How Scripted is Too Scripted?

A Mixed-Methods Analysis of Literacy Teachers' Guides

Jessica Mejía, Dr. Yasmin Sitabkhan and Dr. Benjamin Piper

RTI International is a registered trademark and a trade name of Research Triangle Institute.

Teachers' Guide Study Background

Mixed methods analysis of RTI's teachers' guides for projects from 2009 to 2017

Reviewed: 1) Teachers' Guides, 2) Classroom Observations &
3) Teacher Interviews

The teachers' guide analysis looked at:

- 13 countries
- 19 projects
- 34 teachers' guides

The classroom observation and interview analysis looked at:

- 4 countries
- 27 lessons
- 27 teacher interviews

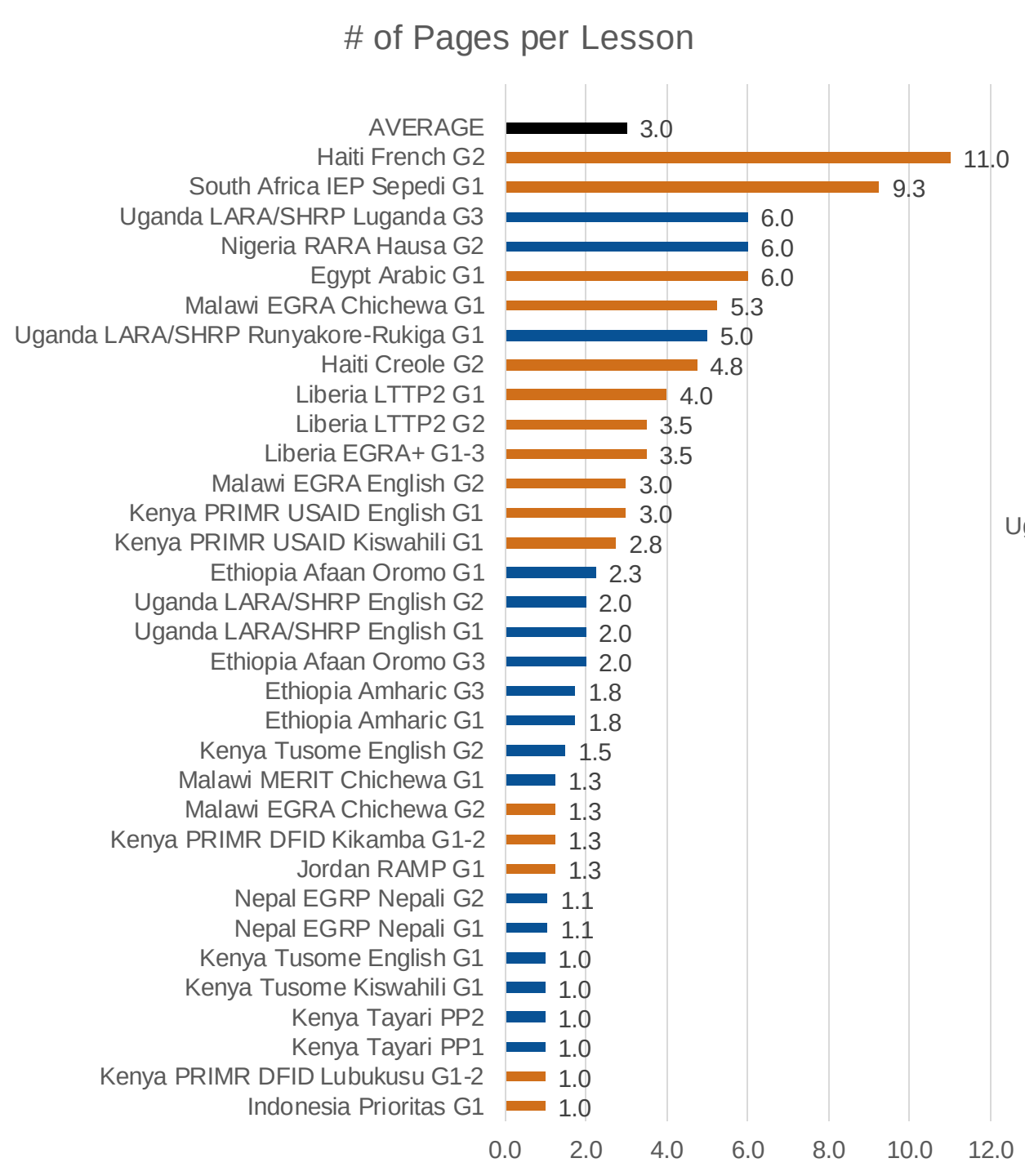
Teachers' Guide Research Questions

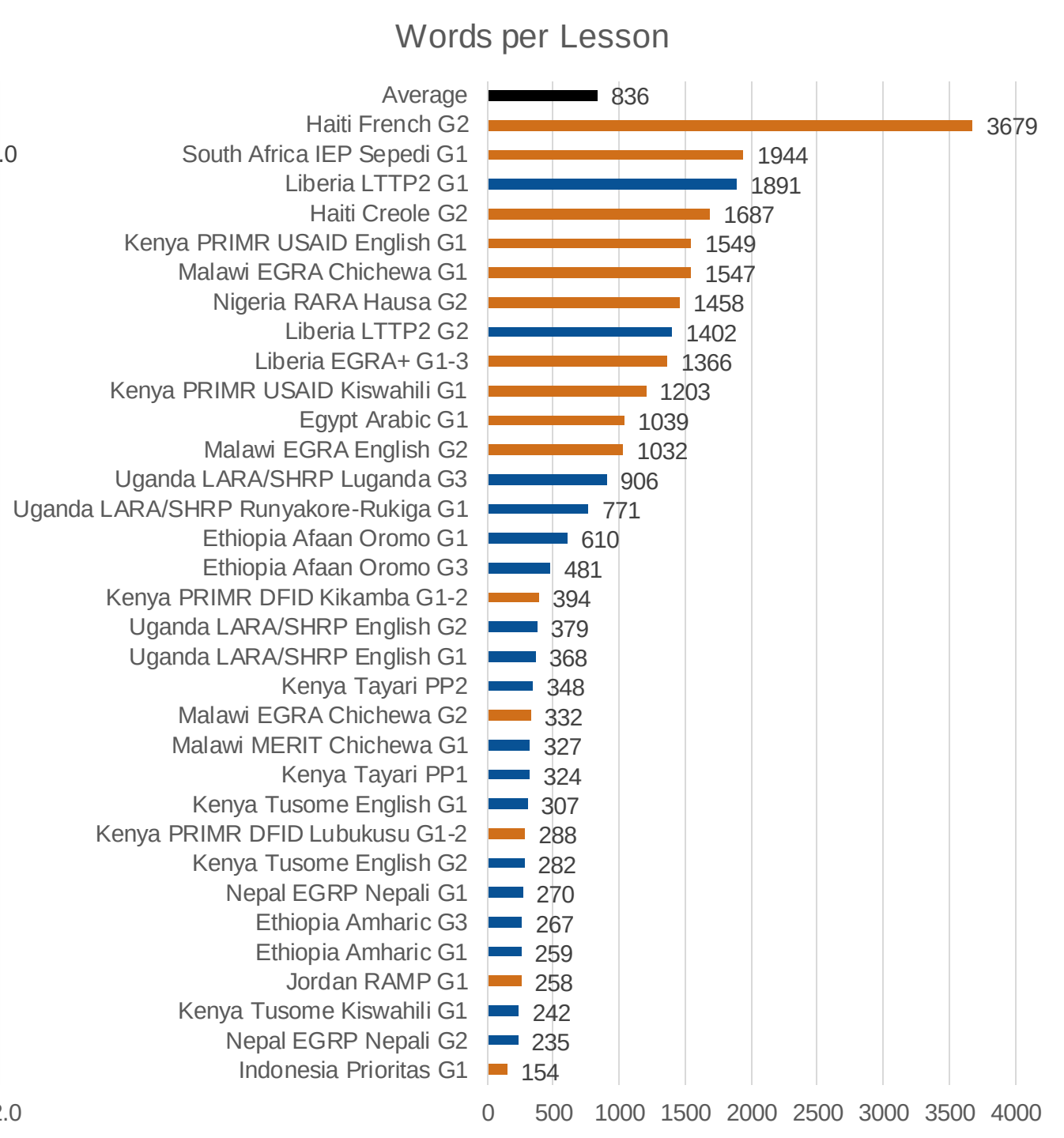
RQ1: How does the level of scripting across projects differ?

