

One Stop Word Shop, LLC.

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Research Summary



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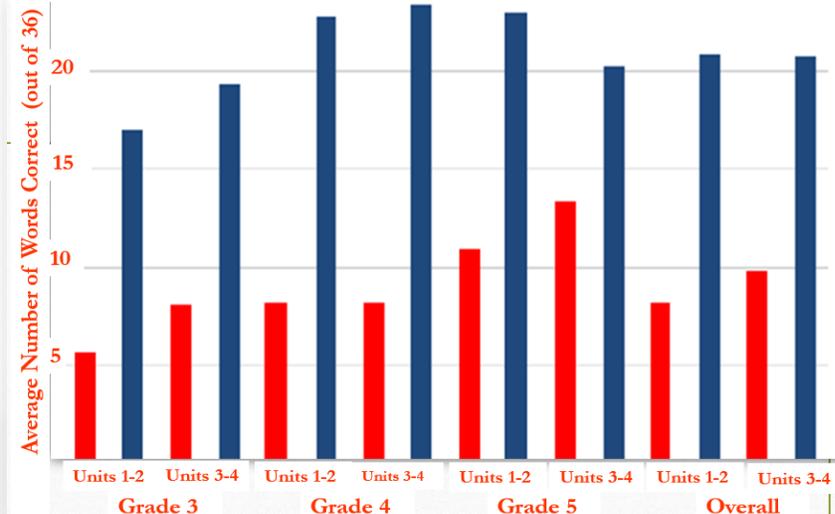




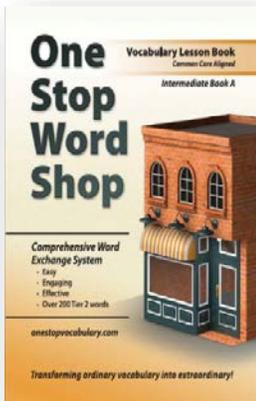
PRE TO POST AVERAGES LESSON BOOK (ELEMENTARY)



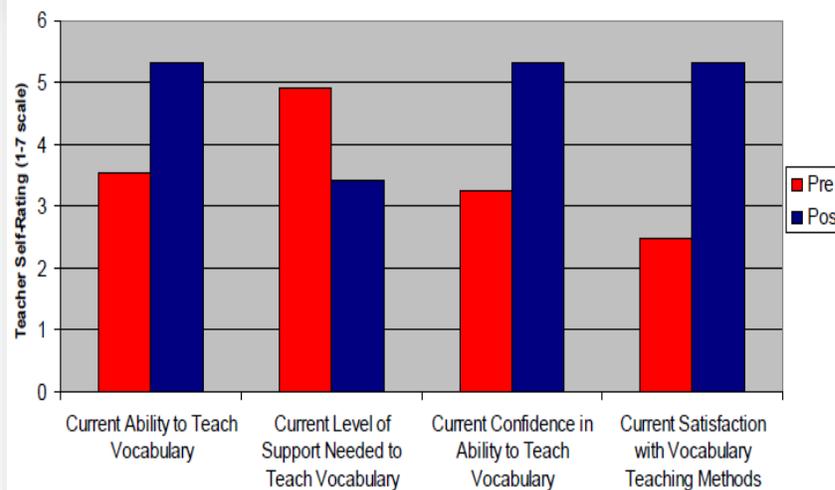
Students Across All Grade Levels Significantly Increased Vocabulary Knowledge from Pre- to Post- Test
($p < .001$)



ALL grade levels increased.



Changes in Teacher Perceptions Over Time
(all are statistically significant, $p < .05$)

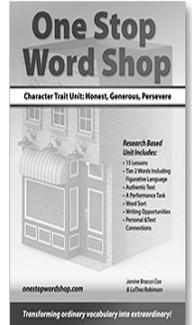
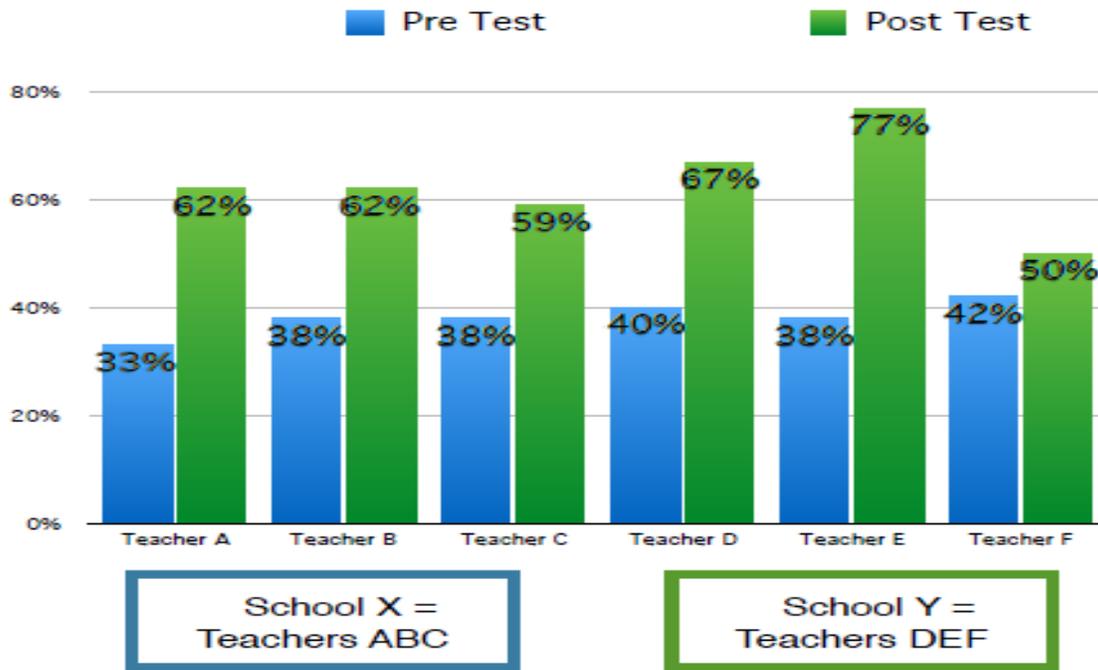


Teachers made improvements in their ability to teach vocabulary.

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PRE TO POST AVERAGES CHARACTER TRAIT UNIT (MIDDLE SCHOOL)

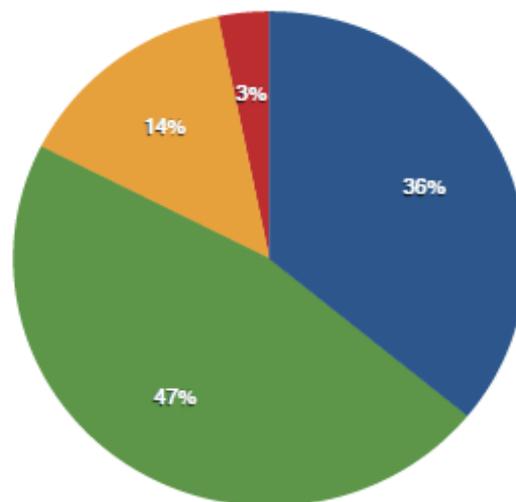


Total Number of Students: 318

6th grade data after three weeks of instruction. All classes increased.

More than 80% of participating middle school students reported OSWS Character Trait Unit was helpful.

● Very Helpful | ● Somewhat Helpful | ● A Little Helpful | ● Not Helpful





One Stop Word Shop

Transforming Vocabulary through Comprehension

Program Evaluation Report: July 2014

Prepared by:
Stacy M. Sechrist, Ph.D.

One Stop Word Shop (OSWS) Evaluation Project

This report presents the findings of an evaluation of the *One Stop Word Shop (OSWS)* teaching method as implemented in an elementary school. The research was designed to evaluate the OSWS method in terms of: 1) improving student vocabulary knowledge, 2) improving teacher perceptions of their own ability to teach vocabulary, and 3) teacher and administrator perceptions of the OSWS method, staff, and overall experience.

Phase 1: Data Collection Instruments

In order to complete the evaluation, a set of data collection instruments was created to gather data from students, teachers, and administrators.

