategies	A structured approach to teaching reading comprehension through summarizing, predicting, and visualizing.
Strategy 2: Peer-assisted instruction and small group work.	Struggling readers are identified early and the teacher creates a personalized learning plan for small group instruction meeting the individual student needs while fostering collaboration.
Strategy 3: Written/Verbal Retelling	Students are encouraged to verbally retell stories they read using pictures, sentence starters to aid in their recall.

Selected Strategy

The selected strategy for Ms. Cogdell to use with her first grade students is peer-assisted instruction and small group work. After reviewing her student reading data, Ms. Cogdell is now able to identify which students need individualized instruction. Small groups can be created, and student growth monitored.

PART 2: Classroom Observations

Observation #1		Date: 8/28/2024	Time: 8:30a
Observation Notes			
Strategy Implementation	Structured Literacy HMH Reading program: Ms. Cogdell did a whole group phonics lesson then the kids went into small groups working on phonics sheets, handwriting, independent reading, and a group remediating with teacher.		
Digital Literacy/Technology Integration	Use of Promethean board and google slides by the teacher. Students in the independent reading group read books through an online program called Epic on their school issued Chromebook.		
Equity	All students had the supplies needed to be successful, Ms. Cogdell explained the directions of each station and her expectations before releasing the students. The work was work that the students could work on independently without her help.		
Notes for Improvement			
How were the students grouped since we do not have testing data? What thought went into the planning of each of your stations?			
Date/Time for Post-Observation Conference		8/28/2024 3:00p	

Observation #2		Date: 9/18/2024	Time: 8:30a
Observation Notes			
<i>Strategy Implementation</i>	HMH Structured Literacy and Reading whole group lesson: Students sitting on the rug in front of the promethean board while Ms. Cogdell went through the phonics and reading slides. The students reviewed short e sounds, blending words, building words, and writing the words.		

	The students read decodable sentences in whole group and was asked questions about the sentences. After the whole group lesson, Ms. Cogdell dismissed the students to go to their assigned workstations to work with her at a table on building, blending, and writing words. Other students worked on handwriting sheets, and on their Chromebook with an online program called Teach your Monster how to read.
<i>Digital Literacy/Technology Integration</i>	Teacher used the promethean board, students used Chromebook.
<i>Equity</i>	All students had the supplies needed to be successful. The work was work that the students could work on independently without her help. The class knew the expectations for the small group work time and stayed on task while she worked with a group.
Notes for Improvement	
Is it possible that the students can work on writing sentences using the short e words worked on during the structured literacy lesson?	
Date/Time for Post-Observation Conference	9/18/2024

Observation #3	Date: 10/3/2024	Time: 8:30a
Observation Notes		
<i>Strategy Implementation</i>	HMH Structured Literacy and Reading whole group lesson: Students sitting on the rug in front of the promethean board while Ms. Cogdell went through the phonics and reading slides. The students reviewed the floss (FLSZ) rule, blending words, building words, and writing the	

	words on their whiteboards. The students read decodable sentences in whole group and was asked questions about the sentences. After the whole group lesson, Ms. Cogdell dismissed the students to go to their assigned workstations to work with her at a table on building, blending, and writing words. Other students worked on handwriting sheets, and on their Chromebook with an online program called Teach your Monster how to read.
<i>Digital Literacy/Technology Integration</i>	Teacher used the promethean board, students used Chromebook.
<i>Equity</i>	All students had the supplies needed to be successful. The work was work that the students could work on independently without her help. The class knew the expectations for the small group work time and stayed on task while she worked with a group.
Notes for Improvement	
The students are working well in their assigned small groups. When do you work with the other students that are in the other stations?	
Date/Time for Post-Observation Conference	10/3/2024 3:00p

PART 3: Post-Observation Conferences

Post-Observation Conference #1	Date: 8/28/2024	Time: 3:00p
Discussion Summary: Strategy Implementation		
How were the students grouped since we do not have testing data? The students are grouped based on behaviors if they can work independently without the teacher.		

