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Effectiveness of the Language! Comprehensive Literacy Curriculum for 6th Graders

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EFFECTIVENESS OF THE LANGUAGE! COMPREHENSIVE LITERACY

CURRICULUM FOR 6th Graders

A Program Evaluation submitted to
the Graduate College of
Marshall University

In partial fulfillment of
the requirements of the degree of Education Specialist
in

School Psychology

By
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Abstract

The purpose of this evaluation was to determine if the *Language! Comprehensive Literacy Curriculum-Fourth Edition* would have a positive impact on students' Lexile scores. The participants included 86 sixth grade students from a rural middle school in the Mid-Atlantic region. A paired samples t-test revealed a significant difference ($p < .001$) between pre-test mean score 647.52 and post-test mean score 736.22. Further calculation indicated the program had a medium effect size. According to post-test scores, 12.5% more of the students were within the appropriate Lexile range making them on target with the Common Core Standards Initiative. When looking at pre and post test comparisons, students with the lowest pre-test scores made the greatest gains while students with the highest pre-test scores made little or no gains.

Chapter 1: Literature Review

Definition of a Program Evaluation

There are several reasons program evaluations are being implemented in various professions. These reasons include funding issues, limited resources, and a desire to have the most effective program in order to have the greatest gains. Budget cuts coupled with high performance expectations make a valid argument for the need for program evaluations. A program evaluation is defined as “the systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy” (Powell, 2006, p 2.). As indicated by the definition, evaluations serve many different purposes. Before World War II, researchers participated in standard quantitative research. However, after World War II, the government started implementing various programs which warranted a need for program evaluation (Krieg, 2013b).

Different types of evaluation techniques are available including quantitative, qualitative, formative, and summative. The quantitative technique focuses on measurable facts and includes independent variables, dependant variables, and control groups. The qualitative technique is considered broader because it includes various forms of data collection including documentation, observations, focus groups, and interviews. A formative technique gives the evaluator an opportunity to manipulate the program as it progresses in order to improve the program and the process (Krieg, 2013b). The summative technique occurs after the program and/or intervention has taken place. The overall goal of the evaluation is to discover if the program and/or intervention had a positive outcome. Results of the evaluation will help decision makers with possible modifications or planning for the next implementation (Nassar and Holland, 2011).

Education

In the past, program evaluations were most popular in the areas of testing and education (Nassar et al., 2011). In education, programs are implemented to measure change in a number of areas including students' attitudes, knowledge, and skills (Healy, 2000). While program evaluation in all professions is important, evaluating programs in the educational system is extremely crucial. In recent years, schools have been encouraged to make decisions based on data. School psychologists have been trained in data based decision making. They are already employees of the school and it can save the school from having to hire an outside consultant. Through educational program evaluations, school psychologists can obtain data to aid decision making (Krieg, 2013a). Due to reading's lifelong importance, reading programs are frequently evaluated.

Reading Statistics

According to the *Nation's* 2013 report card, 59% of fourth graders and 65% of eighth graders were reading below proficiency (Mathematics and Reading, 2013). When those percentages are turned around, only 41% of the nation's fourth graders are reading at grade level and only 35% of eighth graders are reading at grade level. Difficulties in reading increase the likelihood that students will not graduate. There are risk factors for school dropout that have been identified and associated with students in specific grades. For example, sixth grade students who have two or more of the following factors are unlikely to complete high school: failing math, failing language arts, attendance rate below 80%, and behavior problems (Krieg, 2013a). Children with literacy problems often grow up to be adults with literacy problems. According to the *The Crisis* (2013), 14% of people 16 and older read at a fifth grade level. Low literacy is a significant risk factor for dropping out of school. Every school day, over 3,000 high school

students drop out of school (Ivey and Fisher, 2006). Fifty percent of students who did not complete high school do not have stable jobs (Krieg, 2013a). Forty-three percent of this population is living at what is considered at or below the poverty level.