Baseline data collection instruments were administered at the very beginning of the project prior to teachers implementing the OSWS method. The following information was gathered:

- Student baseline knowledge: based on a vocabulary knowledge test administered to students prior to receiving OSWS instruction
- Teacher perceptions/expectations and demographics: designed to assess teachers' pre-project (or baseline) confidence and experience in teaching vocabulary, as well as expectations for the project; general demographic information including gender and years of teaching experience; and current methods used to teach vocabulary
- Administrator perceptions/expectations about vocabulary instruction and the OSWS project

Post-project data collection instruments were administered after teachers completed instruction using OSWS methods. The following information was gathered:

- Student knowledge gain: based on a vocabulary knowledge test
- Teacher perceptions: self-efficacy in terms of own ability to teach vocabulary and perceptions of the OSWS teaching method
- Administrator perceptions of the OSWS project

A data collection checklist tool was completed by OSWS coaches about teachers' use of the OSWS method during each observational coaching visit (see Appendix A):

- Coaches used the tool to assess how well teachers were implementing the OSWS process at each visit based on observations of the teachers. Coaches checked whether or not each of 11 techniques/behaviors was observed during the coaching visit.

Phase 2: Data Collection/Data Entry

Data were collected by OSWS personnel during the implementation of the OSWS project within the school. Students used their iPads to take vocabulary knowledge pre- and post-tests. Teacher and administrator data were collected via paper-and-pencil and data were entered into a statistical program for analysis by the researcher.

Phase 3: Data Analysis/Interpretation

Data were analyzed with an emphasis on answering the following questions:

- How effective were the OSWS materials/process in leading to student knowledge gain?
 - Were there any trends in types of students, teachers, or classrooms?
- How did teachers feel about the OSWS materials/process?
 - Are there areas that should be modified?
- Did the OSWS materials/process lead to increased teacher self-efficacy in teaching vocabulary over time?
- How did administrators feel about the OSWS materials process?
 - Are there areas that should be modified?
- Did teachers implement the OSWS process with fidelity?

Statistical analyses were conducted where appropriate and the findings are presented in this report. Generally, statistical analyses allow us to examine change over time to determine the likelihood that any observed change was due to the effect of an intervention (in this case the OSWS materials/process). Typically, results of a statistical analysis are interpreted by the p -value. When a p -value is $\leq .05$, the result is said to be, “statistically significant”, which means that the change we see over time is due to the intervention (i.e., the OSWS process) and not due to chance alone. P -values will be reported throughout the report to assist with interpretation of the findings.

Section 1: Describing the Sample

In reporting and interpreting research findings, it is important to describe the characteristics of the sample of individuals who participated in the research. A basic overview of the school, students, teachers, and administrators who contributed data to this study is presented in this Section of the report.

School

The elementary school is nestled in a small, urban neighborhood surrounded by single family homes. It is located in a community by which the average median income is \$40, 235. As a result, the school has been deemed a Title I school with over 97% free and reduced lunch participants. African Americans make up 74% of the school population. School enrollment is currently 660 students with an average class size of 20 students. Because it is a Title I school, only highly qualified staff members are hired. The staff boasts 50 full time instructional staff members, three academic coaches, a guidance counselor, a full time social worker, a principal intern, and assistant principal.

Students

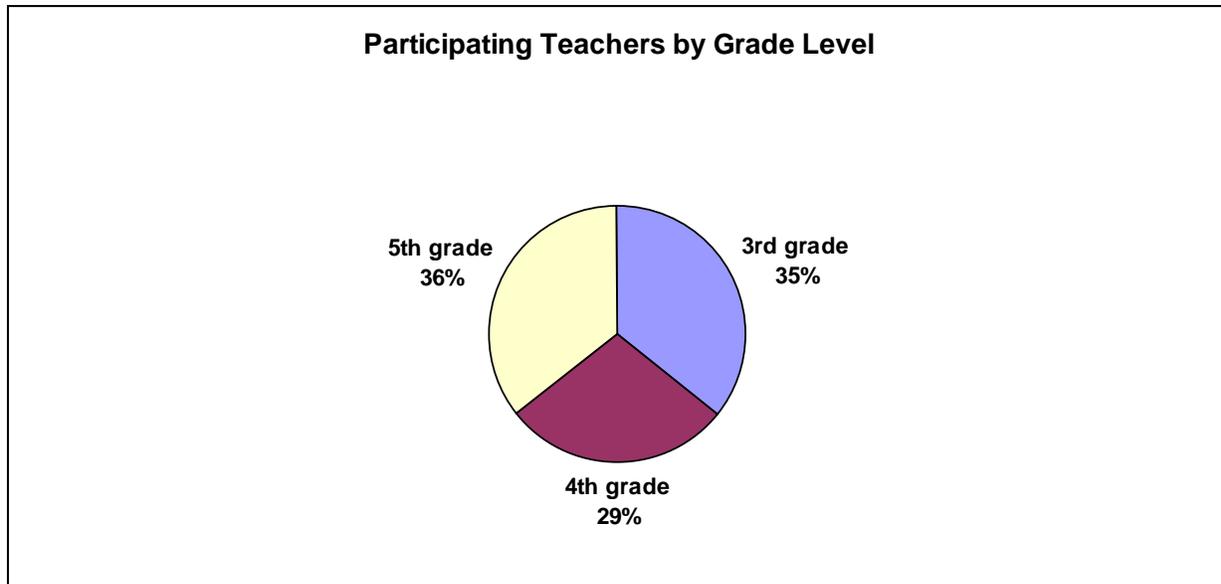
A total of 168 students provided knowledge test data from both pre- and post-test for Units 1-2 and a total of 177 students provided knowledge test data from both pre- and post-test for Units 3-4. The breakdown by grade level is presented in the table below. Please note: in order to be included in the student knowledge gain analysis, a student must have had both pre- and post-test data available because each student's improvement over time as measured by the post-test is compared to *their own* pre-test data.

Grade Level Breakdown of Participating Students

Grade 3	Units 1-2	62
	Units 3-4	74
Grade 4	Units 1-2	44
	Units 3-4	47
Grade 5	Units 1-2	62
	Units 3-4	56

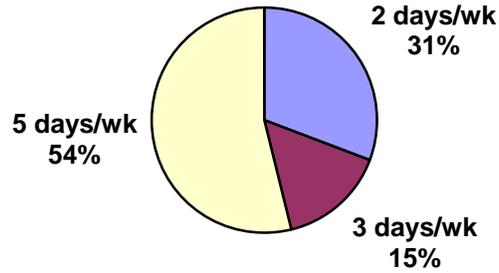
Teachers

A total of 14 teachers participated in the project. All were employed at the elementary school described above and were teaching grades 3-5. The breakdown by grade level of participating teachers is presented in graphic below.

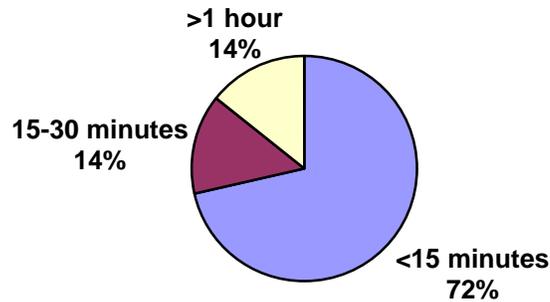


Prior to beginning the OSWS project, teachers had an average of 3.71 years of teaching experience, with a range of first year teaching experience to a teacher with 14 years of experience. Over half of teachers (54%) reported teaching vocabulary five days per week with most teachers (72%) spending less than 15 minutes on vocabulary instruction per day of instruction. Teachers reported teaching an average of 11.15 new vocabulary words per two week period, with a range of 4-20 new words. Overall, teachers reported below average satisfaction with their current vocabulary teaching methods (2.79 on a 7-point scale, with 7 representing the highest level of satisfaction) before the OSWS project began. This suggests that teachers were likely eager for change and to learn new vocabulary instruction methods upon beginning the OSWS project. When asked about incorporating Common Core vocabulary into their instruction, over half of teachers (54%) reported that they OFTEN incorporate Common Core vocabulary into their instruction, though they reported that it was not always easy to do so. Further details about teacher-related variables at the beginning of the project are provided in the graphics below.

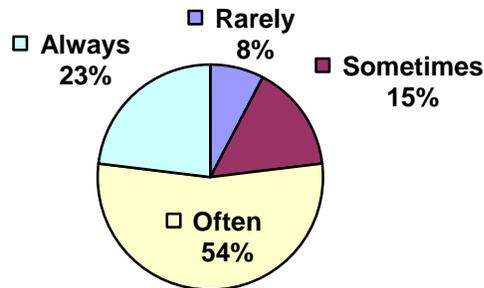
**Baseline Teacher Responses:
How many days per week do you teach vocabulary?**



**Baseline Teacher Responses:
On days that you teach vocabulary, how much time do you devote?**



**Baseline Teacher Responses:
How frequently do you incorporate Common Core vocabulary
into your instruction?**



**Baseline Teacher Responses:
How easy do you find it to incorporate Common Core
vocabulary?**



Administrators

A total of 3 administrators provided pre- and post-project data. Due to the small sample size, administrator data could not be analyzed using statistical techniques. All administrators reported fewer than 5 years of administrative experience and reported that teachers at the school had room for improvement in their vocabulary instruction ability. All administrators believed that students should do vocabulary work five days per week, spend at least 15-30 minutes per day on vocabulary work, and learn 15-30 new vocabulary words in a two-week period. Additionally, administrators reported the belief that their teachers only rarely or

sometimes incorporated Common Core vocabulary into their instruction. Administrators reported a desire for teachers to establish a systematic approach to teaching vocabulary, gain confidence in their teaching ability, and for students to increase vocabulary proficiency through the OSWS experience.

