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Reading Achievement for Students in Marshall University Graduate College's 2005 Summer Enrichment Program: Program Evaluation

Elizabeth Cottle-Willard

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**Reading Achievement for Students in
Marshall University Graduate College's
2005 Summer Enrichment Program:
Program Evaluation**

Thesis submitted to
Marshall University
Graduate College

In partial fulfillment of the
Requirements for the degree of
Educational Specialist in
School Psychology

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Marshall University Graduate College

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Abstract

The improvement of individual student reading achievement is a major desired goal for academic institutions across America. Public and private schools desire knowledge to afford professional assessment of implemented curricula and instructional strategies. The purpose of this study was to determine the effectiveness of Marshall University Graduate College's Summer Enrichment Program through individual student reading achievement for pre-kindergarten through ninth grade students. Running record reading probes were administered to help identify student's reading skills. The analysis of this data enabled the instructors to instructionally group students with similar reading strengths. This researcher compiled each student's initial and final reading running record results to determine individual reading skill attainment for the chronological period June 26, 2005 through July 28, 2005.

Forty-nine students from the participating study of the pre-post reading running records were used in this study. The data were analyzed through the comparison of the progression of individual students' pre-intervention reading running record and post-intervention reading running record results. Results indicated that there was a significant relationship between the initial and final reading running records. Additional results found a significant positive correlation among student gains during the four-week reading intervention.

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Reading Achievement for Students in Marshall University Graduate College's 2005 Summer Enrichment Program: Program Evaluation

Introduction to Literature Review

There is less than professionally desirable research investigating the educational effectiveness of the Marshall University Graduate Summer Enrichment Program using the analysis of examining student individual reading achievement. The participants' caregivers and parents permitted them to participate in the Summer Enrichment Program to strengthen emotional competency and academic enrichment, particularly in the discipline of reading. A child's ability to formally and informally read is an imperative element for personal success; not only throughout his formal education career, but additionally throughout his lifetime. Literacy attainment solidifies one's potential for increased productivity.

No Child Left Behind

The No Child Left Behind (NCLB) Act of 2001 mandated the educational administration more closely evaluate the effectiveness of instructional strategies within the American educational communities. Preceding the implementation of No Child Left Behind; instructional personnel, and educational leadership may have demonstrated lessened responsibility for the achievement of students. Students were entering high school, deficient in reading skills to master fiction and non-fiction printed material. According to Jacob and Hartshorne (2003), the purpose of No Child Left Behind is to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind. The United States Department of Education's, No Child Left Behind Act of 2001, demands each state adequately measures every public school system's students'

progress in math and reading from grades third through eighth (USDE, n. d.). The law stipulates school faculty, both instructional facilitators and educational leadership, be held accountable for the success of his students' academic achievement (Jacob & Hartshorne, 2003).

Individual school accountability will be determined by high stakes testing of each school's student populous. Each state in our nation has been mandated to create a statewide test instrument to assess the content standards of the state adopted curricula. Individual student analysis of the statewide testing data will be a factor in the determination of Adequate Yearly Progress, another implication of No Child Left Behind. Adequate Yearly Progress is a legislative requirement demanding classroom instructors and administrative personnel be held accountable for the academic gains of their students. Student test scores for individual schools will be available for public scrutiny; low scoring schools will suffer negative publicity. Students attending schools which fail to attain Adequate Yearly Progress after a specified time period are afforded the choice of attending school in another district or receiving supplemental educational services outside of his home school (Goertz & Duffy, 2003). The vast pressure of meeting the demands of Adequate Yearly Progress has caused the educational community to carefully examine the important variables of successful literacy curricula (Wray, Medwell, Poulson, & Fox, 2002).