Reading Intervention Guidelines

Due to the importance of reading, literacy problems need to be addressed. Once the decision has been made that a reading intervention program is necessary, there are several factors to consider such as cost, teacher training, daily instructional time, and length of implementation. However, when deciding what kind of reading intervention program to implement at the adolescent level, Ivey and Fisher (2006, p. 3-5.) also recommend educators to consider the following:

1. The teacher should play a critical role in assessment and instruction.
2. The intervention should reflect a comprehensive approach to reading and writing.
3. Reading and writing in the intervention should be engaging.
4. Interventions should be driven by useful and relevant assessments.
5. The intervention should include significant opportunities for authentic reading and writing.

Language! The Comprehensive Literacy Curriculum-Fourth Edition

The Language! Program –First Edition was introduced in 1995. It was developed by Jane Fell Greene, Ed D. It is distributed by Sopris West Educational Services: Cambium Learning Group. The fourth edition of the program was published in 2009. The curriculum is designed for students reading below grade level, students with special needs, nonreaders, and second language learners (Greene, 2009). The *Language!* program is for students in grades 3-12. It is recommended for students who perform below the 60th percentile on group administered

standardized tests. According to the Cambium Learning Store (2013), Teacher training/resource kits are available for \$1,299.00 for each book. The basic teacher kit is \$353.00 for each book. Student kits for each book cost \$69.00. Lessons are designed to be 90 minutes long and incorporate six areas of reading: Phonemic Awareness/Phonics, Word Recognition/Spelling, Vocabulary/Morphology, Grammar/Usage, Listening/Reading Comprehension, and Speaking/Writing. The six step process is referred to as going “from sound to text in every lesson” (Greene, 2009).

Studies using *Language!*

There were seven studies included in the *Language!* publishing materials. However, researchers’ names are unavailable. The studies were conducted between 2004 and 2007. Sunnyside Unified School District, Great Falls Public School District, Denver Public School District, and Hawthorne School District studies’ participants were in the sixth to eighth grade range (Sopris West Educational Services, 2006b, 2006c, 2007a, 2007b). The Caldwell County School study researched grades three through seven (Sopris West Educational Services, 2006a). The Elk Grove Unified School district conducted their study using grades four through 12 (Sopris West Educational Services, 2005). Each study included a significant percentage of special education students ranging from 24%-100% (Sopris West Educational Services, 2005, 2006b, 2006c, 2006d, 2007a, 2007b). Four of the seven studies included a percentage of English Language Learners ranging from 15%-59% (Sopris West Educational Services 2005, 2006b, 2006d, 2007a, 2007b).

The program was mostly implemented between six and eight months of the school year. The two studies that implemented the program for a school year include the Denver and Miami-Dade studies. The *Language!* program was implemented 90 minutes daily in most studies. The

Caldwell County School study implemented the program 45-90 minutes daily (Sopris West Educational Services, 2006a). All studies with the exceptions of Sunnyside Unified School District and Lee County Public Schools used the *Language! Test of Silent Word Reading Fluency* along with a state test to determine student gains (Sopris West Educational Services, 2006a, 2006b, 2006c, 2007a).

Most studies focused on the components of fluency and comprehension when determining student gains (Sopris West Educational Services, 2005, 2006a, 2006b, 2006c, 2006d, 2007a, 2007b). All studies showed student progress in various forms such as grade equivalent gains, increase in Met Expectations, and increase in percentile rank in the areas of fluency and/or comprehension. It is undetermined whether the Sunnyside Unified School District study met WWC criteria because it was not on the WWC report. However, the other studies did not meet WWC criteria because they did not have a single case design, comparison group, or groups were not equivalent (Institute of Education Sciences, 2013).

The Denver Public Schools in Colorado conducted a study during the 2005-2006 school year. The sample included 134 participants from grades 6 through 8. One hundred percent of the sample was receiving special education. Eighty-seven percent of the sample was nonwhite ethnic. The study used multiple measurement tools including the *Test of Silent Word Reading Fluency (TOSWRF)*, *Scholastic Reading Inventory (SRI)*, *Colorado Student Assessment Program for Reading (CSAP)*, and *Colorado Student Assessment Program for Writing (CSAP)*. The researchers conducted a pre/post test. On the TOSWRF, students made statistically significant ($p < .01$) gains averaging six national percent rank points. On the SRI, students made statistically significant ($p < .01$) gains in comprehension. Students averaged a Lexile gain of 90. Nineteen percent of the students were no longer in the at-risk level in comprehension (Sopris West

Educational Services, 2006b). This study was one that was ineligible for WWC review using the *Adolescent Literacy Review protocol* because it did not have a single case design or comparison group (Institute of Education Sciences, 2013).