Section 2: Student Knowledge

Improvement in student vocabulary knowledge was tested based on scores on a pre-test, which was administered before students received OSWS instruction, as compared to scores on a post-test, which was administered after students received OSWS instruction from their classroom teachers. Student improvements in Units 1-2 and Units 3-4 were examined separately.

Overall, ***students increased vocabulary knowledge as measured by the number of words they correctly identified on a 36-item test.*** On Units 1-2, students increased from an average of 8.22 correctly identified words on the pre-test to an average of 20.75 words correctly identified on the post-test (as shown in the Overall section on the far right in the graph below). This represents ***a 152% increase in student vocabulary knowledge*** for Units 1-2. On Units 3-4, students increased from an average of 9.74 correctly identified words on the pre-test to an average of 20.73 words correctly identified on the post-test (also shown in the Overall section in the graph below). This ***represents a 113% increase in student vocabulary knowledge*** for Units 3-4. The increase in word knowledge from pre- to post-test was statistically significant for both Unit segments ($p < .001$) and held true across the three grade levels (as shown in the Grade 3, 4, & 5 sections in the graph below).

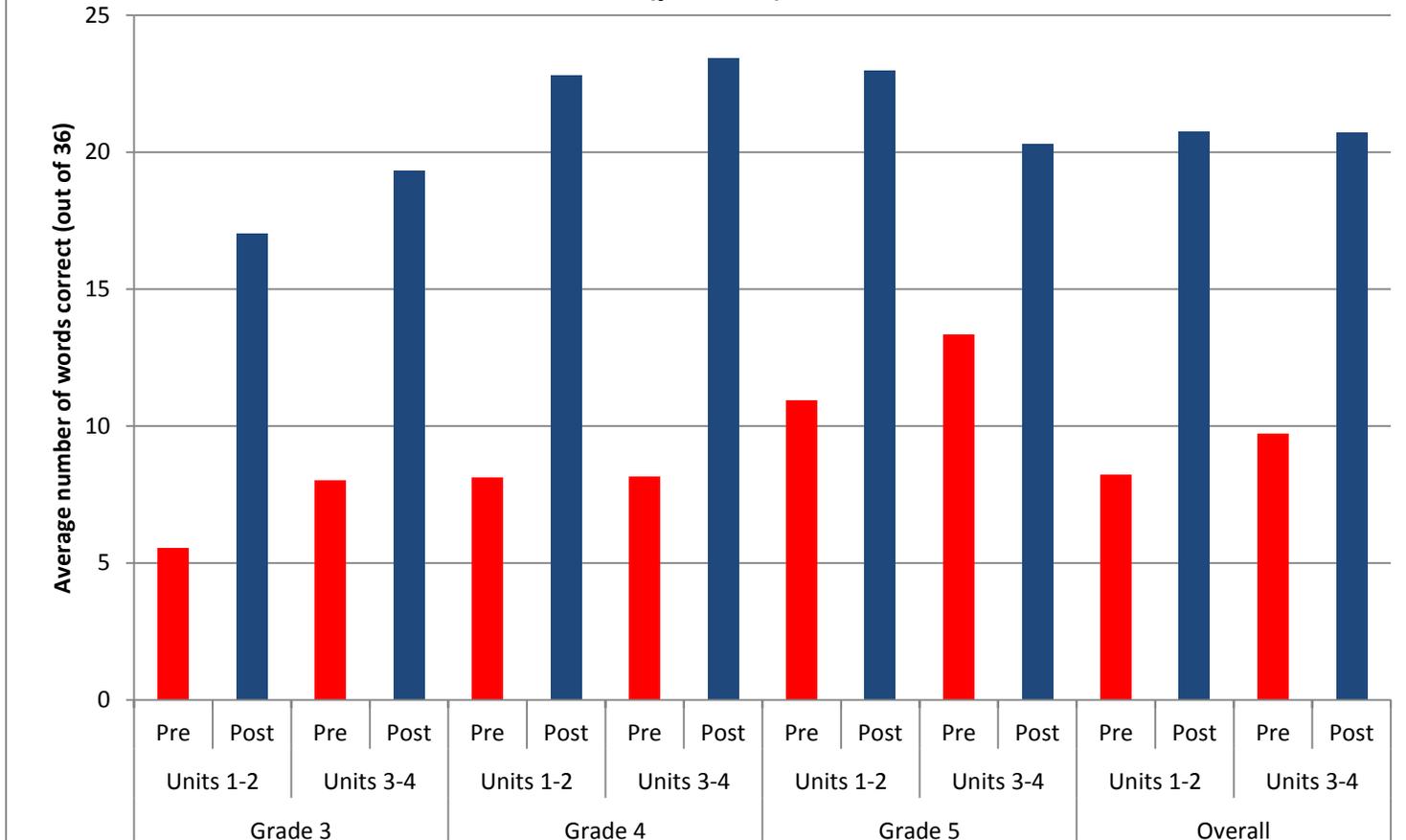
Though not reported in a graphic, analyses revealed that students in each of the 14 teachers' classrooms showed statistically significant improvement in knowledge over time, except for one teacher in Units 1-2. However, that teacher's students did show statistically significant improvement in Units 3-4, indicating that perhaps the teacher's instruction and grasp of OSWS methodology improved over time thereby leading to accompanying student improvement later on in the process. The observational data from coaching visits seemed to corroborate this hypothesis.

It should also be noted that students in Grade 5 scored higher on the pre-test (Unit 1-2 average = 10.67; Unit 3-4 average = 13.36) than students in Grade 4 (Unit 1-2 average = 7.64; Unit 3-4 average = 9.13) who also scored higher than students in Grade 3 (Unit 1-2 average = 5.56; Unit 3-4 average 8.04). So, this data suggests that students in higher grades have better vocabulary proficiency in general than students in lower grades. However, even though higher grade levels scored higher on the vocabulary pre-test than lower grade levels, ALL grade levels made statistically significant improvements in their test scores on their post-test. Therefore, the OSWS method appears to improve student vocabulary knowledge among both high and low proficiency students.

Overall, students showed improvements in their pre-test scores over time between Units 1-2 and Units 3-4. The average student score for the Units 3-4 pre-test (average = 10.72) was

significantly higher than the average student pre-test score on Units 1-2 (average = 8.01). This may have been due to practice effects, wherein students simply got better in test-taking over time. Again, even though students tended to start out with a higher pre-test score for Units 3-4 as compared to Units 1-2, students still demonstrated a statistically significant improvement over time for both Unit segments on the post-test.