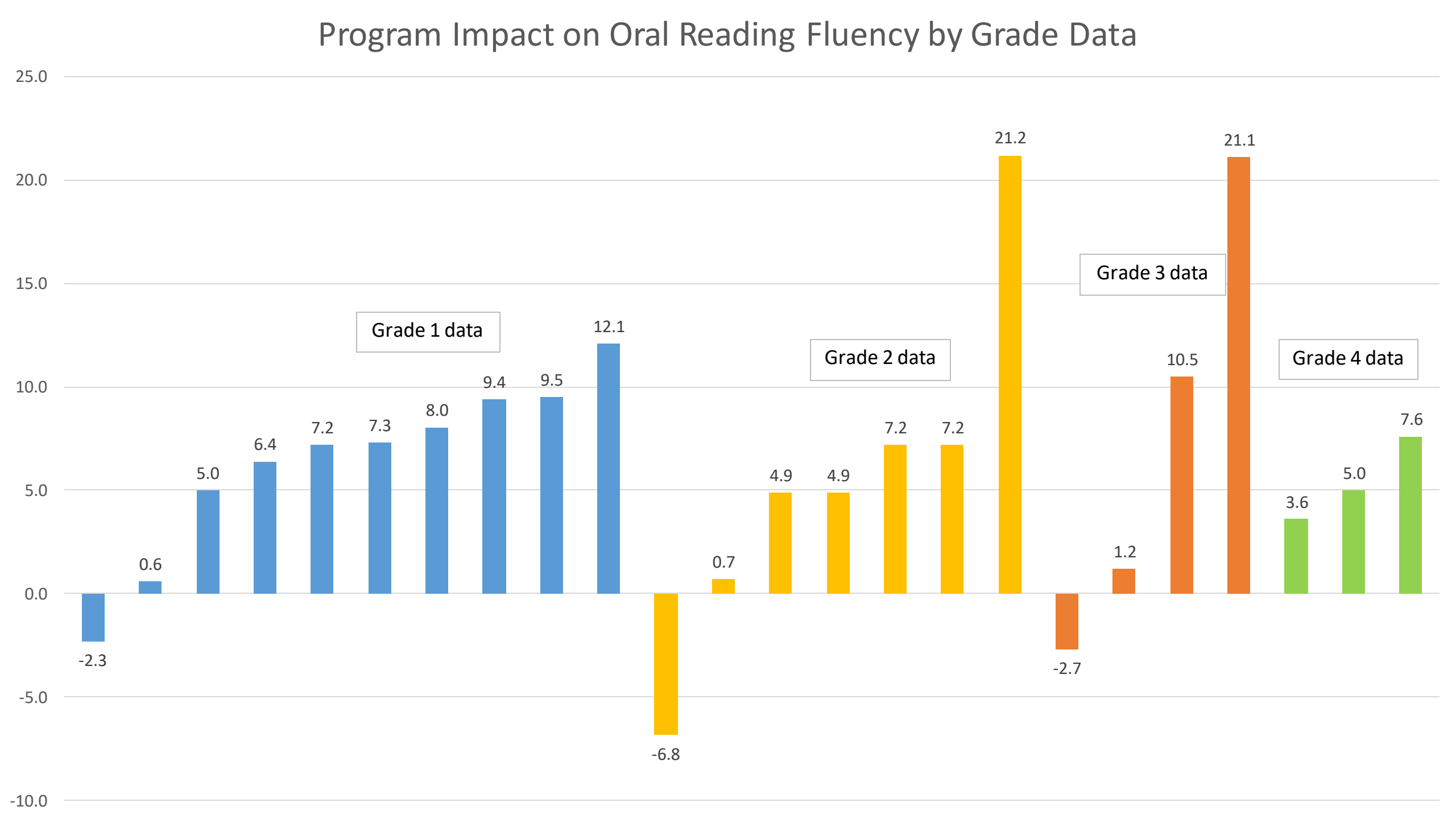
RQ2: Does the level of scripting have a relationship with teachers choosing to implement?

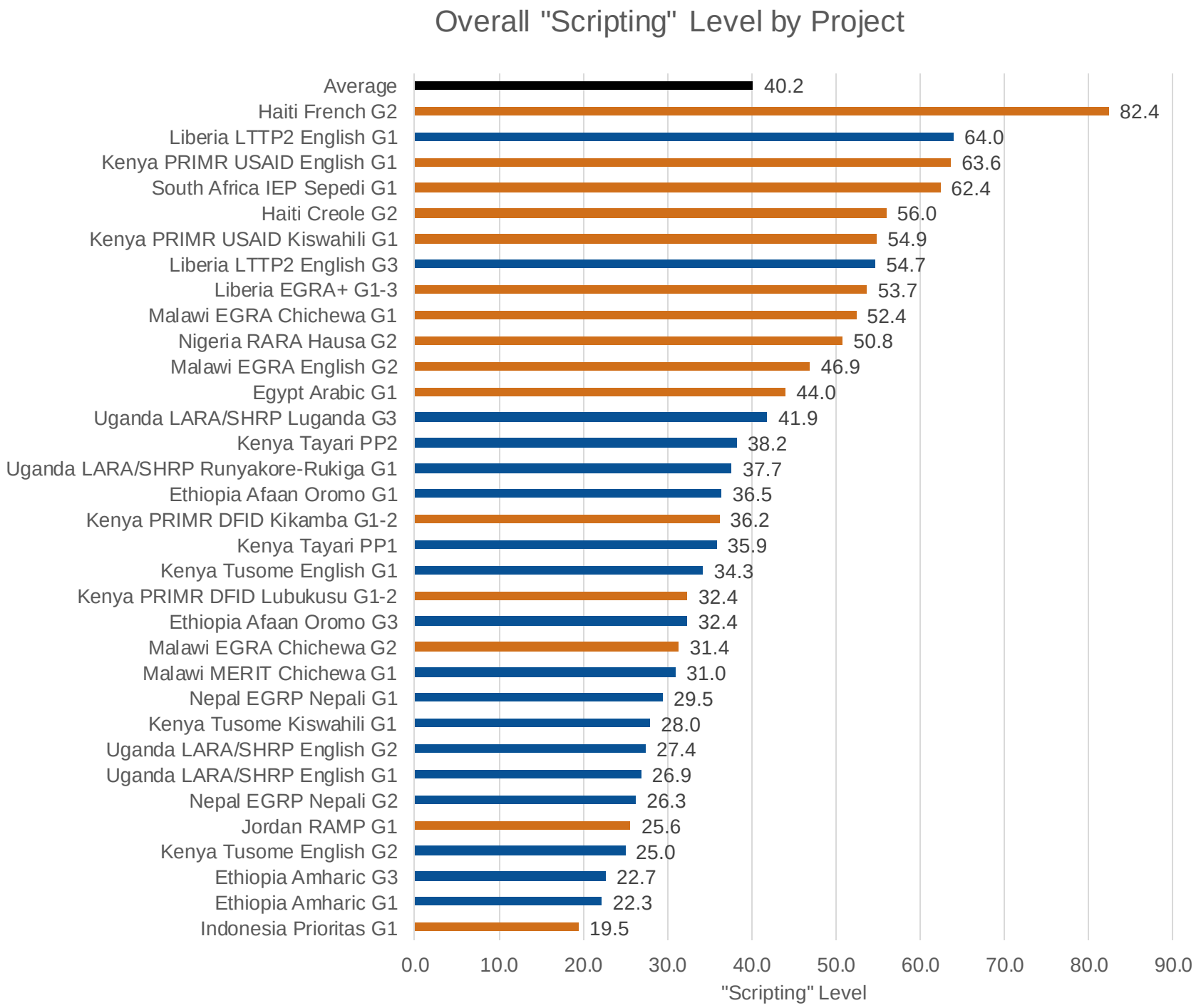
RQ3: Does the level of scripting have a relationship with the length of time teachers take to do the routines correctly in limited time?