Adequate Yearly Progress

The educational community is experiencing intense pressure to meet No Child Left Behind's demands for Adequate Yearly Progress. Adequate Yearly Progress requires all students demonstrate independent reading grade level mastery by 2012. This

overwhelming demand of accountability for student achievement has made obligatory school systems understand the importance of early identification of intellectual, emotional, physiological, and psychological factors adversely affecting individual student achievement. Early identification is not only conducted for neurological and physiological reasons, but also, because research has demonstrated a student, who initially projects reading deficiencies, becomes less proficient as time progresses (Slavin, Karweit, & Wasik, 1992). Individual students experiencing reading difficulties often display negative attitudes toward instructional and recreational reading, thus resulting in fewer opportunities for engaged reading, compared to a student with both enhanced reading abilities and a heightened positive attitude towards literacy materials (Torgesen, 2004).

How the Brain Reads

The scientific advancements of brain imaging have enabled neurologists to identify the three brain regions used for acquiring literacy. Reading is a function located primarily in the brain's left hemisphere: the frontal gyrus (Broca's area), the superior temporal gyrus (Wernicke's area), and the occipital lobe. During the initial phase of reading an individual student reads each word laboriously. The human brain's Broca's area permits a child to synthesis a word's individual sounds. This region of the brain is especially active in pre-emergent, emergent, and early readers. Individuals able to use the Broca's area can be engaged in phonological awareness tasks. These tasks include such skills as rhyming. The Wernicke's area is the region of the brain, the reader utilizes to construct monosyllabic and polysyllabic graphophonic symbols into written words. This area is responsible for all phonemes used in the English language. The human

brain's occipital lobe is responsible for the assimilation and accommodation of visual stimuli. A neurological active occipital lobe enables an individual to visually recognize words. This region of the brain can instantly recall word pronunciation, correct spelling, and the cognitive interpretation of a written word from long-term memory. Being able to automatically read words is positively correlated with effective readers. Students must acquire reading fluency to demonstrate metacognitive comprehension for all printed materials (Feifer, 2000).

Shaywitz proclaimed, the ability to use the three regions in the brain is crucial for effective reading (D'Arcangelo, 2003). An effective reader has the ability to use all three brain regions, as needed, with speed. On the other hand, a student with reading difficulties is unable to use this system in his brain; instead, he becomes overly dependent on the Broca's area to decipher or decode words. The Broca's area allows the individual to sub-vocalize, an effort to compensate for his reading deficit. A less proficient reader additionally activates a region in the right hemisphere in the brain during the reading process, but he can never read automatically (Feifer, 2000).

Pressure to Identify Early

The educational community is experiencing intense pressure to meet No Child Left Behind's demands for Adequate Yearly Progress. As previously declared Adequate Yearly Progress, requires all students demonstrate independent reading on grade level by the calendar year of 2012. This overwhelming demand of accountability for student achievement has forced the school personnel to comprehend the vital importance of early identification of potential students who may experience less desired reading mastery. Early identification is not only done for neurological reasons, but also as stated by Slavin,

Karwen, & Wasik (1992), a student who initially experiences reading deficiencies becomes less proficient in desired reading competencies overtime.

There are three primary reasons for intervening early with all children and especially with an exceptional child: to enhance the child's cognitive development, to provide support and assistance to the family, and to maximize the child's and family's benefit to society (US Department of Education, 2006). During the preschool years, psychological research has proven that human learning and development is crucial in this developmental stage. The timing of intervention is essential when a child is at-risk for missing an opportunity to learn during maximum intellectual readiness.

The identification, intervention, and proper remediation of a student who projects reading deficits at a younger age affords the increased potential for more efficient acquirement of necessary reading skills, as compared to an older child, who has missed the neurological window of learning opportunity. An older student, who exhibits reading deficiencies, will have an increased burden to attain the reading skills attained by his peers. Research conducted by Smith (2004), identified, at the age of 5, best predictor of a reading disability is letter- name knowledge. Because of the importance of human neurological components, the early identification of students with potential reading difficulties is necessary to ensure effective literacy instruction. Effective literacy instruction includes graphophononic cues, the use of meaning, and the use of word activities structured to assist in cognitive acquisition of unknown words. Word facility is achieved by instructional methodology which may include guided reading and writing practice, shared reading and writing tasks, vocabulary enrichment activities, appropriate

role modeling, comprehension strategies, automaticity, and the incorporation of literacy into the entire curriculum, while providing positive literacy experience (Shaywitz, 2003).

