

Reading In Motion: Kindergarten Teachers Improve their Students' Reading

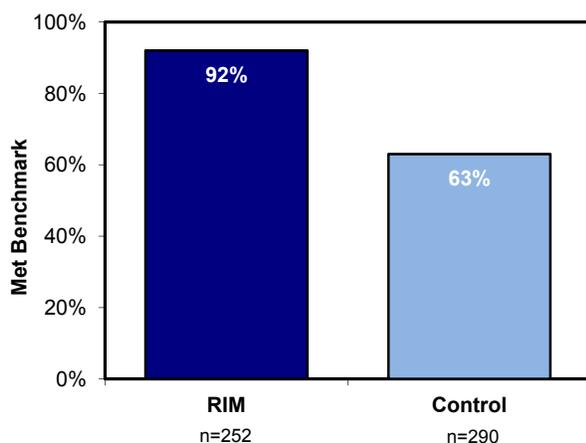
What We Did...

3D Group examined teaching practices of 10 kindergarten teachers in six different schools. The purpose was to determine the degree to which Reading In Motion—a program for teachers—improved their reading instruction in 2010-2011 (treatment year) as compared to when they were using their standard reading curriculum alone the previous year (control year). To learn the Reading In Motion program, teachers initially participated in 3 full days of professional development in the summer of 2010. At least twice a month from September 2010 through May 2011, a Reading In Motion coach provided coaching as the classroom teacher implemented Reading In Motion. The classroom teacher delivered the program for 40 minutes each school day. Students in the treatment and control years were tested at the beginning, middle, and end of each school year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. 3D Group analyzed these data to determine the impact of the program on RIM students as compared to the control students. We held particular interest in phonemic awareness, since independent studies have shown that having this skill improves students' reading in the long and short term (Byrne & Fielding-Barnsley, 1991, 1993, & 1995; Lundberg, Frost, and Peterson, 1988).

What We Found...

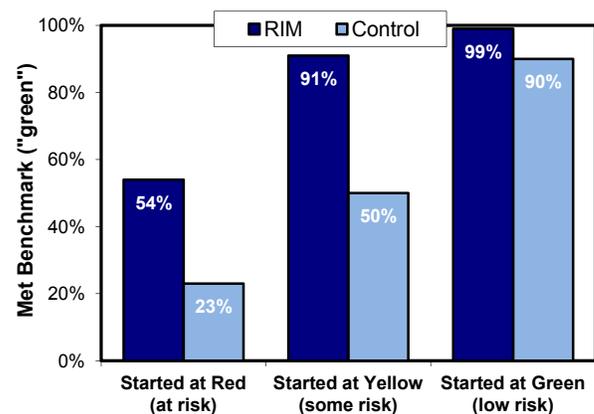
- ✓ Without Reading In Motion, kindergarten teachers got 63% of their students to the DIBELS benchmark goal on Phoneme Segmentation Fluency (PSF).
- ✓ When these same teachers were trained and supported by Reading In Motion, and implemented Reading In Motion's curriculum, 92% of their kindergarten students reached the DIBELS benchmark goal for Phoneme Segmentation Fluency (Figure 1).
- ✓ High-risk (or "red") students more than doubled their chance of hitting the DIBELS benchmark (or "green") on Phoneme Segmentation Fluency by the end of kindergarten when teachers used Reading In Motion (54%), as compared to when teachers used their standard curriculum alone (23%) (Figure 2).

Figure 1. Percentage of students that met PSF benchmark at the end of kindergarten



The difference between RIM and control students was statistically significant ($\chi^2 (1, N=542) = 64.19, p<.001$)

Figure 2. Students who started at different levels and met PSF benchmark (green) by the end of the year



The differences between RIM and control students were statistically significant (Red to Green: $\chi^2 (1, N=90) = 8.12, p<.01$), Yellow to Green: $\chi^2 (1, N=144) = 26.69, p<.001$), Green to Green: $\chi^2 (1, N=299) = 13.29, p<.001$)

Please contact Reading In Motion for more information about the program (312) 357-9463.
This report was compiled by Micheline Magnotta, M.S., and Dale Rose, Ph.D., researchers at 3D Group.