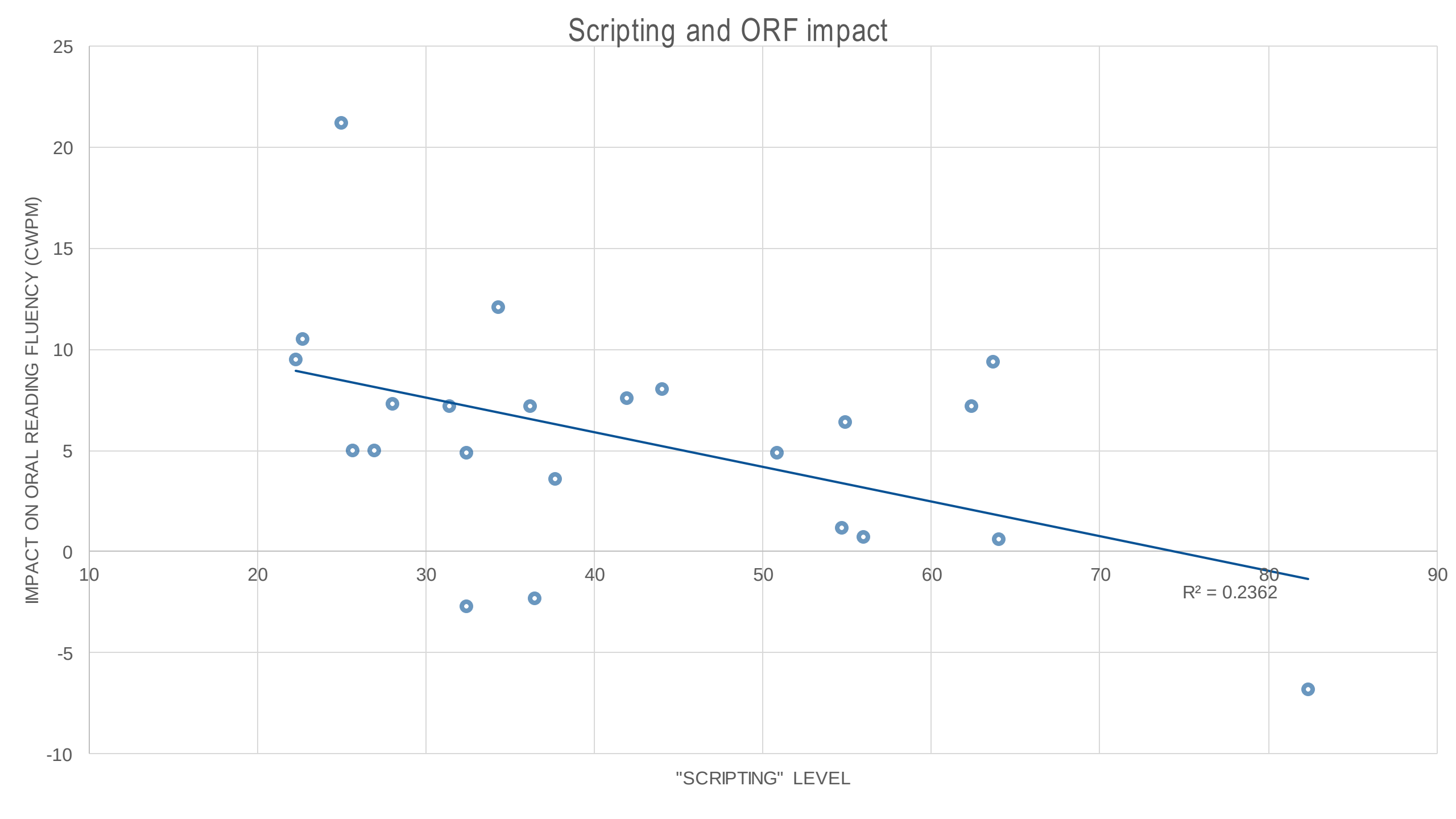
RQ4: Relationship between level of scripting and program outcomes?


# of Pages per Lesson
AVERAGE 3.0
Haiti French G2 11.0
South Africa IEP Sepedi G1 9.3
Uganda LARA/SHRP Luganda G3 6.0
Nigeria RARA Hausa G2 6.0
Egypt Arabic G1 6.0
Malawi EGRA Chichewa G1 5.3
Uganda LARA/SHRP Runyakore-Rukiga G1 5.0
Haiti Creole G2 4.8
Liberia LTTP2 G1 4.0
Liberia LTTP2 G2 3.5
Liberia EGRA+ G1-3 3.5
Malawi EGRA English G2 3.0
Kenya PRIMR USAID English G1 3.0
Kenya PRIMR USAID Kiswahili G1 2.8
Ethiopia Afaan Oromo G1 2.3
Uganda LARA/SHRP English G2 2.0
Uganda LARA/SHRP English G1 2.0
Ethiopia Afaan Oromo G3 2.0
Ethiopia Amharic G3 1.8
Ethiopia Amharic G1 1.8
Kenya Tusome English G2 1.5
Malawi MERIT Chichewa G1 1.3
Malawi EGRA Chichewa G2 1.3
Kenya PRIMR DFID Kikamba G1-2 1.3
Jordan RAMP G1 1.3
Nepal EGRP Nepali G2 1.1
Nepal EGRP Nepali G1 1.1
Kenya Tusome English G1 1.0
Kenya Tusome Kiswahili G1 1.0
Kenya Tayari PP2 1.0
Kenya Tayari PP1 1.0
Kenya PRIMR DFID Lubukusu G1-2 1.0
Indonesia Prioritas G1 1.0
0.0 2.0 4.0 6.0 8.0 10.0 12.0


Words per Lesson
Average 836
Haiti French G2 3679
South Africa IEP Sepedi G1 1944
Liberia LTTP2 G1 1891
Haiti Creole G2 1687
Kenya PRIMR USAID English G1 1549
Malawi EGRA Chichewa G1 1547
Nigeria RARA Hausa G2 1458
Liberia LTTP2 G2 1402
Liberia EGRA+ G1-3 1366
Kenya PRIMR USAID Kiswahili G1 1203
Egypt Arabic G1 1039
Malawi EGRA English G2 1032
Uganda LARA/SHRP Luganda G3 906
Uganda LARA/SHRP Runyakore-Rukiga G1 771
Ethiopia Afaan Oromo G1 610
Ethiopia Afaan Oromo G3 481
Kenya PRIMR DFID Kikamba G1-2 394
Uganda LARA/SHRP English G2 379
Uganda LARA/SHRP English G1 368
Kenya Tayari PP2 348
Malawi EGRA Chichewa G2 332
Malawi MERIT Chichewa G1 327
Kenya Tayari PP1 324
Kenya Tusome English G1 307
Kenya PRIMR DFID Lubukusu G1-2 288
Kenya Tusome English G2 282
Nepal EGRP Nepali G1 270
Ethiopia Amharic G3 267
Ethiopia Amharic G1 259
Jordan RAMP G1 258
Kenya Tusome Kiswahili G1 242
Nepal EGRP Nepali G2 235
Indonesia Prioritas G1 154
0 500 1000 1500 2000 2500 3000 3500 4000


Program Impact on Oral Reading Fluency by Grade Data
25.0
20.0
15.0
10.0
5.0
0.0
-5.0
-10.0
Grade 1 data
Grade 2 data
Grade 3 data
Grade 4 data
-2.3
0.6
5.0
6.4
7.2
7.3
8.0
9.4
9.5
12.1
-6.8
0.7
4.9
4.9
7.2
7.2
21.2
-2.7
1.2
10.5
21.1
3.6
5.0
7.6