**Students Across All Grade Levels *Significantly* Increased
Vocabulary Knowledge from
Pre- to Post- Test
($p < .001$)**



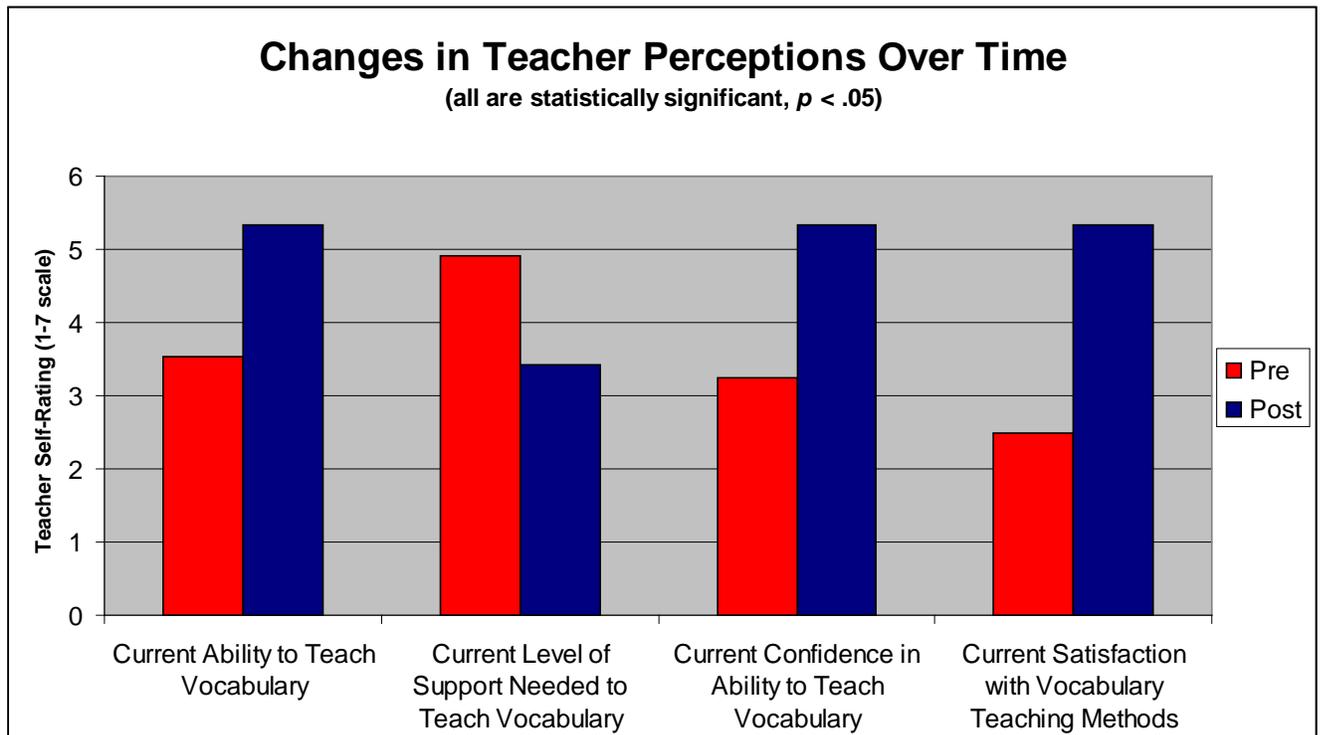
Section 3: Teacher Perceptions

Self-Efficacy

Teachers were asked in the pre- and post-project questionnaire to rate themselves on a 7-point Likert scale on the following variables (1=extremely low, 7=extremely high):

- Perceived ability to teach vocabulary
- Level of support needed to teach vocabulary
- Confidence in own ability to teach vocabulary
- Satisfaction with current vocabulary teaching methods (for the post-questionnaire, teachers were asked to rate satisfaction with OSWS teaching method)

Data analyses revealed that **teachers made statistically significant improvements over time in their perceived self- efficacy to teach vocabulary and in their satisfaction with vocabulary teaching methods**. The results are presented in the graphic below.



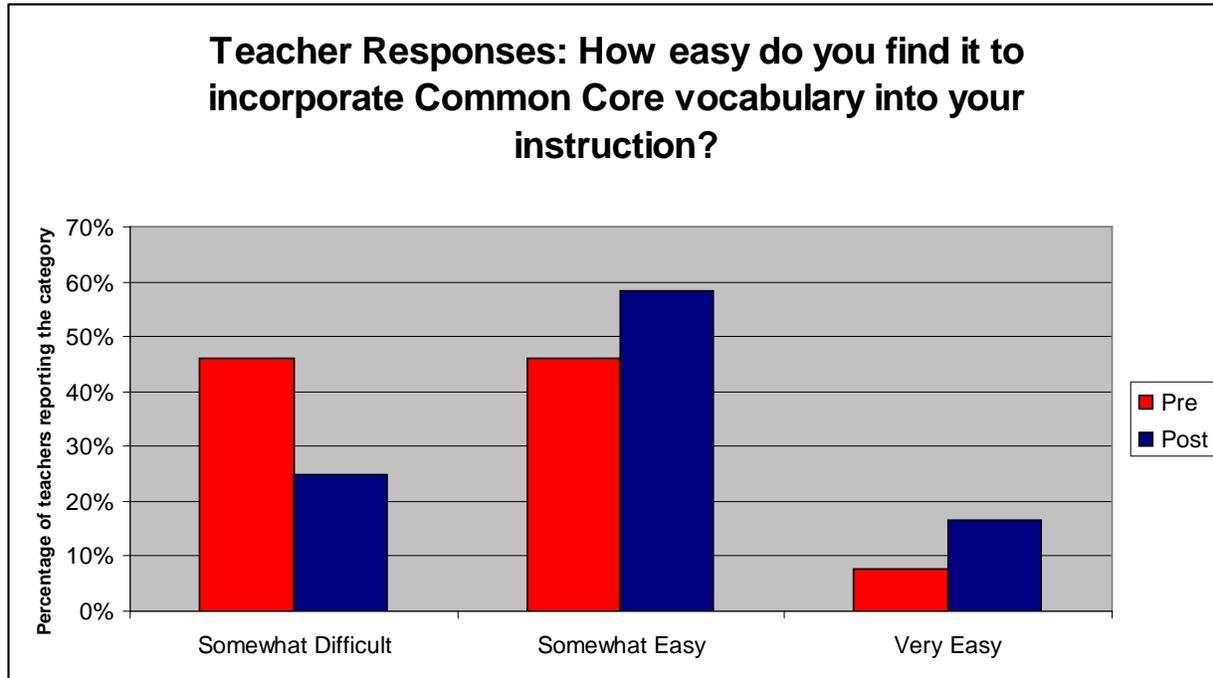
It should be noted that according to the observational data reported by coaches during coaching visits (see Appendix A), teachers also made improvements in their ability to teach vocabulary over time. In the observational visits, coaches used a checklist to report on whether

11 specific behaviors/techniques were observed. These behaviors/techniques are those that teachers were instructed to use as coached by the OSWS staff. Based on observations, teachers were observed using more of the OSWS behaviors/techniques during the final coaching visit (average = 9.64) as compared to their initial coaching visit (average = 7.91), though this difference was not statistically significant, $p = .17$.

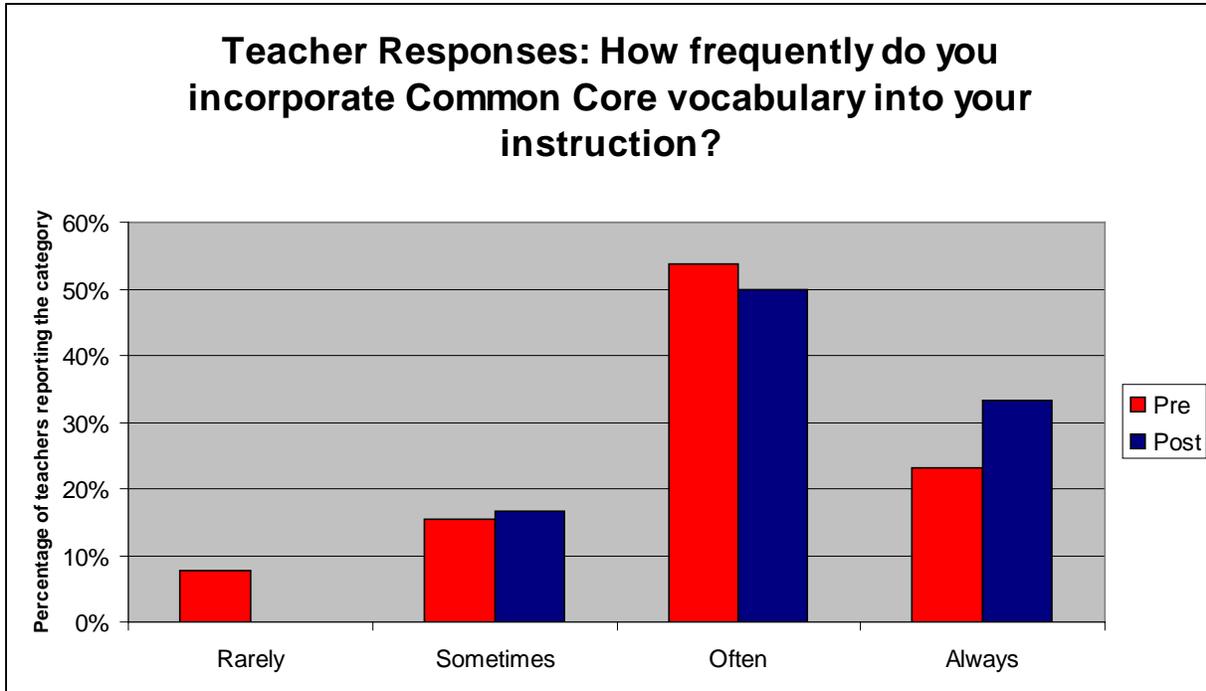
Vocabulary Instruction

At the conclusion of the OSWS project, all teachers reported spending 15-30 minutes on vocabulary instruction and reported devoting more days per week to vocabulary instruction (4.41 days per week post-project as compared to 3.35 days per week pre-project) and teaching more words per two week period (14.11 new words post-project as compared to 12.22 new words pre-project). Please note: to be included in the pre- post- analyses, teachers must have completed BOTH the pre- and post-project questionnaire. Also, note that although there were increases in days per week and amount of new words, these increases were not statistically significant.