What thought went into the planning of each of your stations? The students needed something they could work on independently so that I could work with a few students that cannot work independently. The students were engaged in the whole group lesson, but a few students sat and did nothing during small groups. The students that did not complete any tasks were not disruptive, I noticed them just sitting at their desk doing nothing.

Based on the student data three of the students need teacher support. Are there any students that already have a MTSS plan in place? If not, we need to start one for each of the four high risk students.

Discussion Summary: Formative & Summative Assessments

<i>Quality of Assessments</i>	All students in K-2 take the VALLSS. VALLSS is an assessment of reading, reading comprehension, fluency, phonics, spelling.
<i>P-12 Student Performance</i>	Four students are in the high risk category for VALLSS and need tier 3 support for reading instruction. The remainder of the class which is seventeen students need tier 1 support.

Discussion Summary: Ideas for Improvement

Reading support needs for a classroom of 21 students, that highlighted four students that fall into the high-risk category for VALLSS. These students require tier 3 support, which typically involves more intensive, individualized instruction to address their specific learning challenges. Based on their VALLSS results each of the four students need support with blending. The remaining 17 students are identified as needing tier 1 support, indicating that they require general classroom instruction aimed at improving their reading skills. This tier usually encompasses high-quality teaching strategies and interventions that are effective for most learners.

The focus moving forward will be on implementing differentiated instructional strategies to cater to both groups effectively. The four students will likely benefit from targeted interventions, possibly including one-on-one or small group sessions with the reading specialists daily, while the rest of the class engages in foundational reading activities designed to build their skills in a supportive classroom environment. Collaboration among Ms. Cogdell and the reading specialists will be crucial to ensure that all students receive the appropriate level of support.

Date/Time for Next Observation	9/18/2024 8:30a
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Post-Observation Conference #2		Date:9/18/2024	Time: 3:00p
Discussion Summary: Strategy Implementation			
After our first meeting about regrouping the students based on their academic needs, I noticed some of the students left out with the reading specialist during your reading small group workstations. The students in the independent reading center worked on reading decodables and asked and answered questions within their group. A few students worked with you on a comprehension packet from the story that was read during the whole group reading lesson. The students practiced handwriting working on building sentences with word cards that included FLSZ words and writing them in their journals in the writing center.			
Discussion Summary: Formative & Summative Assessments			
<i>Quality of Assessments</i>	HMH Spelling assessment was shared on short e		
<i>P-12 Student Performance</i>	The student performance on the short e spelling assessment 16 out of the 21 students met the standard, none of the students exceeded the standard, as there was not an opportunity for students to show more than what was asked.		

Discussion Summary: Ideas for Improvement	
Ensure all students are actively engaged during small group sessions, possibly rotating responsibilities to give every student the opportunity to lead discussions or answer questions. Foster collaboration among students in the independent reading center by introducing structured peer feedback sessions, encouraging them to discuss their readings more deeply. Integrate comprehension work with writing tasks. For instance, after completing comprehension packets, students could write a summary or reflection on the story, reinforcing their understanding. Implement quick check-ins during activities to gauge student engagement and understanding, allowing for real-time adjustments to group placements or tasks. By focusing on these strategies, Ms. Cogdell can enhance the learning experience for all students and ensure that no one is left out of the valuable instructional opportunities available in the classroom.	
Date/Time for Next Observation	10/3/2024 8:30a

Post-Observation Conference #3		Date: 10/3/2024	Time: 3:00p
Discussion Summary: Strategy Implementation			
Great classroom management. The students are working well in their assigned small groups. When do you work with the other students that are in the other stations? Ms. Cogdell usually works with the HMH decodable readers at her table having the students work on their reading fluency while asking questions. Her other small groups are on the Chromebook working on an online program for phonics, and comprehension packet for the story that was read whole group, and writing in the writing center			
Discussion Summary: Formative & Summative Assessments			
Quality of Assessments		HMH FLSZ spelling assessment was shared and the Big Dilly's Tale comprehension test.	