After a thorough search on the internet and multiple databases, only the Zmach, Chan, Salinger, Chinen, Tanenbaum, and Taylor study of 2009 was found. The study found outside the publishing materials was in a “What Works Clearinghouse Intervention report” by the US Department of Education. The report was published February of 2013 and is an effectiveness summary of the *Language!* program in the area of adolescent literacy. The What Works Clearinghouse was developed in 2002 as part of the Institute for Education Sciences. The organization’s goal is to research programs and studies in order help the US Department of Education make data based decisions regarding the educational system and program implementation (Institute Education Sciences, 2013).

The WWC found 16 studies, including six of the studies in the publishing materials that used the *Language!* program. However, six out of the 16 studies did not meet WWC evidence standards. Nine of the studies were ineligible for review because of the topic. The nine studies that were found and dismissed by the WWC were unavailable on the internet and therefore are not included in the literature. The WWC reviewed seven studies using the *Adolescent Literacy Review Protocol*. (Institute of Education Sciences, 2013). The *Adolescent Literary Review Protocol* is for intervention programs involving students who are in the 4-12 grade range. The organizations uses the protocol when researching programs that are supposed to increase alphabetic, reading fluency, comprehension, and general literacy achievement (WWC Evidence Review Protocol for Adolescent Literacy Interventions, 2012). The groups of students who are included in reviews include students who are at risk readers, have learning disabilities, low socio

economic status, and are from minority groups. In order for a study to be eligible for review, 50% of its participants must be students in general education classrooms. Students who are considered English language learners and limited in English proficiency are eligible for review in other topic areas. In order for a study to be eligible for review, it must have been published no earlier than 1989 (WWC Evidence Review Protocol for Adolescent Literacy Interventions, 2012). The protocol also requires intervention to be replicable to other settings and populations.

In regards to study design, a study should be considered one of the following:

- randomized controlled trial
- regression discontinuity design
- quasi-experimental design
- single case experimental design

In regards to relevance of the outcome, the study must:

- Focus on student outcomes
- Focus on students' literacy outcomes
- Include at least one outcome that has face validity or reliability

For group design studies to be eligible for review, they must have the following:

- Internal consistency score reliability of at least 0.60
- Test-retest score reliability of at least 0.40
- Inter-rater score reliability of at least 0.50

For single case design studies to be eligible for review, the independent variable must be measured multiple times by more than one evaluator. The study must have information regarding inter-evaluator data and their agreement in all phases of the study (WWC Evidence Review Protocol for Adolescent Literacy Interventions, 2012).

Random controlled trials and Quasi-experimental designs have to demonstrate baseline equivalence that is less than or equal to 5% of the standard deviation in the sample in order to be considered equivalent (WWC Evidence Review Protocol for Adolescent Literacy Interventions, 2012). If the baseline equivalent is above 5% and less than 25% additional measures must be taken to control for differences in baseline. Situations where baseline differences exceed 25% are considered inequivalent. A study falls in one of the following categories: study does not meet evidence WWC evidence standards, study does meet evidence standards with reservations, and study does meet evidence standards without reservations (WWC Evidence Review Protocol for Adolescent Literacy Interventions, 2012).

Out of seven studies, only the Zmach et al., (2009) study met WWC standards. Zmach, et al., (2009) conducted a study in the Miami-Dade Public School District in Florida. The researchers used eight intervention high schools and 10 comparison high schools along with 2 intervention middle schools and one comparison middle school. Due to data issues with the middle school sample, the ninth and tenth grade samples were used for the report. There were a total of 1,272 students in the sample. Sixty- four percent of the population received special education services. There were 640 students in the *Test of Silent Contextual Reading Fluency* sample and 632 students in the *Florida Comprehensive Assessment Test/Reading Developmental Scales* sample. The intervention group received the *Language!* program for 90 minutes during their intensive reading class. The comparison group used the district's regular curriculum for 90 minutes. The study last an entire school year. Measures included the *Test of Silent Contextual Reading (TOSCRF)* and the *Florida Comprehensive Assessment Test (FCAT)/Reading Developmental Scale Scores (DSS)* for reading comprehension. For the *TOSCRF* group, pre and post test scores were compared. Scores revealed a mean difference of -0.06, effect size of -0.01,