There also appear to be some benefits of using the OSWS method on teacher perceptions of their ability to incorporate Common Core vocabulary instruction and frequency of incorporating Common Core vocabulary instruction. The two graphics below show the changes over time in teacher reports. After participating in the OSWS project as compared to before, fewer teachers reported that it was somewhat difficult to incorporate Common Core vocabulary into their instruction and more teachers reported that it was very easy to incorporate Common Core vocabulary, suggesting that ***perhaps, teachers' use of the OSWS method made it easier for them to incorporate Common Core vocabulary into their instruction over time.***



The next graphic shows the change over time in teacher reports of how frequently they incorporate Common Core vocabulary into their instruction. After participating in the OSWS project as compared to before, no teachers reported that they rarely incorporated Common Core vocabulary and more teachers reported always doing so. This finding may be related to the previous finding that ***teachers now find it easier to incorporate Common Core vocabulary after participating in the OSWS project and therefore do so more often.***



Satisfaction with OSWS

It has already been reported that teachers were more satisfied with the OSWS teaching method (average of 5.33 on a 7-point Likert scale) as compared to the vocabulary teaching method they were using prior to OSWS (average of 2.50 on a 7-point Likert scale). When asked their likelihood to recommend OSWS to colleagues (on a 7-point Likert scale), **all teachers reported being likely to recommend OSWS** (rating as a 4 or above). In fact, 33% of teachers reported the highest level of likelihood (rating as a 7) to recommend. Additionally, **67% of teachers reported that they would like to continue using the OSWS method.**

Teachers were also asked to rate how effective they believed the OSWS method to be for teaching EC and ESL students, how much they believed that their students liked the OSWS method, and their level of satisfaction with the OSWS staff. The average ratings for each of these items on a 7-point Likert scale along with the minimum and maximum ratings are reported in the table below.

	# of Teachers Responding	Minimum Rating	Maximum Rating	Average Rating
How much did students like the OSWS method?	12	3	6	4.75
How satisfied were you with the OSWS staff?	12	4	7	6.42
How effective was the OSWS method for teaching EC students?	12	2	6	5.00

How effective was the OSWS method for teaching ESL students?	12	3	6	5.00
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When asked what they liked most about the OSWS method, five of 14 teachers mentioned that **the OSWS method was easy to use and implement**. Also, teachers mentioned liking that the method used multiple intelligences, used words that students see all the time, and that words got progressively harder over time. **Teachers also liked the consistency and routine of the method**, the vocabulary card for the word wall, color-coded lessons, exchange words, and that the method helped students to make connections.

The **most common criticism of the OSWS method what it was sometimes monotonous or repetitive** (mentioned by 9 of 14 teachers), but one teacher stated that this routine was ideal for consistency. Thus, teachers made suggestions to improve the OSWS method that reflected this criticism. For instance, teachers suggested adding variety to the activities or developing more engaging ways to introduce words to students. One teacher stated that they took it upon themselves to think of ways to “spice up” the activities and suggested that OSWS coaches should encourage teachers to plan ahead for ways to make activities more exciting. Also, two teachers suggested that **prefixes and suffixes should be included**.

Section 4: Administrator Perceptions

Again, due to the small sample size for administrators providing data, statistical analyses could not be conducted. However, based on the ratings and feedback about OSWS, **administrators were very pleased with the OSWS process and staff, as well as the improvements they could see in the teachers and students.** Administrators reported that they would recommend OSWS to colleagues and perceived that students liked the OSWS method very much. Additionally, administrators rated the OSWS method as extremely favorable as compared to other vocabulary teaching methods and believed the OSWS method was very effective for teaching both EC and ESL students.

When asked what they liked most about the OSWS method, administrators liked the support their teachers received from OSWS coaches, the consistency of the method, and the ability for students to “connect” using an “anchor” word. Like with teachers, one administrator reported a desire to have more prefixes and suffixes incorporated.

When asked what they liked least about the OSWS method, one administrator stated that teachers lacked time during the day to use the method. Another administrator reported that there needs to be a second book for a second year. **Unlike the teacher reports, administrators liked the routine and repetition of the OSWS method,** suggesting that for EC students in particular, the repetition of routine allowed the students to gain new knowledge without having to worry about learning new procedures.

Section 5: Conclusions

The evaluation results for the OSWS method as implemented at the Elementary School are **very promising for the program's ability to improve student vocabulary knowledge and increase teacher self-efficacy** in terms of their own ability to teach vocabulary. These two outcomes are two that were specifically mentioned by administrators as desired outcomes of participation in the OSWS project.

Not only did teachers report an increase in self-efficacy, they also reported a general satisfaction with the OSWS method and materials and liked the OSWS method and materials more than other vocabulary teaching methods and materials used in the past. Teachers appeared to have a positive experience with the OSWS staff and made some good suggestions for improving the OSWS method in the future.

Administrators also appeared generally satisfied with the OSWS experience and both teachers and administrators would recommend the OSWS method to colleagues.

Longitudinal data over time which would continue to capture teacher and student improvements would be ideal to assess the long-term impact of the OSWS on student and teacher success. Additionally, an evaluation of the OSWS program in different schools and/or grade levels would assess the OSWS method's ability to translate positive impacts to teachers and students in different environments.

About Stacy Sechrist, Ph.D.

Dr. Sechrist has a Ph.D. in Experimental/Social Psychology from the University of North Carolina at Greensboro. She has over fifteen years of experience in both quantitative and qualitative research design and analysis. She is strongly committed to assisting practitioners use data to inform evidence-based best practices and make strategic program improvements. She has conducted research in the fields of education, healthcare, and criminal justice and specializes in translating research into real-world practice.

Teacher:

Visit: #

Date:

Vocabulary Lesson Observation		
Best Practice	Observed	Not Observed at this Time
Environment		
Vocabulary words are displayed or available for student use.		
Words are updated.		
Teacher provides positive word learning environment.		
Systematic		
Previously introduced words are reviewed.		
Lesson formats are followed.		
Lessons are on track based on the unit pacing guide.		
Student Engagement		
Materials are ready.		
Teacher provides balance between student and teacher talk.		
Teacher monitors quality of work and interactions with materials.		
Teacher intentionally makes connections between words, other subjects, or student experiences.		
Pacing of the lesson is appropriate for engagement.		
Notes:		



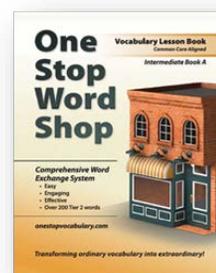
One Stop Word Shop Word Exchange System

One Stop Word Shop Word Exchange System (OSWS) was created in response to the need for quality and consistent vocabulary instruction for the advancement of comprehension. Researchers Brabham and Villaume (2002) concluded that teachers lack the proper resources to design effective vocabulary activities. The National Reading Panel’s Report in 2000 indicated there is evidence of researched based vocabulary practices in the classroom however significant holes in vocabulary knowledge continue to persist (National Institute of Child Health and Human Development, 2000; Brabham, Buskist, Henderson, Paleologos, & Baugh, 2012). We also recognized these issues as well as time for planning and instruction. Research suggests a vocabulary rich environment should include a concentration of word learning activities and strategies (Brabhman & Villaume, 2002). In response, OSWS developed a systematic, multifaceted approach to teach vocabulary that incorporated reading, writing, speaking, and listening activities. This system also included lessons based on the gradual release of responsibility model (Pearson & Gallagher, 1983; Fisher & Frey, 2008). This instructional framework supports building teacher knowledge and transference of this knowledge to the students. Likewise, OSWS supports the belief that teachers and students must have the proper resources, lesson framework, and strategies for effective vocabulary instruction. Below, key components of our approach are explained.

Anchor Page

Each word list begins with a unique, graphic organizer known as our Anchor Page. This graphic organizer includes a student-friendly definition, antonym, and an extensive list of synonyms as well as word nuances. By using a graphic organizer, the brain can begin to concentrate on a word’s meaning. Simultaneously tracking print and hearing information anchors the reader’s thinking. Words are not always exactly the same in meaning (synonymous); understanding that words have different intensity and intent (positive, negative) helps the learner. Echo reading helps the learner say the words correctly while moving them into the brain’s long term memory. Drawing provides a visual cue for the brain and personalizes the meaning of the new words. Identifying with a word or phrase increases students’ likelihood of incorporating new words into their vocabulary.

