



**theExact *Word's* Innovation: The Second Report
Evidence-Based Outcomes 2008 - 2011**

theExact *Word*[®]
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theExact WORD TEACHES THINKING TRAINING. LEARNING HOW YOU THINK WILL CHANGE YOUR LIFE.

A transformative experience, learning how language really works by pattern affects everything you know about meaning. For multi-language speakers, both students and adults alike, experiencing the differing logic of multiple languages will enlighten them. English has patterns which do not operate word-by-word in the same way as other languages. English speakers have ThoughtPrints. Every English sentence has underlying meaning whether you intend it or not. You will learn how. You will think in ways you don't think. You will hear, and read, and write differently and by choice. The moment when thought turns to sentence becomes a decision, designed. You procrastinate less, misunderstand less. If you write and think well, you master context.

Learning changes. Across the curriculum. For students and teachers. Because English does not operate word by word, but by groups of words, learning thought strings has changed lives for students and their teachers since 2007. Once you see it, you can't not see it. Teachers and students say that very student, every teacher needs this tool. No student, no teacher should proceed without it. Adult professionals express the same reactions about the workplace.

With theExact *Word*, students newly engage with language. Teachers grow. For both students and teachers meaning and intuitive thought become newly accessible, logical, and creative.

Everyone remembers an Ah ha! moment when "I knew what I wanted to be." Some Ah ha! moments are in music, art, business, sports; everyone has different career talent. But everyone uses language; every language has pattern. Everyone thinks. The link between thought and language is education. Learning to think well and communicate well creates the tools to, as President Obama says, "think our way out" of troublesome moments. In America, we want education to create the Ah ha! moment for every student where Ah ha! means possibility, and not limits or barriers to life and learning, not a moment of chagrin where self-doubt replaces self-confidence.

theExact *Word* kick-starts that Ah ha! of belief and confidence. Engagement begins with success and "seeing" how thought works, theExact *Word* experience.

The real voyage of discovery consists not
in seeking new landscapes, but in
having new eyes.

–Marcel Proust

Every participant completes a Pre/Post inventory. The "Pre" questions assume acquaintance with conventional Language Arts skills. "Post" questions address theExact *Word's* paradigm shift. Learning language as patterns of thought with

no exceptions closes conventional gaps in writing and reading comprehension ability. Startling outcomes in short periods of time refocus teachers and students. The outcomes promise a change in assessing teacher effectiveness.

OUTCOMES: WHO HAS BENEFITED TO DATE AND HOW

theExact *Word's* Pre/Post responses from both children and adults pose interesting questions for both raising ability and the standards for teaching as well as learning how to think with masterful language skills:

- Do children and adults alike, from kindergarten forward to adults through retirement, learn the patterns in English in the same ways but at a different rate and sometimes with less of a shift? Do children know less grammar to unlearn?
- Do the patterns seem more intuitive at any given age?
- Why do English speakers of any age or circumstance respond similarly? Why do multi-language speakers both outscore native “Anglo” speakers? Why do, repeatedly for twenty-five years, hundreds of respondents improve in areas which they themselves initially say do not need improvement? How do learners redefine language so consistently differently from their expectations and in so short a time – thirty – forty hours for adults and two – six months for students in school?

Through theExact *Word*, the learner gains self-assessment for how the writing process begins as thought. Objectivity and decision *precede* writing. Conventional assessment *after* writing often frustrates writers who would have made different decisions to prevent missteps *prior to writing* had they had the choice.

SCHOOLS: PRE-SCHOOL THROUGH PhD

Students and adults alike famously struggle with writing in English, expressing their frustration as: procrastination; dissatisfaction with matching thought to writing; flow; unity; selecting and developing thought. Therefore, these struggles make critical thinking seem out of reach.

Motivation uniquely affects writing. If the task of capturing thought seems impossible, the writer will stall. Hesitation diminishes the final product. The writer's thoughts do not fully engage.

The moment when thought turns to sentence becomes a new experience. theExact *Word's* prior data demonstrates big jumps in engagement, confidence, quality of writing, insight, and critical thinking from pre-school through PhD, faculties and career professionals.