and ($p = 0.89$). Scores revealed there was not a statistically significant difference between pre and post tests. For the FCAT/DSS group pre and post test scores were also compared. Scores revealed a mean difference of -30.52, effect size of -0.13, and ($p = 0.23$) indicating there was not a statistically significant difference (Institute of Education Sciences, 2013).

After reviewing the previously mentioned studies, there appear to be multiple similarities along with discrepancies in dates. According to the publishing materials, the *fourth edition of Language!* was published in 2009 (Greene, 2009). Further research revealed the *third edition of Language!* was published in 2005. While the previously mentioned studies are found in the fourth edition publishing materials, due to their dates of implementation, it appears those studies were conducted using the third edition of the *Language!* program.

The first similarity is seven out of eight studies were part of the publisher's materials. With the exception of one study which was conducted during the 2004-2005 school year, the rest occurred during the 2005-2006 school year. When a measure from the Language! Program was used, researchers chose the Test of Silent Word Reading. Seven out of eight studies either did not meet WWC evidence standards or were ineligible for review using the *Adolescent Literacy Review protocol*. All of the studies are around eight years old and most were conducted in the Western portion of the country. The only study not completed by the publisher was done with high school students; therefore a study involving middle school students in the Mid-Atlantic region is warranted. Based on the results of the previous studies, the researcher hypothesizes that students' use of the *Language!* Program will result in significant gains between pre and post-tests.

Chapter II: Method

Participants

The students that participated in the study are from a rural county in the Mid-Atlantic region. According to data from 2013, there are around 4,000 students in the county. Ninety-nine percent of the students in the county are white. Sixty-two percent of students in the county qualify for free or reduced lunch (Nicholas county dropout prevention project, 2013). The participants include 52 males and 34 females. All 86 participants are in the sixth grade. Approximately 18% of the students receive special education services. Approximately 74% of the students are considered to have low socioeconomic status.

Instrumentation

The *Language!* program has three levels with a total of 36 units. Each unit includes 10 lessons. Level one consists of units 1-12 and is for students with a readability primer of 2.5 and a Lexile readability range of 200-950 – grades 1 through 5. Level two consists of units 13-24 and is for students with a readability primer of 2.5-6.0 and a Lexile readability range of 500-1075-grades 3 through 7. Level three includes units 25-36 which is designated for students with a readability primer of 6.0-9.0 and a Lexile readability range of 750-1200 – grades 5 through 12. Each unit has three levels of Lexiled text: Decodable, Instructional, and Challenge. It is recommended that teachers spend one year on each level of the curriculum (Greene, 2009).

A Lexile reading measure is used to determine a student's reading ability. It is also used to monitor a student's reading growth. There is also a Lexile Text measure that gives a book a Lexile number. The Lexile scale is an equal-interval scale (What is a Lexile Measure, 2012). Lexile measures focus on comprehension and are determined by sentence length and word frequency.

A student's Lexile range regarding text ranges from 100L points below to 50L points above a student's Lexile reading measure. The overall goal of using Lexile reading and text measures is to match the student's reading ability to the books they are reading. When a student's reading Lexile is the same as a book's text Lexile, it is predicted the student will be able to understand 75% of the book's material. Matching reading ability with text is also considered a target reading experience for the student. A 75% understanding of the book's material will keep the student from being discouraged while providing opportunity for challenges (What is a Lexile Measure, 2012). Since Lexile measures are not a product of grade level norms, scores are not associated with specific grade levels. However, a Lexile band with corresponding grade bands has been created to align with the Common Core State Standards initiative to ensure that students will be ready to read college material when they graduate from high school (Text Complexity Grade Bands and Lexile Bands, 2012).