Overall "Scripting" Level by Project
Average 40.2
Haiti French G2 82.4
Liberia LTTP2 English G1 64.0
Kenya PRIMR USAID English G1 63.6
South Africa IEP Sepedi G1 62.4
Haiti Creole G2 56.0
Kenya PRIMR USAID Kiswahili G1 54.9
Liberia LTTP2 English G3 54.7
Liberia EGRA+ G1-3 53.7
Malawi EGRA Chichewa G1 52.4
Nigeria RARA Hausa G2 50.8
Malawi EGRA English G2 46.9
Egypt Arabic G1 44.0
Uganda LARA/SHRP Luganda G3 41.9
Kenya Tayari PP2 38.2
Uganda LARA/SHRP Runyakore-Rukiga G1 37.7
Ethiopia Afaan Oromo G1 36.5
Kenya PRIMR DFID Kikamba G1-2 36.2
Kenya Tayari PP1 35.9
Kenya Tusome English G1 34.3
Kenya PRIMR DFID Lubukusu G1-2 32.4
Ethiopia Afaan Oromo G3 32.4
Malawi EGRA Chichewa G2 31.4
Malawi MERIT Chichewa G1 31.0
Nepal EGRP Nepali G1 29.5
Kenya Tusome Kiswahili G1 28.0
Uganda LARA/SHRP English G2 27.4
Uganda LARA/SHRP English G1 26.9
Nepal EGRP Nepali G2 26.3
Jordan RAMP G1 25.6
Kenya Tusome English G2 25.0
Ethiopia Amharic G3 22.7
Ethiopia Amharic G1 22.3
Indonesia Prioritas G1 19.5
0.0 10.0 20.0 30.0 40.0 50.0 60.0 70.0 80.0 90.0
"Scripting" Level

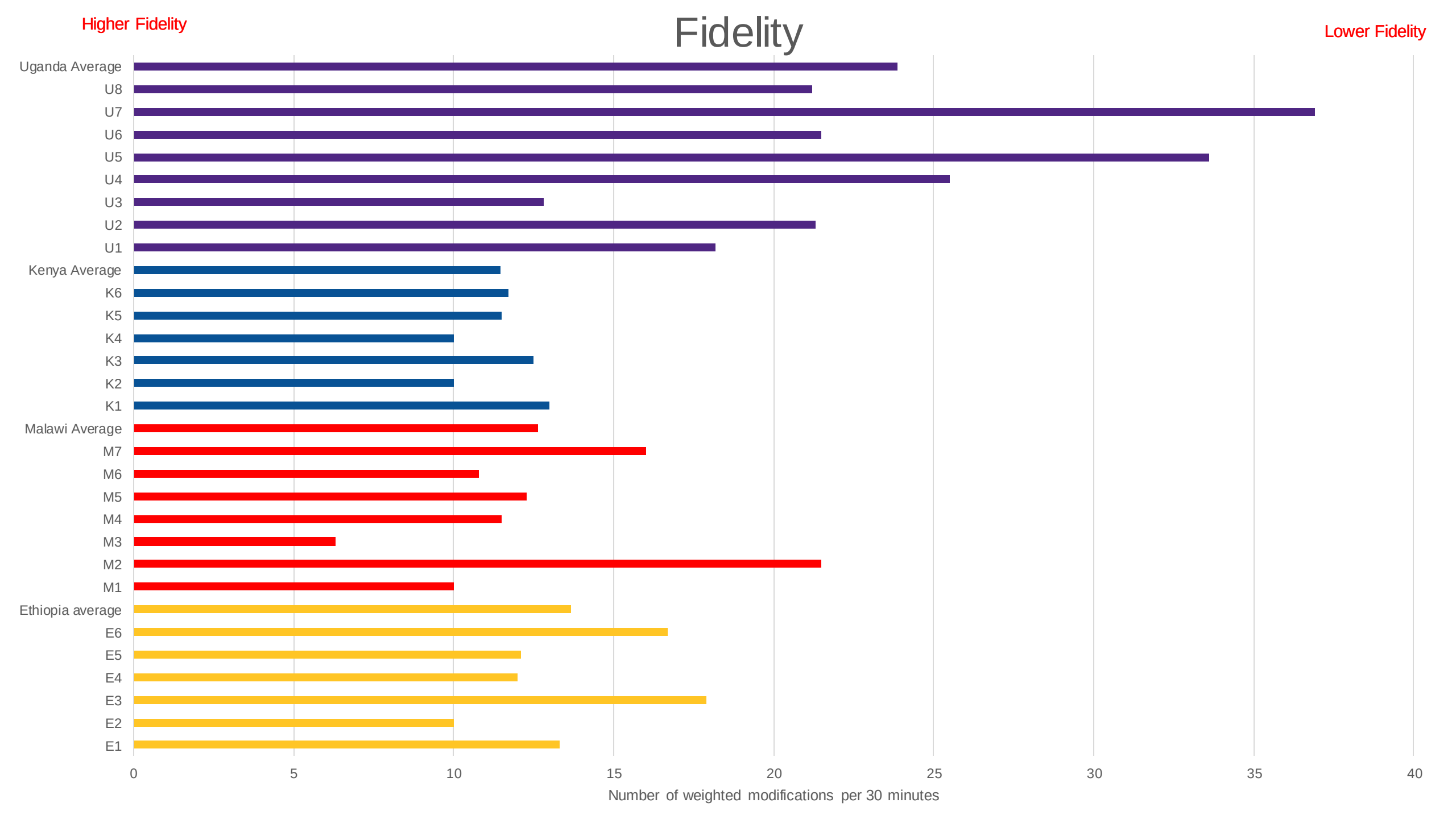

Scripting and ORF impact
IMPACT ON ORAL READING FLUENCY (CWPM)
"SCRIPTING" LEVEL
R² = 0.2362
25
20
15
10
5
0
-5
-10
10
20
30
40
50
60
70
80
90