- Beck, McKeown, & Kucan (2002)
- Fisher, Frey, & Williams (2000)
- Lane & Allen (2010)
- Marzano (2004)
- Nagy (1988)
- Nilsen & Nilsen (2005)
- Rakes, Rakes, & Smith (1995)



Research Support



Word Exchange

Words are used in a variety of sentences in order to demonstrate contextualization and to promote fluency. Contextualization is explored as students see more examples of how a word or phrase can be used in a sentence. Fluency is promoted as students read the sentences first individually and then with a partner for repeated readings. Listening to a fluent reader helps provide a scaffold for the students to build on as they do the task independently. Reading the words in context helps the brain take in the information differently than listening. This approach encourages independence and helps develop understanding of the words and their meanings for the reader.

- Nagy (1988)
- National Reading Panel (2000)
- Raskinky (2004, 2005)

Quick Read

The quick read is a short paragraph that embeds the synonyms presented in the Anchor Page. This controlled text, provides an immersion approach for the learner to develop a greater understanding of how the words are exchanged and used within a specially constructed paragraph.

- Brabham & Lynch-Brown (2002)
- Raskinky (2004, 2005)
- Sedita (2005)
- Stahl (2003)

Extended Read

Students are presented with a longer, more challenging, real-world text. This text assists students in examining the nuance of the words presented from the Anchor Page. Students experience the impact of the words through an author's message. Students work independently to answer specially-designed questions that address higher level thinking and reveals deeper understanding.

- Allington (2006)
- Fisher, Frey, & Lapp (2012)
- Guthrie, Wigfield, Humenick, Perencevich, Taboada & Barbosa (2006)
- Sedita (2005)

Research Support



Spicy Sentences

Constructing sentences provides students with the opportunity to interact with new words and apply semantic and grammatical information. This form of interacting with the words reveal students' understanding or misconceptions regarding word usage as well as expand their repertoire of interesting, rich language. Oral language activities provide an outlet for self-expression and promote essential communication skills.

- Shanahan (2006)
- Smith (2003)
- Baumann, Ware, and Edwards (2007)

Assessments

Word Sorts, Written Performance Tasks, & Word Selector (CLOZE)

Sorts are included between lists and at the end of each unit. Sorts are provided in order to support discrimination of words based on similarities and differences in meanings. Sorts can be used as additional hands-on practice or assessment. Our authentic, written performance tasks support higher-order thinking and application. Students compose a variety of writings based on various genres in order to demonstrate contextual understanding. A rubric is provided for teachers and students to assist with clear, consistent criteria and writing expectations. As an activity or assessment, the Word Selector highlights students' ability to infer and apply contextual understanding.

- Gillet & Kita (1979)
- Guthrie, Wigfield, Humenick, Perencevich, Taboada & Barbosa (2006)
- Marzano (2001)
- Wiggins & McTighe (2004)



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One Stop Word Shop



Program Report: Character Trait Unit February 2016

Prepared by
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This report presents the findings of an evaluation of the One Stop Word Shop (OSWS) teaching method as implemented in two middle schools with 6th grade students.

The research was designed to evaluate the OSWS method in terms of:

- 1) improving student vocabulary knowledge of 6th grade students.
- 2) determining students' perception of using the method and materials.

Phase 1: Data Collection

In order to complete the evaluation, students' vocabulary knowledge of 18 words was tested at the beginning of the project prior to OSWS vocabulary instruction to provide a baseline measure of students' vocabulary knowledge. This baseline vocabulary test is also known as a "pre-test". Students' vocabulary knowledge was tested again using the same 18 words from the baseline vocabulary knowledge test upon completion of the OSWS vocabulary instruction project. This final vocabulary test is also known as a "post-test." Students used paper and pencil to take the vocabulary knowledge pre- and post-tests.

An end-of-project questionnaire was created to assess students' perceptions of OSWS materials/process upon completion. Students used paper and pencil to respond to the end-of-project questionnaire. Specifically, students were asked:

- how helpful they found it to be to learn words using the OSWS method
- how useful the words they learned would be in their reading and writing
- whether they liked learning new words using the OSWS method
- whether they would like to continue learning new words using the OSWS method

Phase 2: Data Analysis/Interpretation

Data were analyzed with an emphasis on answering the following questions:

- How effective were the OSWS materials/process in leading to student knowledge gain?
- How did students perceive using the materials/process?
- Were there any trends specific to schools or classrooms?

Statistical analyses were conducted where appropriate and the findings are presented in this report. Generally, statistical analyses allow us to examine change over time to determine the likelihood that any observed change was due to the effect of an intervention (in this case the OSWS materials/process). Typically, results of a statistical analysis are interpreted by the *p*-value. When a *p*-value is $\leq .05$, the result

is said to be, “statistically significant”, which means that the change we see over time is due to the intervention (i.e., the OSWS process) and not due to chance alone. *P*-values will be reported throughout the report to assist with interpretation of the findings.

Section 1: Describing the Sample

In reporting and interpreting research findings, it is important to describe the characteristics of the sample of 6th grade individuals who participated in the research. A basic overview of the school and students who contributed data to this study is presented in this Section of the report.

Schools

Two middle schools from the same NC county participated in the OSWS Character Trait Unit program evaluation. A total of 6 teachers participated, each school having 3 sixth grade teachers. Schools in the report will be referred to as School K (teachers Ju, Jo, Ha) and School F (teachers B, C, He). A total number of 308 students are included in the evaluation: 138 students from School K representing 44.8% of all students in the sample and 170 students from School F representing 55.2% of all students in the sample.

Students

School F

Overview of School F

School F has an overall diversity score of 71% and eligibility of free and reduced lunch of 80%. School F serves 850 students in grades 6-8. The student to teacher ratio of 15:1 is lower than the NC average of 16:1. Minority enrollment is 72% of the student body (majority Black), which is greater than the state average of 49%.

Student Participation

A total of 170 students from School F were included in the OSWS Character Trait Program evaluation based on having completed both a pre- and post-test for vocabulary knowledge. Teacher B had 59 students participate. Teacher C had 50 students participate. Teacher He had 61 students participate.

School K

Overview of School K

School K has an overall diversity score of 63% and eligibility of free and reduced lunch of 55%. School K serves 829 students in grades 6-8. The student to teacher ratio of 17:1 is higher than the NC average of 16:1. Minority enrollment is 61% of the student body (majority Black), which is greater than the state average of 49%.

Student Participation

A total of 138 students from School K were included in the OSWS Character Trait Program evaluation based on having completed both a pre- and post-test for vocabulary knowledge. Teacher Ju had 65 students participate. Teacher Jo had 20 students participate. Teacher Ha had 53 students participate.

School and Teacher Breakdown of Participating Students

	Teacher	# of Students Participating	% of Total Sample
School F	Teacher B	59	19.2%
	Teacher C	50	16.2%
	Teacher He	61	19.8%
School K	Teacher Ju	65	21.1%
	Teacher Jo	20	6.5%
	Teacher Ha	53	17.2%
	Total	308	

Section 2: Student Knowledge

Improvement in student vocabulary knowledge was assessed by comparing student pre-test vocabulary knowledge scores to their post-test vocabulary knowledge scores. The pre-test was administered to students by their classroom teachers before students received OSWS instruction. The post-test was administered to students after students received OSWS instruction from their classroom teachers.

Analysis¹ revealed that **students showed a statistically significant improvement in knowledge over time based on their vocabulary knowledge test scores.** The mean, or average, vocabulary test score went from 6.89 out of a possible 18 (38% correct) on the pre-test to 11.08 out of a possible 18 (62% correct) on the post-test. This represents a **61% improvement in vocabulary knowledge for students who participated in the OSWS Character Trait Unit program.** The improvement in vocabulary knowledge was statistically significant, ($p < .001$). Please note: *When a p-value is $\leq .05$, the result is said to be, “statistically significant”, which means that the change we see over time is due to the intervention (i.e., the OSWS process) and not due to chance alone.*

An analysis² was conducted to determine whether there was a difference in student pre-test vocabulary knowledge between the students at the two different schools participating in the project. In other words, did students from the two schools enter the study with pre-existing differences in vocabulary knowledge? The analysis revealed that average score of 7.32 for students at School K on the pre-test was higher than the average score of 6.54 for students at School F on the pre-test, $p = .02$. This means that students in School K started the project with a significantly higher level of vocabulary knowledge than students in School F. Because of this pre-existing difference between students in the two schools in pre-test knowledge, we need to examine student changes over time in vocabulary knowledge from pre- to post-test within the two schools individually.

