

**More on the DIBELS. This research is from a respected authority.**

## **Dynamic Indicators of Basic Early Literacy Skills (DIBELS): A Tool for Evaluating Student Learning?**

### **Research**

by Constance Kamii and Maryann Manning  
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### **Abstract:**

To evaluate the usefulness of two DIBELS subtests (Phonemic Segmentation Fluency and Nonsense Word Fluency), 107 kindergartners and 101 first graders who had taken the DIBELS were given a writing-of-words task and the Slosson Oral Reading Test of sight words. In addition, the first graders' DIBELS included an Oral Reading Fluency subtest that assessed students' ability to get meaning from a five-paragraph composition. After analyzing the relationships between scores on each DIBELS subtest and other variables, it was concluded that no evidence was found to justify the use of the DIBELS for the evaluation of a literacy program.

This message is from Joanne Yatvin who served on the NRP. She later recanted the groups work when she realized the harm it was going to do

The teachers in my old school district here in Oregon are going on strike next week. This is a rural district that stretches from about 25 miles east of Portland to Mt. Hood. Lots of poor and working class kids, few well educated parents, teachers not well paid. The issue is not money, however, but NCLB. The teachers want protection in their contract from the punishments for lack of AYP. They say--and I certainly agree--that they are being held accountable for many things they have little or no control over. The general attitude of the communities involved is that education is not all that important, my kid can do no wrong, and nobody is going to tell me what I can and cannot do with my children. The idea of transferring kids from a failing school to a successful school is a joke because the schools are so far apart. The school board is saying, "Sorry about all that, but we have to comply with the law." Interesting situation. I'm glad I'm not there any longer. I'll keep you posted on what happens. Joanne

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Oregon hit by first strike of teachers since 1999

Walkout caps bitter dispute in sprawling district

*Wednesday, October 26, 2005*

By JULIA SILVERMAN  
THE ASSOCIATED PRESS

SANDY, Ore. -- After 18 months of a bitter contract dispute, teachers in the sprawling Oregon Trail School District went on strike Tuesday, the first in the state to do so since 1999.

The strike began at 6 a.m., an hour and a half after a marathon overnight negotiating session ended with no substantive agreement on the table.

Teachers and the school board in the Oregon Trail School District remain at odds over several key issues, including salary, guidelines for teacher evaluations, implementation of federal education laws and health care costs, representatives from both sides said.

Schools in the 4,200-student district closed Tuesday and will remain shuttered until at least Friday. State mediators are expected to schedule another bargaining session later this week.

There have been 18 teacher strikes in Oregon, since the collective bargaining law went into effect in 1973. The most recent strike took place in 1999 in the Fern Ridge School District, west of Eugene.

The Oregon Trail district spans 425 square miles, including the communities of Sandy, Boring, Government Camp and Welches.

Oregon Trail School District officials have declined to staff the schools with substitute teachers, the course they took the last time teachers there went on strike in 1997. Parents have seconded that choice, citing concerns about whether substitutes would be fully prepared.

"Our biggest thing is the lack of respect the district has shown us," said Bruce Scarth, choir director at Sandy High School, who was leading a picket line of about 25 teachers. "There are many things we fought to achieve, and now they want to take them away from us. They haven't wanted to do a lot of negotiating. It's all take it or leave it."

But Wayne Kuechler, a School Board member, said he thought the board had made "dramatic concessions" to teachers over the past 18 months. Over the past five years, average employee costs at the district have gone up 5 percent a year, he said, while state funding has only risen about 3 percent.

"We can't continue that trend," he said. "We have to fit within the anticipated increases of the dollars we have available."

A relatively new issue that's proven to be a sticking point in the bargaining is the implementation of No Child Left Behind, the federal education law aimed at increasing students' testing performance. If students fail to make progress over several years, schools -- and individual teachers -- may face consequences, leading to questions about how teachers' fates will be decided.

"Teachers want to mitigate the law's impact on them, but our position is that the contract can't include things which would constrain our ability to respond to No Child Left Behind," Kuechler said.

**But Scarth said the federal law has "really put a burden on the teachers."**

**"We're asked to do more and they're not giving us adequate funding," he said.**

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