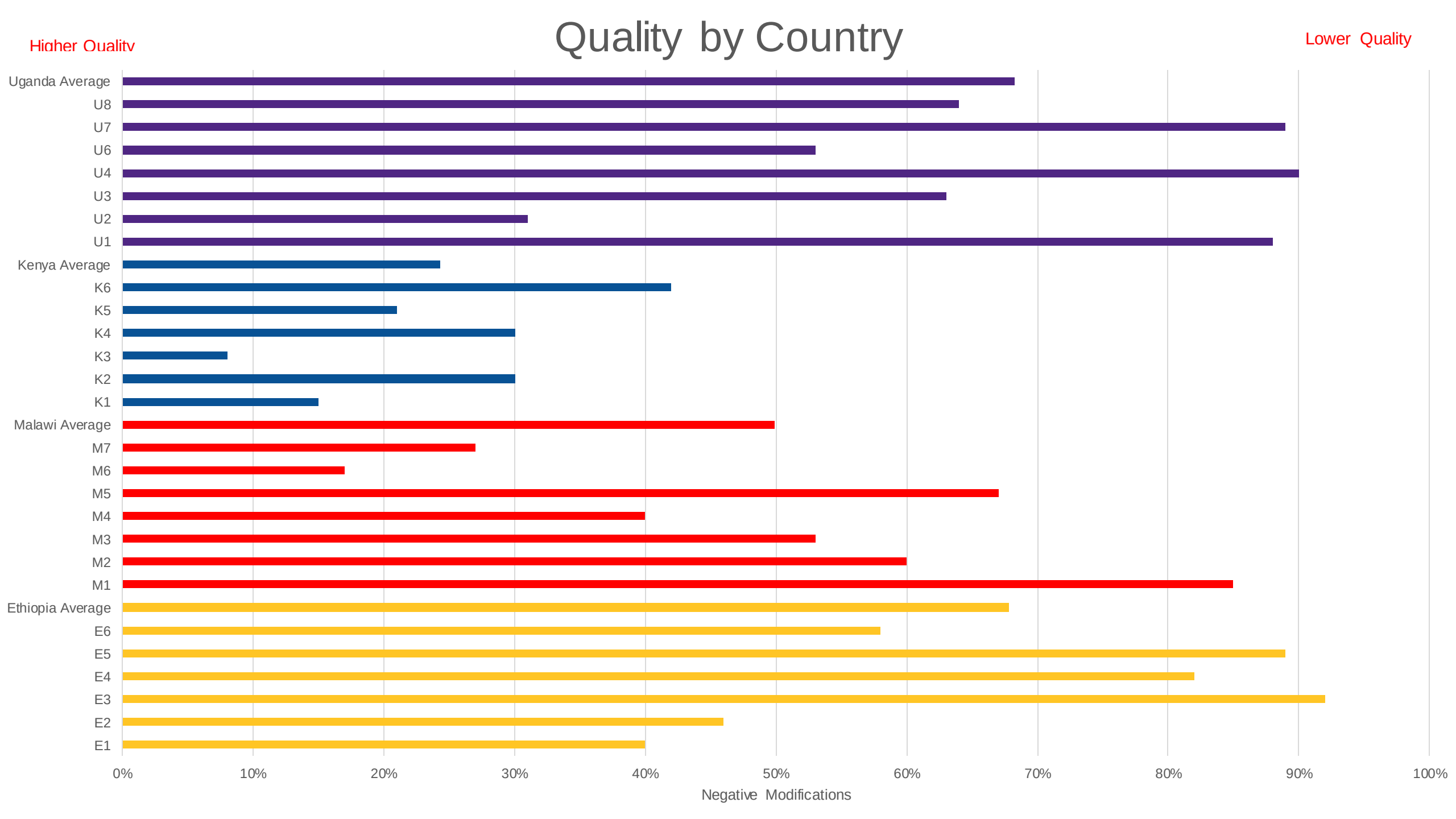
Classroom Observations

6 March 2018

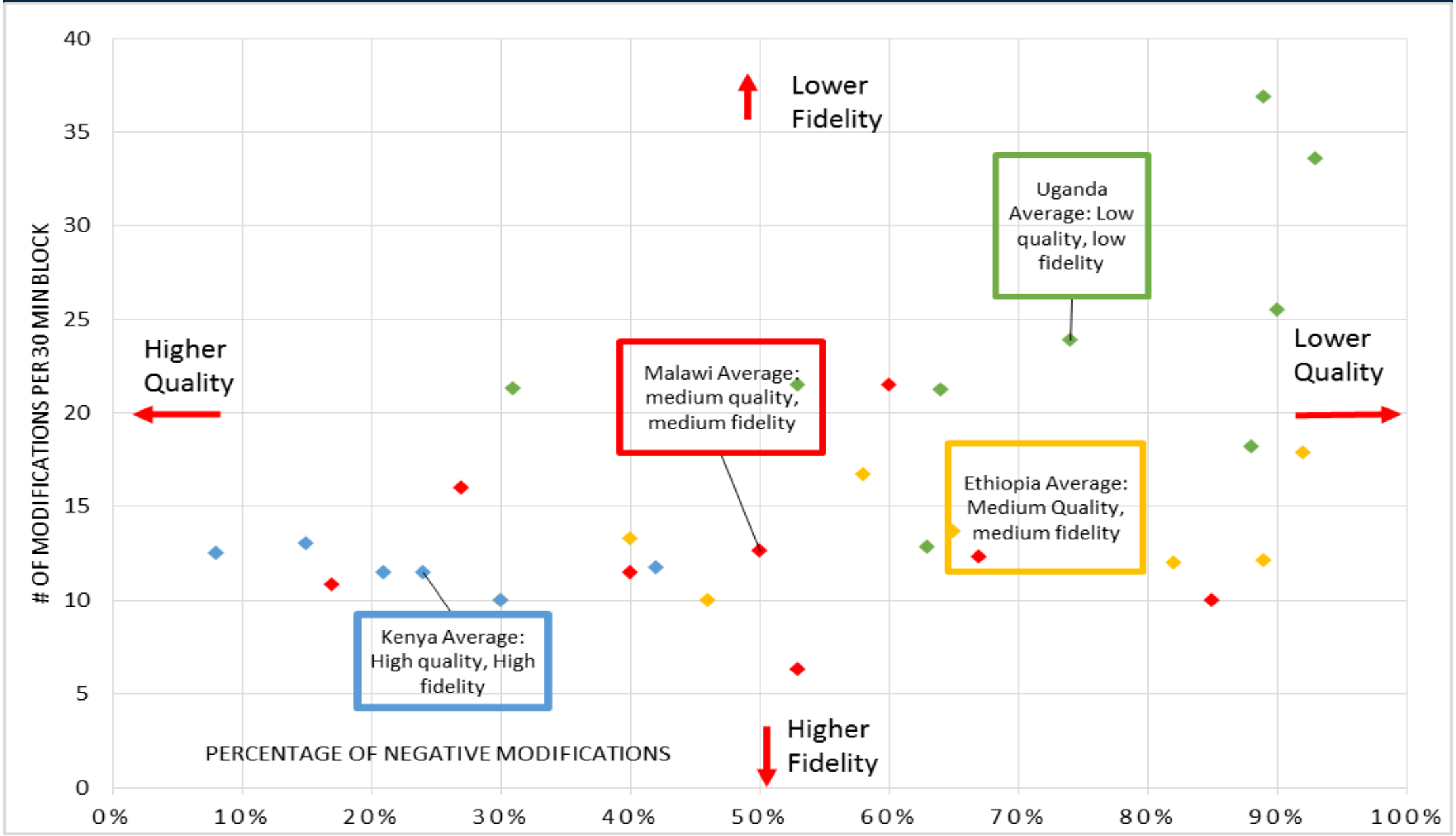
Modification Types

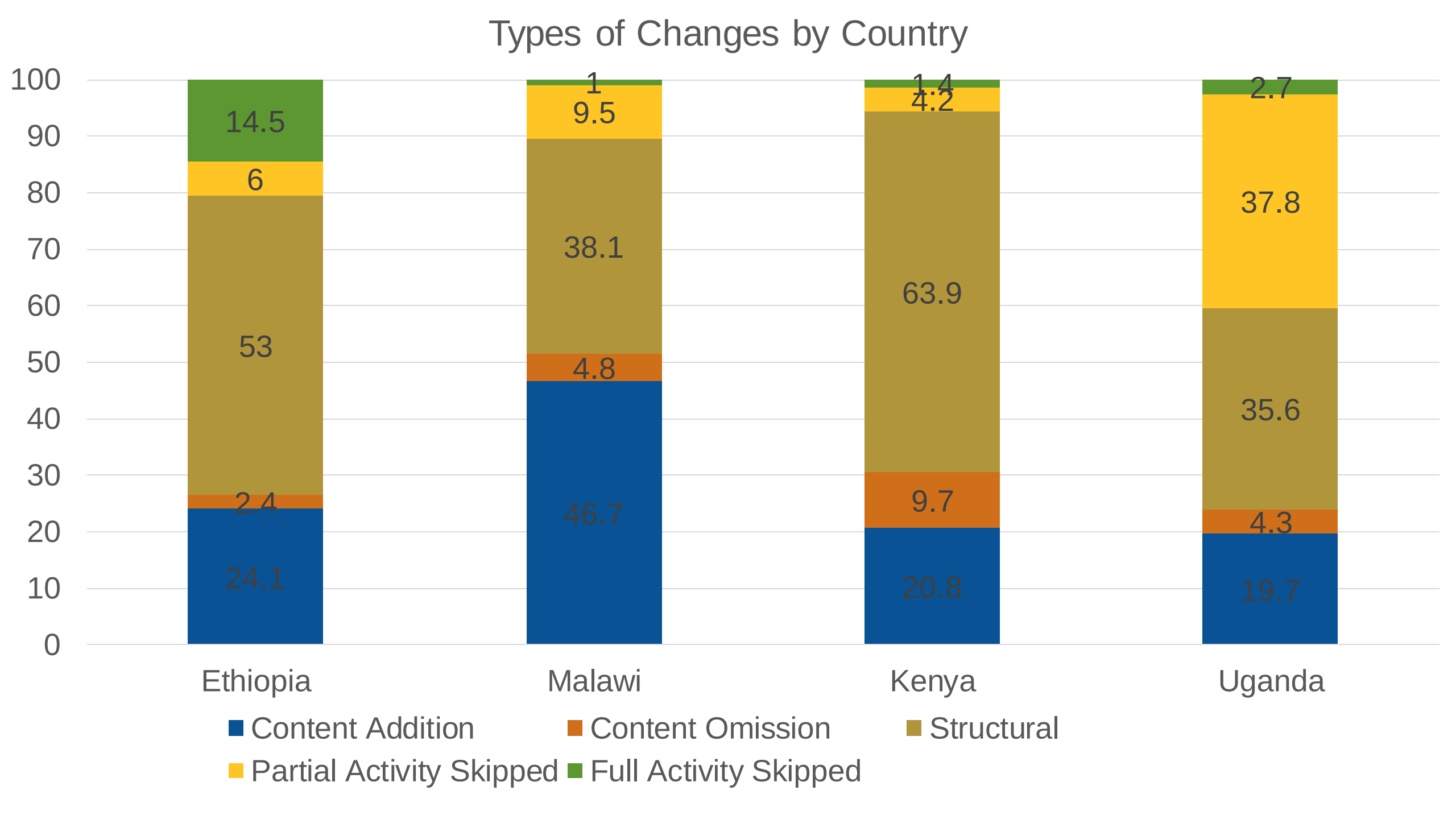
	Definition
Content Additions	Adding content to an activity or lesson Example: Teacher adds an extra word for blending, teacher adds extra questions in comprehension
Content Omissions	Omitting content from an activity or lesson Example: Teacher skips a word during blending exercise, teacher omits a new vocabulary word
Structural Changes	A change to the structure or delivery of the activity Example: Students are not asked to do paired work but instead conduct the activity as a whole class, teacher leaves out the “you do” section
Full Activity Skipped	Skipping an entire activity Example: Teacher does not do pre-reading activity, story reading, or comprehension questions with students.