PRIMARY AND ELEMENTARY GRADES

Research shows that children who lose enthusiasm about writing by the second grade never regain it. Yet, with theExact *Word*:

- 2008 – Second Grade: University of Utah Associate English Professor teaches a six-hour unit at McGillis Private School in Salt Lake: two students, one dyslexic, one functioning autistic, write paragraphs for the first time; all students continue writing at home for fun for the remainder of the year.
- Students can identify their ThoughtPrints[®], or thinking styles.
- Student excitement and engagement rise with the creative use of language and writing.

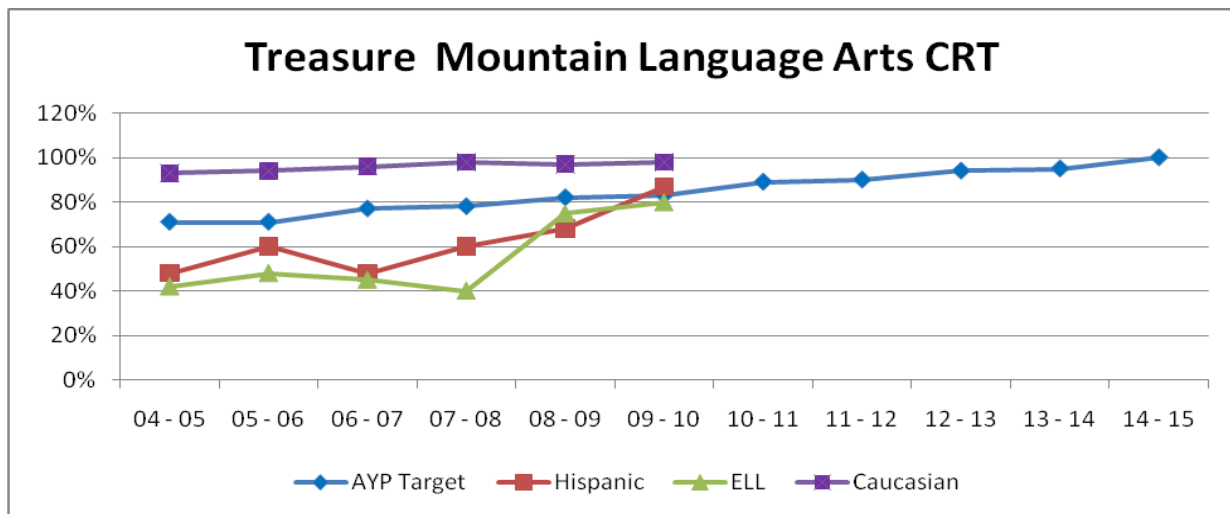
theExact Word's Outcomes – 2011

- 2010: Beacon Heights Elementary, Salt Lake District: kindergarten, first-, fifth-, and sixth-grade teams teaching this process. Students engage immediately.
- Students at the University of North Carolina, Pembroke, design games for learning theExact Word in primary and elementary grades.

ENGLISH AS A SECOND-LANGUAGE

- 2008: Curricular applications in history, foreign language, ESL (or ELL): state tests improve 20% for ESL students in one year at Treasure Mountain International School; Ms. Iris Durfee taught these students theExact Word's methodology for only seven months.
- Treasure Mountain International School therefore meets AYP for No Child Left Behind; ELL students affect all school averages nationally because schools struggle to help international students to quickly and effectively learn standard English.
- An ELL student incapable of writing in English in September writes beautifully in English by March.

The following graph was provided by Utah's Park City Treasure Mountain International School principal, Bob O'Connor. This graph illustrates remarkable improvement attributable to one of theExact Word's trained teachers, Iris Durfee, who teaches all or most of the Hispanic students and ELL students there.



During 2009-2010, Ms. Durfee's eighth graders' CRT state test scores:

- Moved the entire school average to AYP for the first time
- Surpassed the 13% improvement goal to an achieved 18%
- Moved the Hispanic students from 68% proficiency to 87% proficiency
- Moved the ELL students to 80% or higher proficiency
- Moved the Hispanic scores to 3% higher than the Anglo-native speakers' scores.

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Ms. Durfee was the only teacher in the school teaching theExact *Word's* method, which she taught in regular English classes, not as an ELL-certified teacher. Other teachers and students, essentially an inadvertent control group, did not garner these results. Nor did she, in prior years. Ms. Durfee attributes these outcomes to teaching theExact *Word's* method.