Running Reading Record

As previously mentioned, accountability has necessitated the educational community more closely screen individual academic achievement. The success of an educational program lies in individual student reading achievement. A variety of assessment tools have been implemented to help identify reading skill levels. Running reading records, one such assessment instrument, is an account of a student's oral reading skills. According to Taberski (2004), incorporating running reading records into your balanced literacy program enables a teacher to . . .

“Decide whether the book a child is reading is matched to her stage of reading development, analyze a child's miscues to see which cueing systems and strategies he uses and the ones he might learn to use more effectively, and track a child's reading progress overtime” (p. 45).

Running reading records have provided the educational community an excellent way to assess individual student's reading progress (Taberski, 2004).

Running reading records are an excellent tool to facilitate the proper leveled book acquisition for optimal student success. Incorporating running records to identify specific levels, enables an instructor to devote increased attention to make certain the students are effectively using reading strategies with the diverse variety of printed material. Taberski stated, “Matching students with “just-right” books allows them to use a variety of informational sources and strategies as they read and stay engaged in their instructional, independent, and recreational reading endeavors (Taberski, 2004).

Having the opportunity to listen to each student read enables the instructor to gain vital information. Analyzing the text of a student's reading provides insight into what the child typically does, making teacher guided instruction more targeted and effective. Taking multiple running records, allows the instructor to identify pattern of errors, which can be helpful in determining needed developmental and remedial skill areas.

Description of Guided Reading

Guided reading can entail a variety of definitions. For the purpose of this study, guided reading instruction will mimic the practice of Gay Su Pinnell. From the words of Fountas and Pinnell (1996), guided reading is a balanced literacy program designed to help enable children to develop and effectively use reading strategies. Guided reading is a program that has been implemented in the classroom to better assist students of all diverse reading skills groups. The children are grouped according to their reading skills. The groups consist of about four to six pupils. Based on student's needed skills, the teacher will chose a book, which according to Routman (2000), each book "builds on what students know, provides reinforcement as well as some challenges, and supports and demonstrates strategies to help each reader move forward" (p. 140). The focus of these fifteen to twenty minute reading sessions consist of an intense, undisturbed reading lesson with those children. During this session, the teacher works on basic skills, which include learning how to break apart sounds, practicing spelling skills, working on proper pronunciation, sentence fluency, and learning word meaning. Some higher reading and thinking skills the children may obtain are inferential and critical analysis comprehension skills, prediction skills, connecting the story to self and to world, and assimilation of learned content as non-fiction materials are investigated. Since the students are classified

according to skill competencies, the teacher is better able to choose books and formulate lessons geared for those particular students' needs. The teacher can focus on the group at hand, without holding some students back, while frustrating other students. It is critical for students to be academically challenged, without feeling inferior or too frustrated to intellectually interact with the intended printed materials.

With early identification of reading troubles being vital, guided reading will permit increased individual attention for each child. The teacher will be able to listen, assess and identify more easily with smaller groups demonstrating similar skill level. During guided reading the children may whisper read stories specially designed for their progress in reading. While the student whisper reads the teacher writes anecdotal records during each session to mark the progress or difficulties the pupil may be experiencing.

Many students, who lack in the ability to read, may show embarrassment when asked to read in front of the class. Some children may feel ashamed by their inability to read as well as their peers. This feeling will be eliminated through the guided reading process because each child will be with a group who is close to their own reading skill and instructional level. This will allow the child to feel as though he or she can read aloud without being concerned another student will "make fun" or pick on their inability to read with fluency and understanding.