Partial Activity Skipped	Skipping a sub-component or part of an activity; not conducting part of an activity using the content as outlined in the guide. Example: The teacher skips the “prediction/pre-reading” step, but does not omit the main content/story

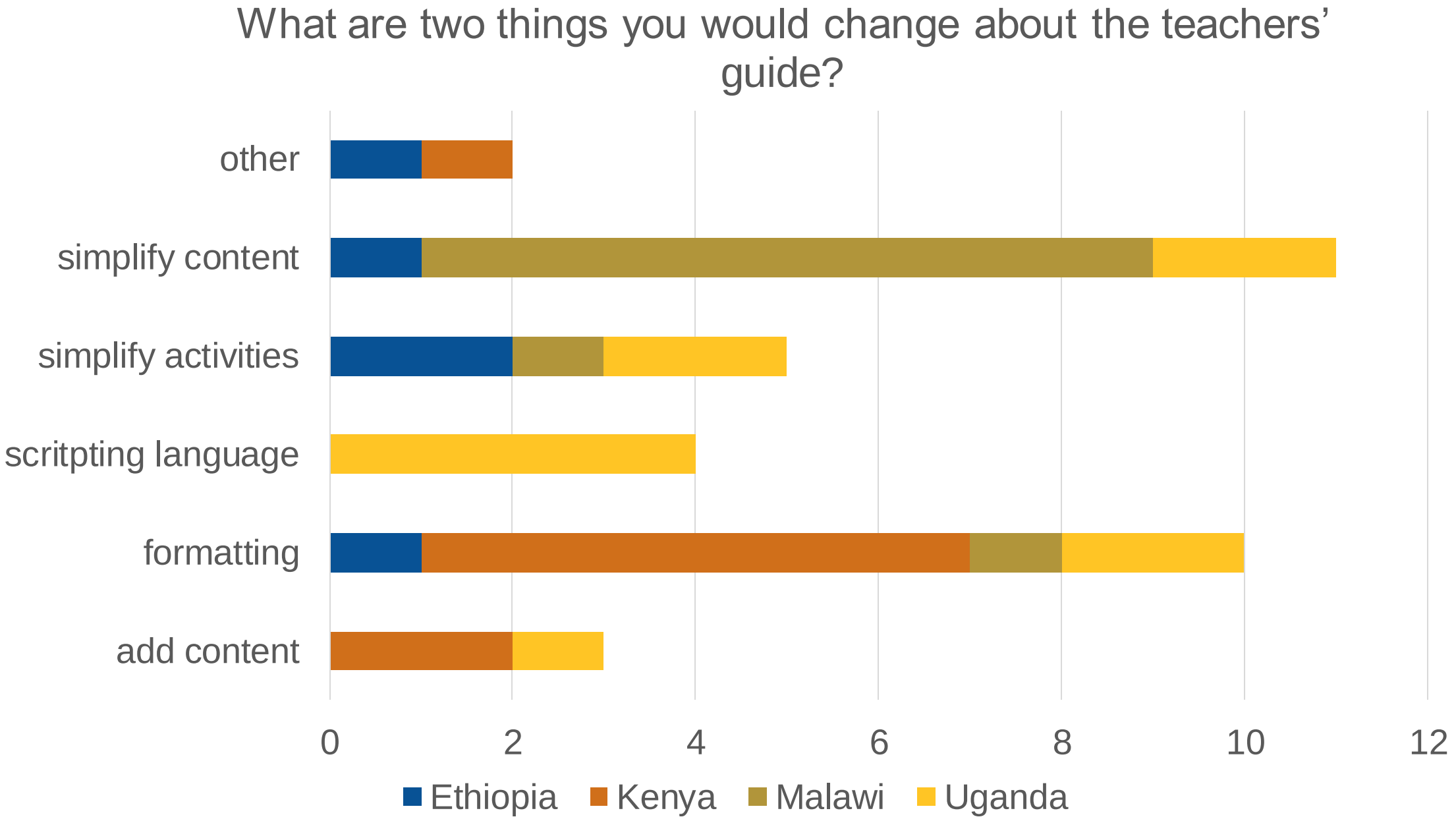

Higher Fidelity
Fidelity
Lower Fidelity
Uganda Average
U8
U7
U6
U5
U4
U3
U2
U1
Kenya Average
K6
K5
K4
K3
K2
K1
Malawi Average
M7
M6
M5
M4
M3
M2
M1
Ethiopia average
E6
E5
E4
E3
E2
E1
0
5
10
15
20
25
30
35
40
Number of weighted modifications per 30 minutes


Quality by Country
Higher Quality
Lower Quality
Uganda Average
U8
U7
U6
U4
U3
U2
U1
Kenya Average
K6
K5
K4
K3
K2
K1
Malawi Average
M7
M6
M5
M4
M3
M2
M1
Ethiopia Average
E6
E5
E4
E3
E2
E1
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Negative Modifications