The average pre-test vocabulary knowledge scores and the average post-test knowledge scores for each school are reported in the table below. The graphic that follows shows the change over time from pre- to post-test in vocabulary knowledge for students at each school. The improvement in vocabulary knowledge over time from pre- to post-test within both schools was statistically significant, $p < .001$. This means that **students in both schools showed statistically significant improvement in vocabulary knowledge as a result of participation in the OSWS Character Trait Unit.**

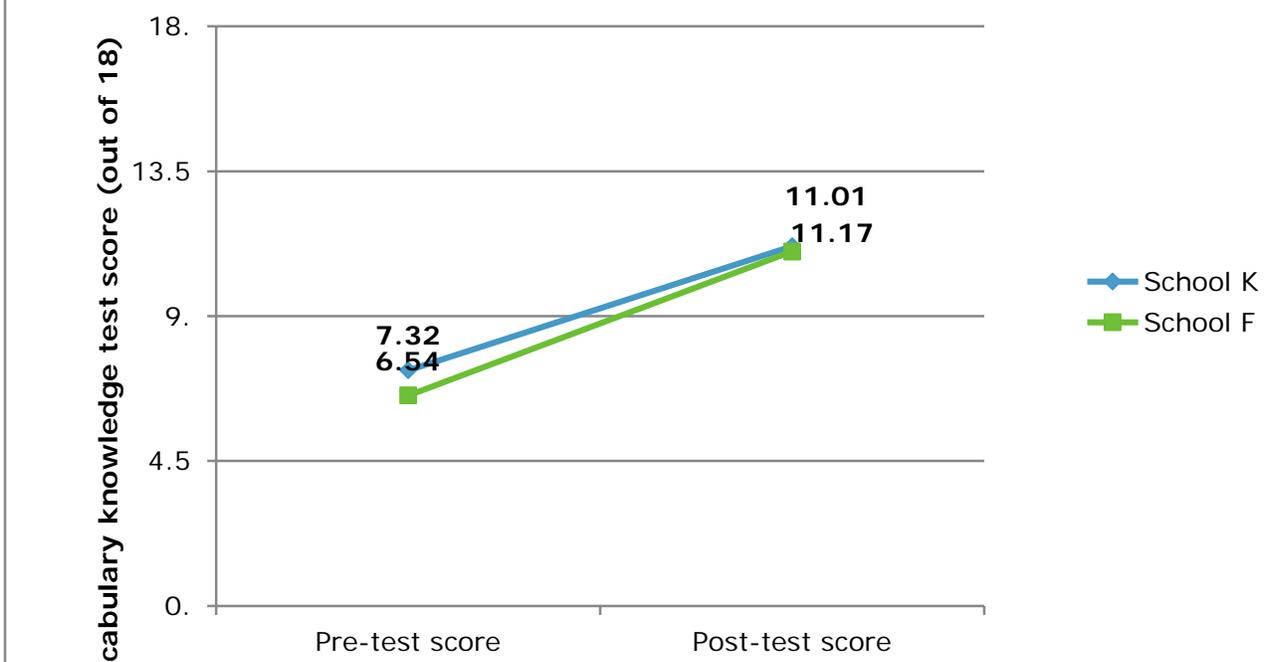
Student Average Pre- and Post-Test Vocabulary Knowledge Scores by School

¹ A paired-samples t-test was used to analyze whether the change in students' vocabulary knowledge from pre- to post-test was statistically significant.

² An independent-samples t-test was conducted to determine whether a pre-existing difference existed between the two schools for student pre-test knowledge.

<i>School</i>	<i>Pre-test average score (raw)</i>	<i>Post-test average score (raw)</i>	<i>Pre-test average score (% of 18)</i>	<i>Post-test average score (% of 18)</i>
School K	7.32	11.17	41%	62%
School F	6.54	11.01	36%	61%

Students in both schools showed a statistically significant improvement in vocabulary knowledge from pre- to post-test.



To further break down the trends in the student vocabulary knowledge scores, the data were analyzed by classroom teacher within each school to determine if there were any pre-existing differences in student pre-test scores based on classroom. No statistically significant differences in pre-test knowledge were found between the classrooms within either of the two schools. The average pre- and post-test student vocabulary knowledge scores for each classroom teacher within each school are shown in the table below. Again, there were no statistically significant differences between pre-test scores for students based on classroom teacher. ***Students in all classrooms showed statistically significant improvements in vocabulary knowledge from***

pre- to post-test, $p < .001$. This implies that ***the OSWS Character Trait Unit was effective in increasing student vocabulary knowledge across classrooms.***

Student Average Pre- and Post-Test Vocabulary Knowledge Scores by Classroom

School	Classroom teacher	Pre-test average score (raw)	Post-test average score (raw)	Pre-test average score (% of 18)	Post-test average score (% of 18)	Percentage Increase in Score
K	Ju	7.25	12.05	40%	67%	66%
	Jo	6.85	13.85	38%	77%	102%
	Ha	7.58	9.08	42%	50%	20%
F	B	6.88	11.24	38%	62%	63%
	C	6.84	10.54	38%	59%	54%
	He	5.92	11.19	33%	62%	89%

While students across *all* classrooms included in the evaluation showed improvement in vocabulary knowledge, there were some interesting trends found based on classroom. There was significant difference found in the student post-test vocabulary knowledge scores between the classrooms in School K. Specifically, students in School K’s classroom Teacher Ha’s class had a lower average post-test score (9.08) than students in either of the other two classrooms in School K. So, even though students in Teacher Ha’s classroom still showed statistically significant improvement in vocabulary knowledge from pre- to post-test, their knowledge gain was not as high as students in the other classrooms within School K. The Percentage Increase in Score column (last column) in the table above shows each classroom’s percentage increase in score. While Teacher Jo’s classroom showed a 102% increase in student vocabulary knowledge score from pre- to post-test, Teacher Ha’s classroom showed only a 20% increase in student vocabulary knowledge. It would be interesting to examine both classrooms further to determine what factors, if any, may have contributed to Teacher Jo’s classroom yielding the greatest percentage improvement in student vocabulary knowledge as compared to other classrooms in the project and what may have contributed to Teacher Ha’s classroom yielding a lower percentage improvement as compared to other classrooms in the project.

Section 3: Student Perception

Helpfulness

Students were asked to rate the helpfulness of the OSWS method to learn new words. 97% of students reported OSWS as being “very”, “somewhat”, or “a little” helpful. Only 3% of Students reported OSWS as being “not helpful.”

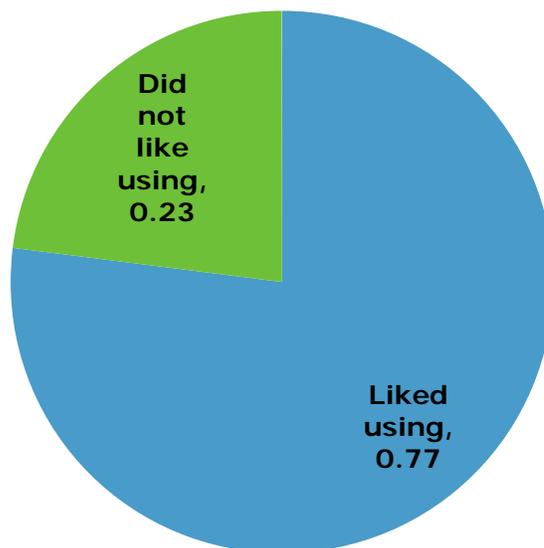
“Like” Using

Students were asked if they liked to learn words using OSWS. A total of 221 students responded. 171 students (77%) responded, “*Yes they liked learning new words using OSWS*”. 50 students (23%) responded, “*No they did not like learning new words using OSWS.*”

Grade 6 Students’ Response How helpful was it to learn words with One Stop Word Shop?

Grade 6 Student Responses:

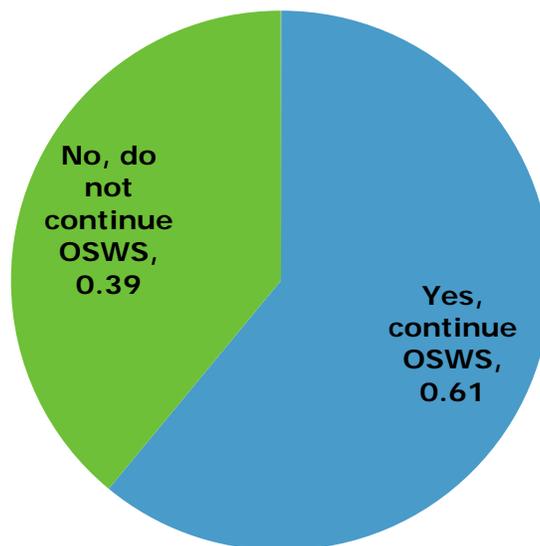
Did you like learning new words using One Stop Word Shop?