Students, who fear teasing, may also feel failure due to competition in a whole class setting. Often times the students who are quiet, bashful, or behind the other students academically may shut down when called upon to read or answer questions in a classroom situation; while students who are outgoing, and considered above average in acquired reading skills may volunteer to read and answer questions more readily. This

may lead to the student with the slower reading and comprehension capacity to feel “stupid” or “like a failure” due to their inability to read fast enough and keep up with the other children. Guided reading will allow this type of student to feel more confident in his reading abilities. This will enable the child to read more often, which will be desirous practice for the child. Additional reading practice will benefit as he becomes a more fluent reader. Without the lack of inferiority, the student will have more opportunities for reading success. With this amplified success, the child will have an increased positive emotional outlook pertaining to reading.

Components of Guided Reading

Each student develops through his reading process. Major reading developmental milestones have been identified to enable teachers to choose the right instructional strategies, depending on a student’s reading skill level. As identified by the experts of guided reading, Sue Gay Pinnell and Irene Fountas, the dominant developmental reading levels are Emergent, Early, Transitional, Self-Extending, and Advanced readers. Each level has a variety of skills to obtain and should be thought of as a continuum of learning that varies with the complexity of each individual’s development (Fountas & Pinnell, 1996).

Emergent readers are actively learning through experience. The focus of this developmental stage is introducing children to books and words on the printed pages. Repeated exposure to literature enables the child to feel comfortable around books and his attempt to read them. Pretend reading is a major characteristic of emergent readers. He will look at the pictures and begin to tell stories about them. From the words of Bear, Intervernizzi, Templeton, and Johnston (2004), “pretend reading, children pace their

retelling to match the sequence of pictures and orchestrate many other concepts about books and print such as directionality, sequence, dialogue, and the voice and cadence of written language”(p. 97). The next major stage in emergent readers is memory reading. The purpose for memory reading is for the child to correlate the text to page. Correlating print to page enables an emergent reader to recognize and begin to understand individual words. Teachers incorporate many instructional strategies to help children develop through the emergent stage these may include: concepts sorts, rhymes and jingles, matching activities, alphabet games, and word awareness (Bear et al., 2004).

Once a child has mastered the understanding of concept of text and print, he is considered to be in the Early readers stage. The purpose of this developmental stage is for the student to recognize individual alphabet letters and sounds. Children are beginning to match each sound to its corresponding letter. During this stage a student’s fluency is rather choppy and strained; however, the focus of this stage is to help students build on sounds to create words; thus, enabling students to create a variety of words through word family and rhyming instruction. This stage also has many teaching strategies for teachers to use including: activities incorporating the study of word families, digraphs and blends instruction, and rhyming words activities (Fountas & Pinnell, 1996).

Students who have mastered the alphabetic principle are ready to begin the Transitional reading stage. During this stage, students are instructed to intensely focus on the within word spelling patterns. Being able to fluently identify most spelling patterns will enable a reader to put less strength in sounding out the word and more emphasis on acquiring the meaning of the text. Instruction in this stage has great emphasis on the

teacher guiding the students through passages, encouraging the students to inferentially and critically comprehend the printed text. A variety of activities can be incorporated into the reading curriculum such as word meaning, word relationships (analogies), homophones and homographs, consonant blends, within word patterns, and high frequency word activities (Bear et al., 2004).

Self-extending reading stage focuses on a child's ability to derive meaning from the text. At this stage, students are taught to use base words syllables and affixes to gain cognition of a text. Bear et. al. (2004) stated, "one of the most important responsibilities for word study instruction at this stage is to engage students in examining how important word elements- prefixes, suffixes, and base words combine; this understanding is a powerful tool for vocabulary development, spelling, and figuring out unfamiliar words during reading" (p. 220). The result of students being provided structured analysis skill acquisition has solidified vocabulary development which enables him to become a more fluent reader (Bear et al., 2004).

The final reading development stage is the Advanced readers. This stage encompasses readers who can read for enjoyment and knowledge. An advanced reader now has the skills to fluently combine reading strategies and constantly develop new ones. According to Fountas and Pinnell (2001), a successful reading program must offer students support, teaching, and materials they need to make continuous progress. This stage is vital for the student's probability of becoming a lifelong learner because it relies on the satisfaction and enjoyment of the student's reading experience. Students must continue to read for satisfaction and personal pleasure for literacy maintenance and reading level advancement (Fountas & Pinnell, 2001).