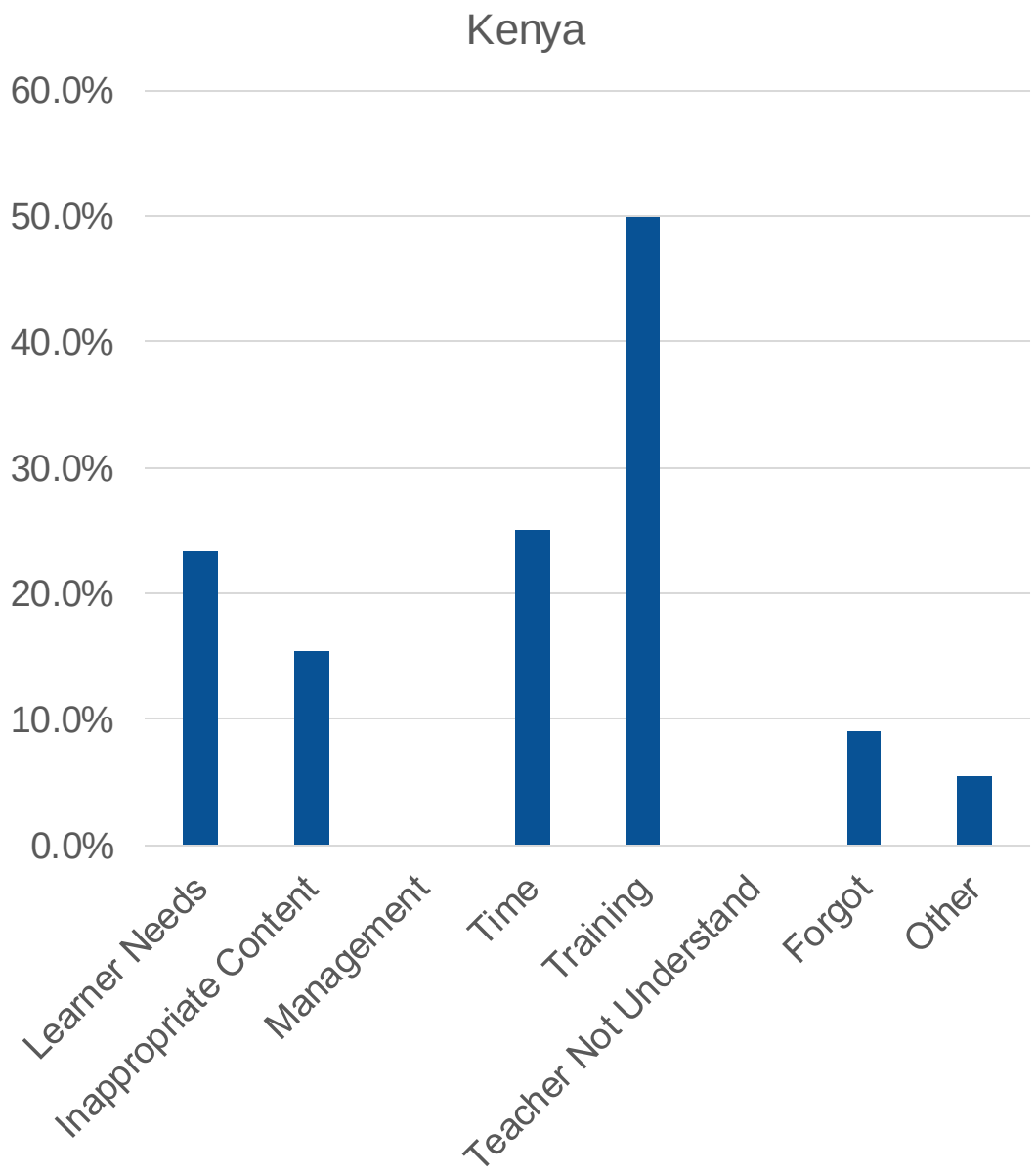
Program Fidelity and Lesson Quality

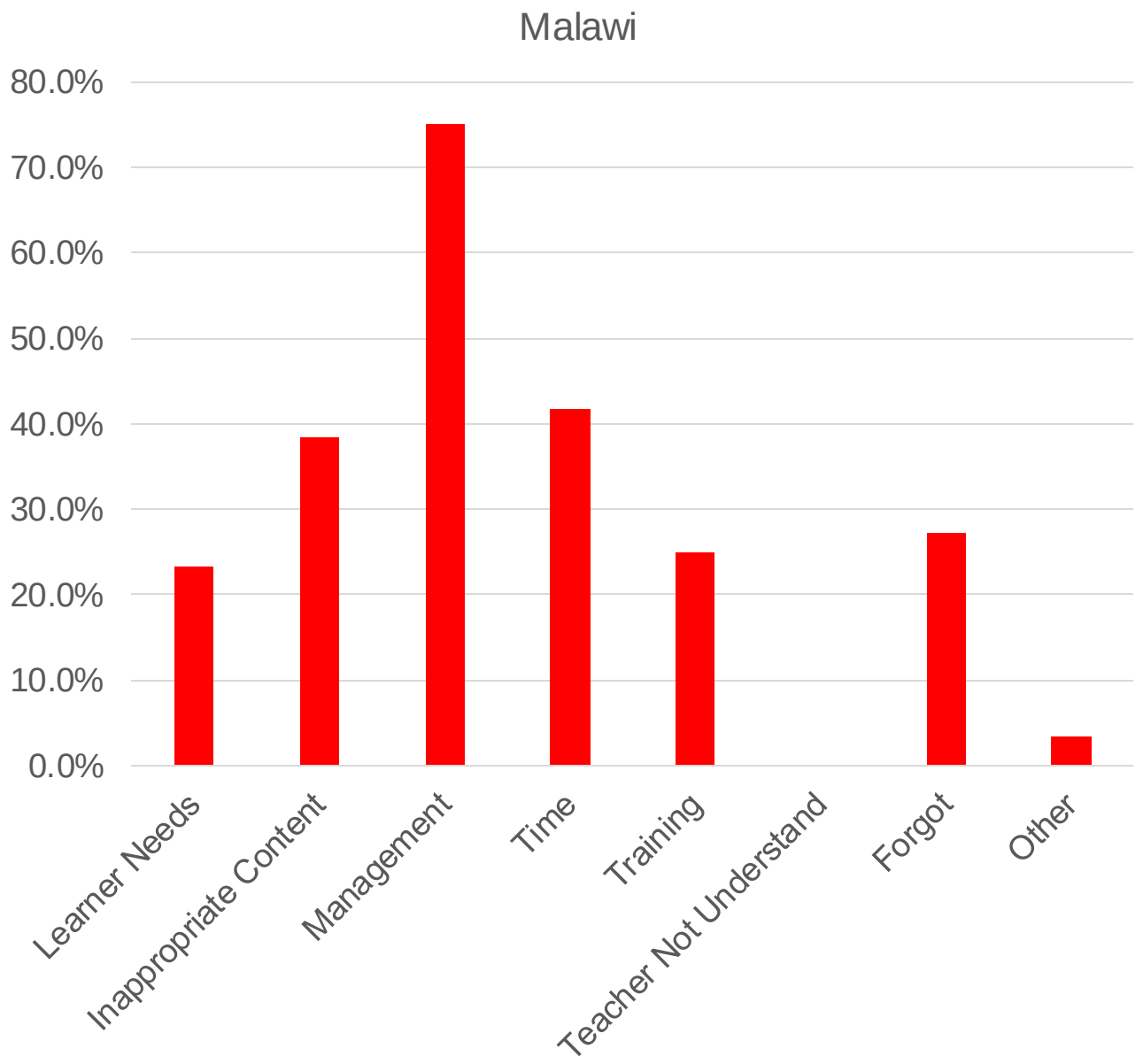



Types of Changes by Country
100
90
80
70
60
50
40
30
20
10
0
14.5
6
53
2.4
24.1
1
9.5
38.1
4.8
46.7
1.4
4.2
63.9
9.7
20.8
2.7
37.8
35.6
4.3
19.7
Ethiopia
Malawi
Kenya
Uganda
Content Addition
Content Omission
Structural
Partial Activity Skipped
Full Activity Skipped