Since the program has multiple entry points, each student is given a placement test. Before students begin the program, baseline assessments are taken including: *The Test of Silent Contextual Reading Fluency (Form A)*, *Language! Reading Scale (Form A)*, *Test of Written Spelling (Form A)*, and *Writing* (Students have 65 minutes to complete assignment). Students will begin the program with the appropriate book based on their placement test score (Greene, 2009).

There are a total of 6 books A-F. Books A, C, and E represent the multiple entry levels based on placement test scores. Therefore, books A-B represent level one, books C-D represent level two, and books E-F represent level three. A student entering the program with Book A would be deficient in basic decoding. Students entering the program with Book C would be able to understand beginning sounds/symbols but would be unable to understand more complex

words. Students beginning with Book E would be in the 7-12 grade range who understand sounds/symbols and complex words. Students can be progress monitored every three weeks (Greene, 2009).

Students are tested after each unit. When students reach the end of the book, summative assessments are administered. Students are given the following assessments: *End of book content mastery*, *Test of Silent Contextual Reading Fluency (Form B)*, *Language! Reading Scale (Form B)*, *Test of Written Spelling (Form B)*, and *Writing* (Students have 65 minutes to complete assignment). Students continue on a level until they have mastered the skills and concepts from that level (Greene, 2009).

Procedure

The summative evaluation technique was used for the present program evaluation. The goal of this evaluation was to determine if the *Language!* program had a positive impact on the students. The sixth grade participated in the *Language!* program from August to December. The students received the *Language!* program 90 minutes daily. The sixth grade students were given a placement test which included a reading scale Form A that measured Lexile readability levels prior to starting the *Language!* program. The sixth grade students were also given a placement test with a reading scale Form B that measured Lexile readability levels in February. Due to limited resources, all students entered the program using Book C. The study was approved by the Institutional Review Board (see appendix for approval letter).

Chapter III: Results

As can be seen in Table 1, a paired samples t-test was calculated to compare the mean of the pretest Lexile scores to the posttest Lexile scores. The mean on the pretest was 647.52 ($sd = 231.28$) and the mean on the posttest was 736.22 ($sd = 209.75$). There was an overall gain of 88

Lexile points. There was a significant increase from the pretest score to the posttest score ($t(85) = -6.048, p < .001, d = 0.65$). The effect size was also calculated and revealed the intervention had a medium size effect.

Table 1

Paired Samples t-test

Condition	M	SD	95% CI		t	df	Sig
			LL	UL			
Pretest-Posttest	-88.6	136.01	-117.8	-59.5	-6.048	85	*.000

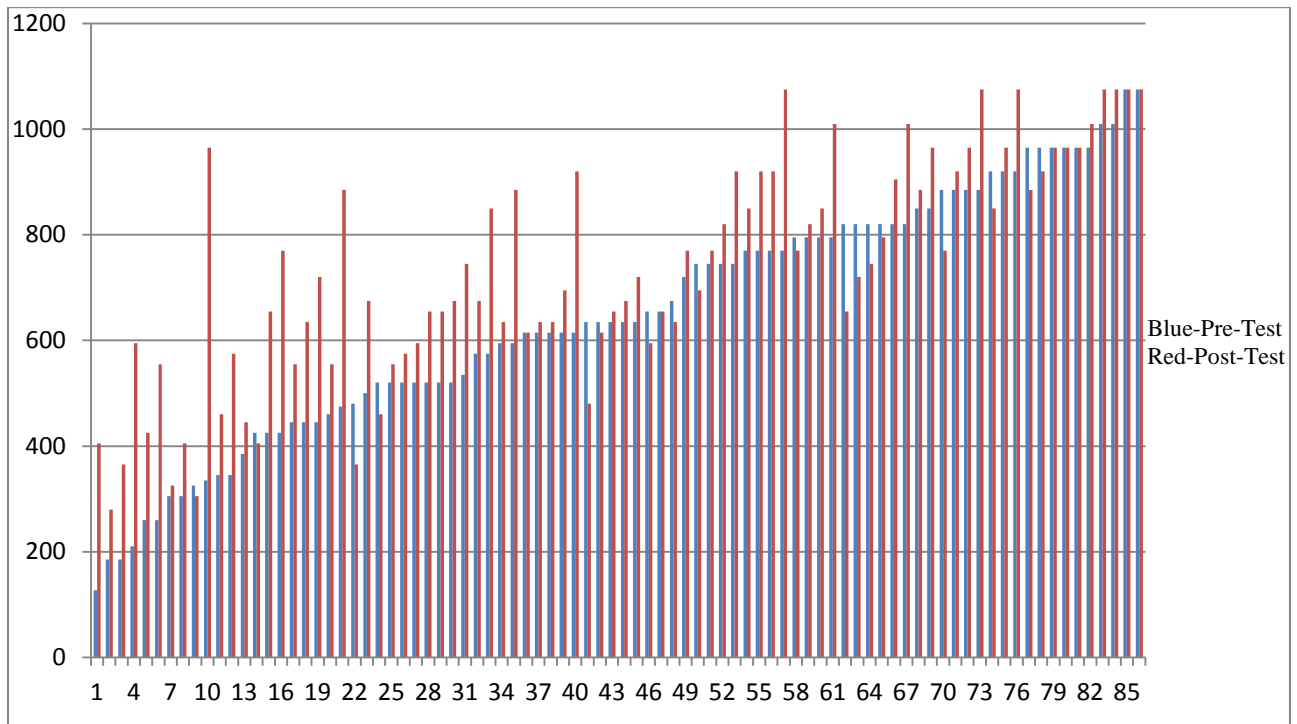
* p is significant at the $<.001$ level (2-tailed).