Methods

Statement of Problem:

Prior to this current study, Marshall University Graduate College Summer Enrichment Program has conducted few studies to determine the academic success of the program. Previous studies examined perceived parental satisfaction and school psychologist graduate students' position on preparedness. This researcher compiled each student's initial and final running record results to determine individual reading skill attainment for the chronological period June 26, 2005 through July 28, 2005. The researcher will determine the effectiveness of the Summer Enrichment Program through investigating the relationship between pre-test and post-test running record reading assessments in a multi-age, inclusive education setting using Guided Reading methodology as the dominant instructional strategy.

Program Description:

Marshall University Graduate College offers a five week Summer Enrichment Program to the surrounding populous area. The program began June 27, 2005 and ended July 28, 2005, totaling eighteen instructional days. The Summer Enrichment Program is an all inclusive, activity based educational opportunity for students in grades pre-kindergarten through eighth grade. Additionally, the program provides Marshall University graduate students an opportunity to put their philosophy into practice. Educational Leadership, Regular and Special Education, Counseling, School Psychology and Reading are the disciplines involved in the summer program. Furthermore, specialists from each discipline provide supervision and were available to intervene in

any potential problems. One major component of the summer program is the high student and adult ratio. In 2005, the ratio of adults to students was about 2:1.

The Graduate College faculty administratively appointed each graduate student into specific classrooms. The average classroom consisted of three school psychologists, one counselor, one reading specialist, three special educators, and two regular education teachers. The graduate students were encouraged to incorporate effective research-based practices, including team teaching, ability grouping, and provide an inclusive setting. The graduate students then collaborated their expertise to implement a successful full inclusion model.

Subjects:

All students participating in the summer program were subjects in this non-evasive study. Parental permission was received for each child to participate in the program evaluations including the formal and informal assessments given to each child at the beginning of the program. More specifically, each child was assessed through running records, GRADE, phonemic awareness ability, Dolch sight word list, and concepts of print. The purpose of this study was to determine the effectiveness of Marshall University Graduate College's Summer Enrichment Program through individual student reading achievement for pre-kindergarten through ninth grade students. Running record reading probes were administered to help identify student's reading skills. Students' progress scores were analyzed by comparing the initial and final running record reading probes.

Subject Characteristics:

Initially, 147 students were registered to participate in the Marshall University Graduate College Summer Enrichment program. However, only 105 students attended on a consistent basis. More specifically, the average student attended the summer program 16 out of 18 days. Further, this researcher had only 49 student participants who had an initial and final running reading record probes. The student population was composed from multiple backgrounds: students demonstrated varying emotional, social, intellectual, academic achievement levels, and socio-economic statuses.

Service Delivery:

To identify the students' current instructional and independent reading levels, graduate students administered a variety of assessments. One of the assessments, running reading record, was administered to enable the summer school instructors to properly group the students, according to individual reading skill areas. The students were assessed in a designated area, which was at the discretion of each class team, by a Special Education, Reading Specialist, School Psychologist, and/or Counselor graduate student. The running records were administered on a weekly basis; however, there was not consistency in the administration among the different age-leveled classrooms. This vital factor should demonstrate universal application.

Instruments:

Initial and final reading running record probes were used for this study to identify individual reading achievement. The initial running reading assessment was administered individually June 27, 2005 through June 30, 2005 by the specific classroom teams previously stated. Administration of the running reading record consisted of

individual students orally reading a pre-leveled, designated reading probe. During the read aloud, the administrator would check for accurate readings, errors, and self-corrections. In turn, the results would aid in the proper placement of reading skills' grouping; thus, enabling the instructors to design a reading program based on the individual students' needs. The running reading record probes were administered to each student on a weekly basis. Based on the running reading record results, the graduate students would determine if the student should remain in his guided reading group or be placed in a different instructional grouping.