Continued Usage

Students were asked if they would like to continue learning words using OSWS. A total of 220 students responded. 135 students (61%) responded, “*Yes, they would like to continue learning new words using OSWS*”. 85 students (39%) responded, “*No, they would not like to continue learning new words.*”

Grade 6 Student Responses:
Would you like to continue learning new words using One Stop Word



Section 4: Conclusions

The evaluation results for the OSWS method as implemented at the Middle Schools in this project are very promising for the program's ability to improve student vocabulary. ***Students showed a statistically significant improvement in vocabulary knowledge after participating in the OSWS Character Trait Unit.***

Longitudinal data over time which would continue to capture student improvements would be ideal to assess the long-term impact of the OSWS on student success. Additionally, an evaluation of the OSWS program in different schools would assess the OSWS method's ability to translate positive impacts to teachers and students in different environments. It should be noted as a positive implication for the OSWS program that even though students at one school in this evaluation (School F) entered the evaluation with a pre-existing lower level of vocabulary knowledge than students in School K, the students in School F were still able to show marked and significant improvement in vocabulary knowledge after completing the OSWS Character Trait Unit. The implication is that ***the OSWS process appears to be effective in improving student vocabulary knowledge even in cases where students may start somewhat behind in terms of their existing level of vocabulary knowledge.***

The different levels of student improvement based on classrooms found in this evaluation are worth noting. Further examination of differences between the environments or processes within classrooms may yield further insight into how the OSWS method may be modified or adapted moving forward to better accommodate individual classroom or teacher needs.

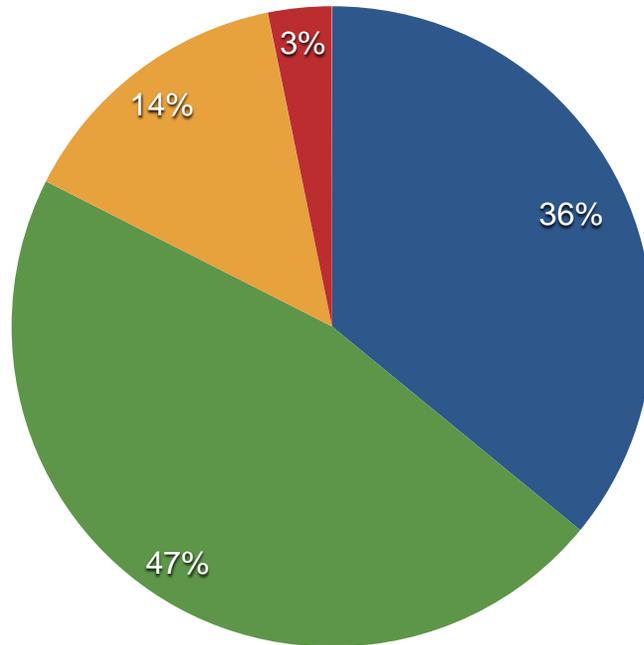
Overall, ***student perception data indicated that students were receptive to the OSWS method: they found it useful, enjoyed it, and would like to continue to use the method.*** Additional data from teachers and administrators about perceptions of the OSWS method and experience would be useful going forward to further evaluate the program's impact.

■ Very Helpful

■ Somewhat Helpful

■ A Little Helpful

■ Not Helpful



Section 5: Recommendations and Modifications

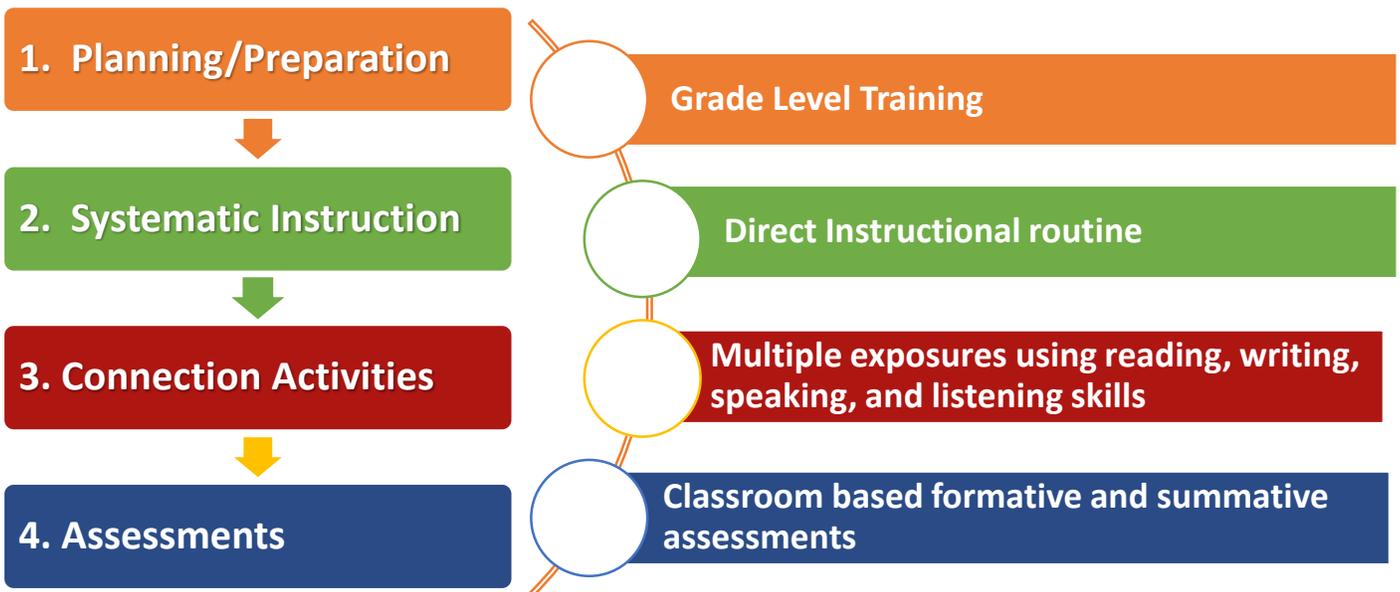
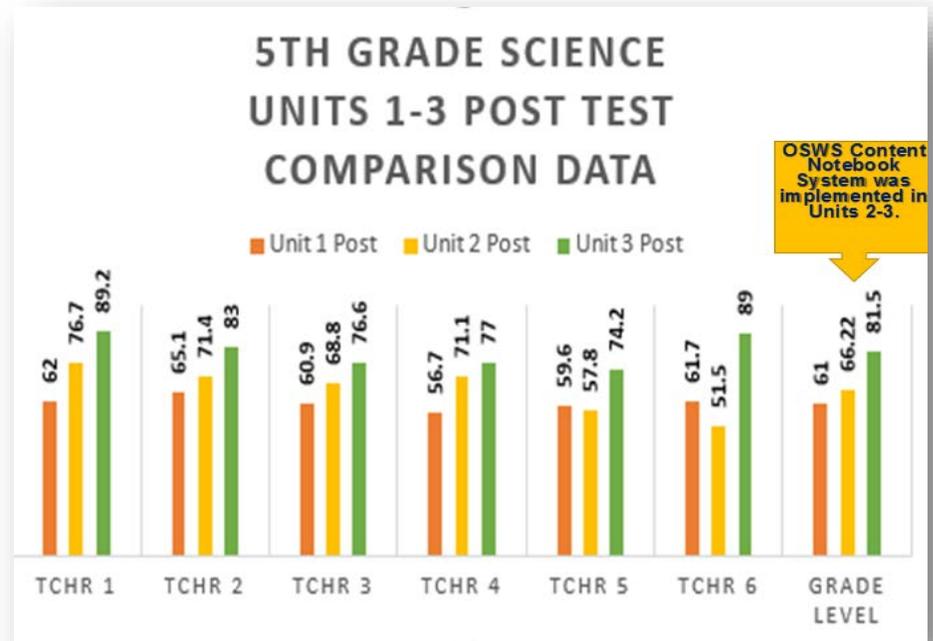
There are several recommendations to implementation which would seemingly reap even greater student data results.

1. Provide teachers with coaching visits to monitor quality and consistency of implementation. There is evidence students at School K did not complete all activities. We were unable to determine if all activities were completed at School F.
2. There is evidence teachers would benefit from video or live modeled lessons. One teacher reported this would be of benefit.
3. Share the OSWS Enrichment and Extension document with teachers to provide students with a greater differentiated and enhanced experience. There is evidence (2 out of 6 teachers reported) some students would like a more varied experience with the delivery of directions or materials.
4. Include a review prior to assessing students to enhance retention of information. There is evidence one teacher in this evaluation received higher post-test scores due to her inclusion of a review.



Content Notebook Coaching Model

Upper Elementary to Middle School



OSWS Content Notebook framework provides manageable steps for easy implementation, from novice to experienced teachers. This instructional system incorporates explicit instruction with repeated exposures to activities that promote critical thinking skills for improved comprehension across subject areas.

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