According to the Common Core State Standards Lexile Band, sixth grade students must have a Lexile score ranging from 860L-1010L to be considered on target for being able to read at the college level by the end of high school (Text Complexity Grade Bands and Lexile Bands, 2012). Pre-test calculations revealed 19.7% of the sixth grade students were within the appropriate Lexile range to be considered on target. Post-test calculations revealed 32.5% of the sixth grade students were within the appropriate Lexile range. There was an increase from pre-test Lexile scores to post-test Lexile scores that revealed 12.5% more of the students were considered on target.

When looking at individual comparison regarding pre and post tests, Graph 1 reveals students with pre-test Lexile scores ranging from 127L-595L appear to have made greatest gains in Lexile points. Students with pre-test Lexile scores ranging from 616L-820L appeared to have made some progress overall. Students with pre-test Lexile scores 850L-1075L appear to have made little or no progress. In conclusion, students with the lowest scores indicating significant difficulty with comprehension benefited from the program the most.

Figure 1

Individual Pre-Test Post-Test Comparisons



Chapter IV: Discussion

The hypothesis for this study was that students would achieve significant gains between pre and post-tests. The findings of this study indicate that there was a statistically significant difference ($p < .001$) between the average pre-test scores and average post-test scores and that the intervention had a medium effect size ($d = 0.65$). There was an overall 12.5% increase in students who were on target with the Common Core State Standards Initiative. However, there are several extraneous variables that keep the researcher from stating the post-test gains in Lexile points are due to the Language! program. Further analysis revealed that students with the lowest pre-test scores made the greatest gains overall when compared to students with the medium and highest pre-test scores. Students with the highest pre-test scores made little or no progress. The

higher scoring students would have probably benefited from entering the program using Book E as opposed to Book C.

The majority of the studies previously mentioned in the literature review examined fluency and comprehension. They often used a state assessment along with the *Test of Silent Contextual Reading* from the program as measures to determine progress. All studies show improvement in comprehension and/or fluency (Sopris West Educational Services, 2005, 2006a, 2006b, 2006c, 2006d, 2007a, 2007b). The present study did not examine fluency. The two studies that examined similar components to the current study were the Denver study and Miami-Dade study. In the Denver study, the program was implemented for a school year. The study examined gains in Lexile points where students averaged a gain of 90 Lexile points. (Sopris West Educational Services, 2006b). The present study was implemented for four months and there was an overall gain of 88 Lexile points. The Miami-Dade study was implemented for a school year and examined the effect size of the program regarding fluency ($d = -0.01$) and comprehension ($d = -0.13$) (Zmach et al., 2009). The present study examined Lexile gains which measured comprehension and revealed the following effect size, ($d = 0.65$), indicating a medium strength effect after four months of implementation. While the program materials recommend implementing the program for a school year, the results from the present study suggest significant gains can be made in less time.