Procedures:

The students of all (n=105) Marshall University Summer Enrichment Program were administered weekly running reading probes to identify instructional levels to determine skills grouping. After the five week program ended, this researcher gathered all the running reading record data from Ms. Patsy Serles, the reading specialist supervisor, and attached the initial and final reading probe. Each summer school participant was assigned an identification number to ensure confidentiality.

Results

The objective of this study is to investigate the change in the individual independent student reading achievement during the Marshall University Graduate College Summer Program through initial and final running reading record probes. After collecting the student data a 2-tailed paired t-test of means was conducted to determine the significance of the initial and final running record reading probes' means. Results of this study reflected statistically significant difference between the mean of the pre-reading running records results and the mean of post-reading running record, $t(48) = 7.28$, $p > 0.5$.

Further analysis indicates 26% of the student participants showed no reading skill improvement from the four-week summer program. An additional data analysis was conducted to determine the Means and Standard Deviations of the grade level teams. The mean level of reading improvement for the 2005 summer enrichment program was $1\frac{1}{2}$ levels. The data was categorized into three grade level groups: Primary, Intermediate, and Middle School. The Primary team, pre-kindergarten through second grades and the Middle School Team, sixth through ninth grades, showed one level of reading improvement. Furthermore, the Intermediate team, third through fifth grades, attained two levels of reading improvement. The data was then analyzed through examining the variance (ANOVA) of reading level improvement among grade level teams, which reflected non-statistically significant results, $F(2, 46) = 1.04$, $p = .36$. The results indicate no significant differences among the three teams' reading level attainment.

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Table 1
Reading Improvement Means and Standard Deviations

Among Grade Level Teams (N=49)

	Number	Mean	SD
Primary	27	1.67	1.44
Intermediate	10	2.00	1.77
Middle	12	1.0	1.48
Overall	49	1.54	1.5

Table 2

Analysis of Variance among Grade Level Teams

	SS	df	MS	F	p
Between Groups	4.6	2	2.3	1.04	.36
Within Groups	101.6	46	2.2		
Total	106.2	48			

Discussion

The purpose for choosing this study was personal interest this evaluator possesses for effective literacy instruction. Being literate in this society is an imperative acquired skill. Marshall University Graduate College provides an opportunity for pre-kindergarten through ninth grade students to make academic gains while participating in the annual Summer Enrichment Program. This evaluator desired to determine if the participating students made reading skill's academic gains.

As a participant in the Marshall University Graduate Summer Program in the summer of 2005, this evaluator was a participant in the pre-kindergarten through kindergarten classroom team. Each classroom team provided the student participants a Monday through Thursday, 60-minute uninterrupted block of appropriate skills determined reading instruction. During this reading instruction, the students were divided into small groups, depending on reading skill strength and deficiencies, and were taught through the practice of Gay Su Pinnell's approach to guided reading. The graduate student instructors utilized the running reading record probes to strengthen reading skill acquisition for each individually, homogenously grouped student. Instruction focused on word study, writing activities, shared, guided, and independent reading activities, resulting in increased comprehension of printed literary materials.

The results of this study demonstrated that student participants who attended the Marshall University Graduate College Summer Enrichment Program in 2005 made statistically significant reading academic progress as determined by the means of the t-test, administered by this evaluator, analyzing the pre and post running reading record probes. The data taken from the initial and final running reading record probes indicated

students who attended the program acquired additional reading skills; thus illustrating the Marshall University Summer Enrichment Program was effective in teaching improved literary skills to the 2005 student participants.

Further analysis of the Primary, Intermediate, and Middle school teams' variance of reading level attainment indicates the three groups to not be statistically different from each other. This finding supports that the student participants of the 2005 Marshall University Graduate College's Summer enrichment program acquired relatively one and a half levels of reading improvement. Additionally, the overall reading level improvement ranged from one to two levels. However, due to the inconsistency of administering running reading record probes, the number of subjects at the Intermediate and Middle school level may have been too small to reflect a significant difference.