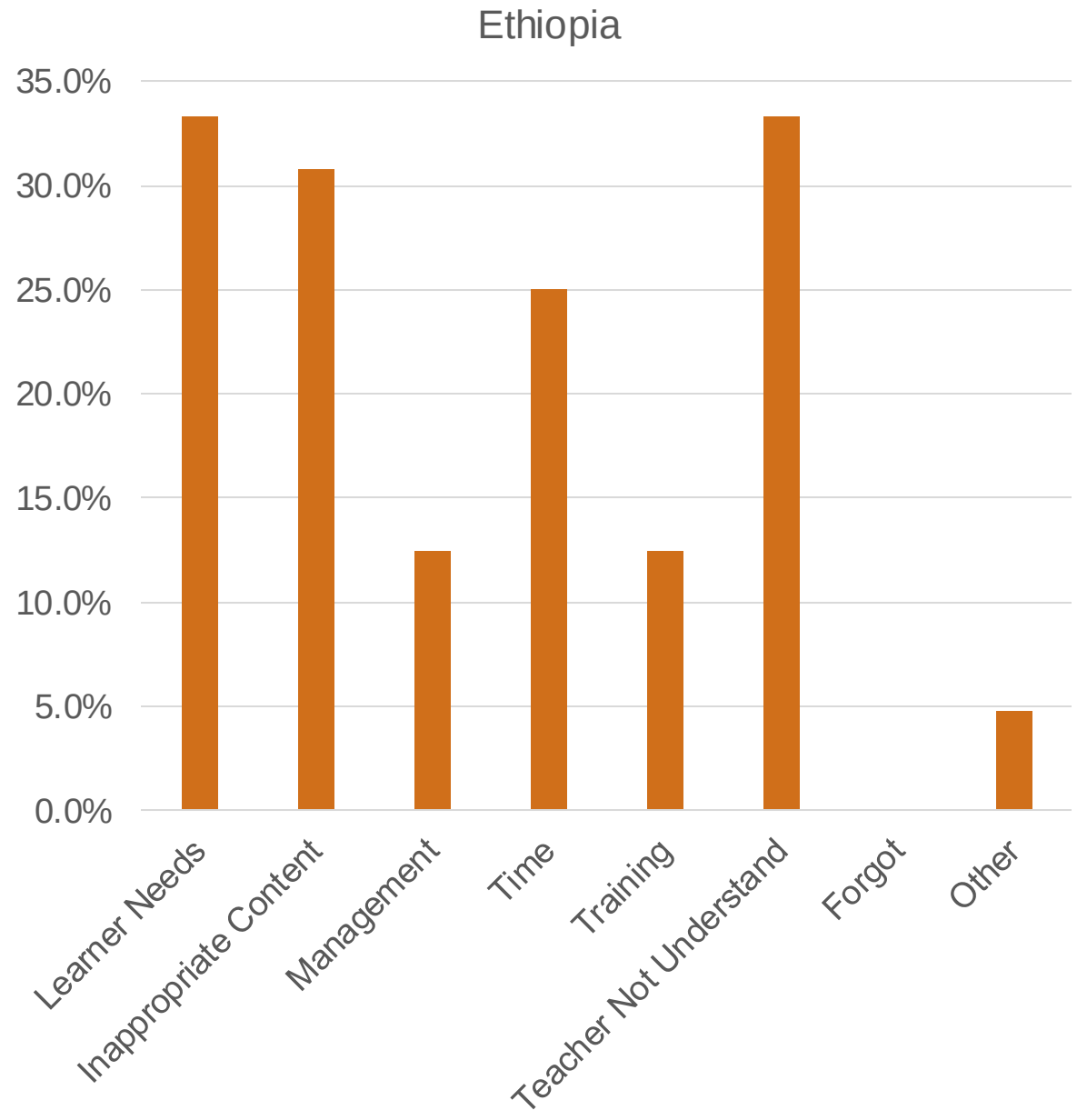

What are two things you would change about the teachers' guide?
other
simplify content
simplify activities
scritpting language
formatting
add content
0
2
4
6
8
10
12
Ethiopia
Kenya
Malawi
Uganda

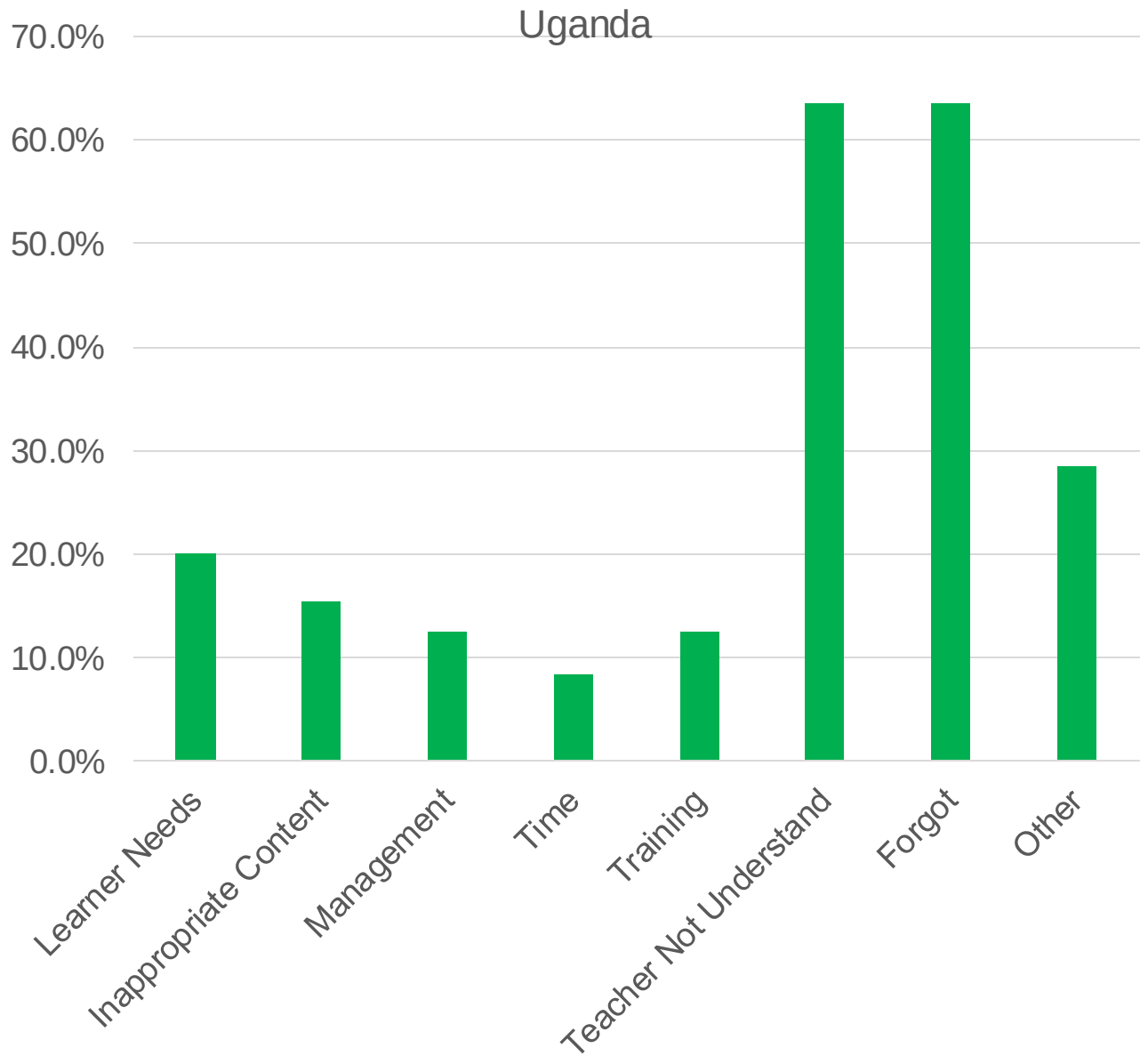
Teacher Modification Explanations





Teacher Modification Explanations





Reflections on Teachers' Guide Usage

- Wide variation in the design of RTI teachers' guides
- The trend is towards shorter guides with fewer words
- Front and back matter is little used – dramatically reduce
- Some of our teachers' guide formats are much more popular with teachers than other formats – consider changing
- Our newer TGs are improved – make time for revisions
- Moderate negative relationship between "scripting level" and program outcomes – surprised to find this
- Structured teachers' guides do work – let's improve them
- Consider how TGs you work on can be improved

Thank you!

jmejia@rti.org
ysitabkhan@rti.org
bpiper@rti.org