Limitations

The sixth students who participated in the student were not randomly selected. The current study did not have a randomized control group. The intervention was originally going to be implemented from August through February. However, some of the trained intervention teachers had to go on medical leave and the program was discontinued in December. The

program was implemented a total of four months. Due to limited resources, each six grade student entered the program using Book C regardless of their placement test scores. Since all students entered the program using Book C, the intervention may have not been appropriate for some students.

Future Research

The *Language!* reading program is a comprehensive program designed to help readers who are struggling for a variety of reasons. Future researchers should consider the possibility of training extra school staff in case teachers are unable to fulfill their commitment to the implementation of the program. They should ensure that the school has the adequate resources necessary to implement the program appropriately. While the program recommends a full school year of implementation, researchers should look at the length of intervention needed. The present study made significant gains after four months of implementation in the area of comprehension and included a medium effect size. To determine if the program is the reason for students' improvement, truly randomized treatment and control groups should be created. Researchers should also consider disaggregating data after implementation to examine which populations such as special education, English Language Learners, or gender, benefited the most from the program.

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Table 2

Language! Lexile Text Measure Ranges and Corresponding Grade Range

Book	Decodable	Instructional	Challenge
A	200L-400L (1-2)	300L-700L (2-3)	650L-950L (4-5)
B	300L-700L (2-3)	500L-850L (3-4)	750L-1050L (5-6)
C	500L-850L (3-4)	650L-950L (4-5)	850L-1075L (6-7)
	Independent	Instructional	Challenge
D	650L-950L (4-5)	750L-1075L (5-7)	950L-1150L (7-9)
E	750L-1050L (5-6)	850L-1100L (6-8)	1000L-1200L (8-10)
F	850L-1075L (6-7)	950L-1200L (7-10)	1100L-1300L (10-12)

Table 3

Common Core Standards Initiative Lexile Band

Grade Band	Current Lexile Band
K-1	N/A
2-3	450L-725L
4-5	645L-845L
6-8	860L-1010L
9-10	960L-1115L
11-CCR	1070L-1220L

Note. CCR = College Career Ready.

Appendix A



Office of Research Integrity
Institutional Review Board
401 11th St., Suite 1300
Huntington, WV 25701

FWA 00002704

IRB1 #00002205
IRB2 #00003206

April 14, 2014

Sandra Stroebel, Ph.D.
Psychology Department, MUGC

RE: IRBNet ID# 597048-1

At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Stroebel:

Protocol Title:	[597048-1] Language! The Comprehensive Literacy Curriculum – Fourth Edition	
Expiration Date:	04/14/2015	
Site Location:	MUGC	
Submission Type:	New Project	APPROVED
Review Type:	Exempt	

In accordance with 45CFR46.101(b)(1), the above study was granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire 04/14/15. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Laura Fields.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Vita

Laura N. Fields

5701 Pinecrest Dr. Apt. 3 Huntington, WV 25705

304-812-0117

Fields92@marshall.edu

Profile

- Experience administering and interpreting IQ, achievement, social-emotional, and behavioral assessments
- Experience preparing psycho-educational reports
- Experience working with school staff collaboratively in order to serve children
- Trained in individual and group counseling techniques
- Trained in consultation techniques regarding academic and behavioral interventions

Education

- Marshall University Graduate College, South Charleston WV
Ed S., School Psychology Expected graduation: May 2014
- Marshall University, Huntington WV
M.A., Psychology Graduated 2012
- Marshall University, Huntington WV
B.A., Psychology Graduated 2010

Employment

Fairland Local School District

Proctorville, OH

School Psychologist Intern

August 2013-current

- Provide services to Pre-school, Elementary, Middle, and High School
- Psycho-educational assessments
- Provide consultation services to school staff and parents
- Provide individual and group counseling to students
- Member of Multidisciplinary Team

Professional Memberships

- Student Member of National Association of School Psychologists (NASP)
- Student Member of West Virginia School Psychologist Association

Professional License

- State of Ohio School Psychologist 1- year temporary license #OH3175618

References

- Letters of reference available upon request