In conclusion, if replication of this study is conducted it would be beneficial to compare and contrast the children participating in the Marshall University Graduate College Summer program during the beginning, middle, and end of the program. This would provide more data to determine the relationship between attendance and reading achievement. The running reading record probes were conducted during the first and last week of the summer program when students were most likely to be experiencing personal anxiety and stress. Additionally, it would also be advantageous if the grade level teams came to a consensus of when to administer the running record reading probes. Having a consensus on the administration of this instrument would ensure that each student received the same amount of literacy instruction between the initial and final running reading record assessments. Further, another possible recommendation for the improvement of this study would be to assess the intermediate student participants'

comprehension skills. Assessing the comprehension skills of intermediate students would provide vital information towards needed skill attainment for that particular age group. The National Assessment of Educational Progress identified in 1997, students at least the age of nine need instruction in reading for understanding, which supports the need for assessing reading comprehension (Routman, 2000). These recommendations would help enhance the intensive reading block instruction for students attending the Marshall University Graduate College's Summer Enrichment Program.

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RUNNING RECORD SHEET

Name: _____ Date: _____

School: _____

Examiner: _____

Text Title: _____

$\frac{\text{Errors}}{\text{Running Words}}$

Error Ratio

Accuracy Rate

Self-Corrections Ratio

Independent: 95-100%

Instructional: 90 – 94%

Frustration: 50 – 89%

Page	Title	E	SC

Elizabeth Cottle-Willard

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Hurricane, WV 25526
(304) 562-3129
dlwillard@msn.com

Career Objective

The opportunity to be employed within in the school system as a school psychologist

Qualifications

- Experience working with students of all ages
- Hard working, reliable, able to collaborate in a team effort
- Skilled in consultation strategies
- Solid academic report
- Able to maintain a sense of humor in tense situations

Education

Degree Attained: December 2002

B. A., Elementary Education (K-6), specializing in Mentally Impaired (K-12)
Marshall University, Huntington, WV

Degree Attained: May 2006

Ed. S., School Psychology

Marshall University Graduate College, South Charleston, WV

Degree Attained: May 2006

M. A., Elementary Education (K-5)

Marshall University Graduate College, South Charleston, WV

Work Experience

Internship, Putnam County

8/2005 – 6/2006

- Administered, scored, and reported on Intelligence and Achievement tests, Behavior, Adaptive behavior, Anxiety, Attention-Deficit Hyperactive-symptoms, and Depression rating scales.
- Led group therapy among high school behavior disorder students
- Created and implemented Functional Behavior Assessment and Behavior Intervention Plans
- Implemented instructional strategies for academically at-risk students

Substitute Teacher, Cabell County 2/2003 – 6/2005

- Hired to administer and determine reading level benchmark on each student in an entire elementary school
- Substituted in every imaginable situation throughout the county

H.E.L.P., Marshall University 1/2003 – 12/2004

- Tutored college-level students with learning disabilities
- Individualized tutoring sessions to ensure success
- Participated in Power writing, effective uses of graphic organizers and current research knowledge about students with learning disabilities workshops

Stationers, Inc. Huntington, WV 9/2002 – 12/2003

- Organized customer receipts on Excel
- Answered telephone calls made by customers and suppliers

Enterprise Tutor, Marshall University 9/2001 – 12/2002

- Worked with students in small groups and one-on-one
- Provided assistance, as needed, during large group settings

Activities and Honors

- Member of NASP
- Attended Workshops on BASC II, WISC IV, K-ABC
- Marshall University Dean's List
- Kappa Delta Pi
- Magna Cum Laude
- Golden Key International Honour Society
- Current G.P.A. 3.95

School Psychologist Internship

Putnam County Board of Education, Winfield, WV

- Examiner
- Facilitator
- Consulter
- Counselor
- Researcher

Student Teaching

Milton Elementary School, Milton, WV

- Kindergarten

Cabell Midland High School, Ona, WV

- Moderately Impaired (ages 14 through 21)

Milton Elementary School, Milton, WV

- Team-teaching opportunities
- Students, grades 3 – 5, with Learning disabilities/Mild mentally impaired

References

- Available upon request