<i>P-12 Student Performance</i>	17 out of the 21 students met the standard on the Big Dilly's Tale comprehension assessment, and 14 out of the 21 students met the standard for the FLSZ rule.
Discussion Summary: Ideas for Improvement	
The classroom management is commendable, with students effectively collaborating in their assigned small groups. Ms. Cogdell's approach facilitates a structured environment where each group has a clear focus. Students at her table are engaged in reading fluency activities, answering questions to enhance comprehension. Students are utilizing an online program to reinforce phonics skills. Another group is focused on writing activities, promoting literacy through sentence building and journaling in their comprehension packets related to the whole group story. Consider integrating reading and writing tasks. After working on decodable readers, students could be prompted to write a short summary or reflection about their reading in the writing center. Encourage students from different stations to share what they're working on. For instance, those using the online program could explain their phonics practice to their peers in the writing center, enhancing their understanding through peer teaching. For students who finish early at the Chromebook station or during the writing center, provide enrichment activities related to their current tasks, such as word games or creative writing prompts. By focusing on these areas for improvement, Ms. Cogdell can further enhance the effectiveness of the small group work, ensuring that all students receive the support they need while fostering an engaging and collaborative learning environment.	

PART 4: Building Professional Capacity

Meeting Professional Staff Needs

Based on the classroom dynamics and instructional strategies observed, several professional staff needs have emerged that would inform hiring and professional development decisions at the school. As demonstrated, strong classroom management is vital for fostering a productive learning environment. New hires should have proven strategies for maintaining student engagement and structure. Effective collaboration among teachers and specialists is critical. Staff should be open to co-teaching and working together to support all students, particularly those who may need additional assistance. Given the varied academic needs among students, particularly with some requiring tier 3 support, it's essential that faculty members possess strong skills in differentiating instruction to meet diverse learning needs. With students using Chromebooks for phonics and comprehension, teachers should be comfortable integrating technology into their instruction, ensuring that they can leverage digital resources effectively. By addressing these professional staff needs and focusing on the outlined qualities in new hires, the school can enhance its instructional capacity and improve student outcomes. Prioritizing these areas in hiring and professional development will create a strong, effective teaching team committed to supporting all learners.

Prospective Faculty Application Materials

When evaluating the packet of a prospective teacher applicant, there are several key credentials, experiences, and responses to application questions that would prompt me to pursue their candidacy for hiring at our school. These elements should align with the professional staff needs identified earlier and reflect a commitment to supporting diverse learners effectively. A valid state teaching license in elementary education or a specialized endorsement in reading/literacy instruction is essential. Additional qualifications in special education, reading specialist credentials, or certifications in differentiated instruction would be advantageous.

Responses that emphasize a commitment to student-centered learning, inclusivity, and the importance of differentiation would indicate alignment with the school's values. Clear, thoughtful answers regarding how the applicant approaches literacy instruction, including specific strategies for teaching phonics, fluency, and comprehension. Experience teaching in varied classroom environments demonstrates adaptability and cultural competence. Examples from previous positions showing how the candidate has successfully differentiated instruction to meet the needs of all students, particularly struggling readers. Documentation or examples of co-teaching or team-based teaching approaches that highlight the candidate's ability to work collaboratively with peers and specialists. Demonstrated understanding of how to integrate technology into literacy instruction, including specific tools or programs the candidate has successfully used. By focusing on these credentials, experiences, and application responses, I would identify candidates who not only meet the academic and professional standards but also demonstrate a strong commitment to fostering an inclusive, supportive, and effective learning environment. These elements would signal that the applicant is well-equipped to contribute positively to our school community and enhance student outcomes.

References

- Bahang, M. D., & Kasim, N. A. (2019). The Implementation of 7 Smart Reading Strategies in Improving Students' Reading Comprehension at the First Grade Students of SMA 9 Makassar. *The Educational Review, USA*, 3(12), 215-219.
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