STUDENT AND TEACHER AWARDS

- 2009-2010: Eighth-grade teacher, Iris Durfee, elected Teacher of the Year at Treasure Mountain International School.
- 2009-2010: Two TMIS students win *Utah Writes* State Writing Contest; one of these students won the national level and a trip to Washington, D.C. for the award ceremony for him, his mother, and his teacher, Iris Durfee.
- 2009-2010: Eighth-grade student of theExact *Word* teacher Jim Bentz at St. John's the Baptist Middle School wins both regional and state Knights of Columbus Writing Contest.
- 2009-2010: theExact *Word*-trained high-school teacher, Roger Arsht, elected Teacher of the Year at Park City High School.
- 2008-2009: Middle-school teacher and Language Arts Co-Chair at Crescent View Middle School (CVMS) in The Canyons District, Randy Olsen (theExact *Word* master trainer), awarded third place in Utah Teacher of the Year.

“It is not too much to say that our possibilities for progress are determined, and limited, by those who instruct us in the use of our language.”

“You Can't Write Writing,” Wendell Johnson,
from *Language, Meaning, and Maturity*,
S.I. Hayakawa

HISTORY AND FOREIGN LANGUAGE

- 2007-2008: Teachers, initially Mark Dempsey at West Jordan Middle School, create “morning starters,” daily writing which frames the context for thinking in history or Language Arts.
- 2008-2009: Spanish teacher, Demetrio Caballero, creating? curriculum at Copper Hills High School for paralleling Spanish and English.
- 2010-2011: Emily Nance, history teacher at CVMS, creating curriculum for relevant patterns for understanding history.

ANCILLARY BENEFITS

- A special-education teacher cites that two students who had spent lifetimes in special education moved to mainstream classes with permanently improved language ability because among several variables theExact *Word* makes a significant impact in their growth.

theExact Word's Outcomes – 2011

- Two special education teachers report bringing their students to metacognitive and abstract thinking with theExact *Word*.
- A reading teacher reports that eight students in reading resource classes who had learned theExact *Word* in their regular English classes improve their standardized-test reading scores by 1-3 years without concentration upon reading skills.
- Teachers' and students' successes engender 250 hours of unscripted filming for a documentary to showcase new possibility in creating permanent new knowledge, confidence, and outcomes in teachers, students, schools, skills, test scores.
- SAT scores consistently move past 600 with myriad and consistent 700-800 Reading Comprehension and Writing scores which in turn produce significant scholarship awards, including repeated "full-rides" for four-year undergraduate tuition, boarding, books.

SIGNIFICANT STANDARDIZED-TEST IMPROVEMENT

DATA SUMMARY	FIRST SUBMISSION HOLISTIC	LAST SUBMISSION HOLISTIC	Increase of:
WALLACE	2.90	3.00	0.10
BELLISTON	3.30	3.40	0.10
CARTER	4.00	4.40	0.40
LUKE	4.00	4.60	0.60
OLSEN	3.30	4.50	1.20
WHOLE GRADE	3.5	4.1	0.60

- Student writing assessed by the software program *My Access* **improves in two weeks** by up to 1.5 points with theExact *Word* as a revision tool at Crescent View Middle School. The *My Access* software assesses word use, sentence length as a measure of complexity, and grammar.
- Two of the five CVMS teachers listed in the chart above had their students use theExact *Word's* method for revision of their own first drafts. To improve the *My Access* first-submission scores, students of teachers Luke and Olsen used theExact *Word's* system to rewrite their essays. The revisions increased scores by .60 and 1.20 points *in two weeks time*.
- None of the other teachers' students used theExact *Word* in either pre-writing or revision.
- The Luke-Olsen classes' achievements *increase the whole-grade score by 2.40 points*. theExact *Word* impacts scores to significantly affect whole-grade totals. First-draft quality increases by nearly .5 points *for whole-grade totals, in only two versions of the same paper* submitted for assessment.
- theExact *Word* gives students choices for designing improved writing; students know *what to do*.

INTERVENTION

Every student, as do teachers in professional development seminars, takes an automated Pre-/Post-Survey. The results objectively graph student need and progress for teachers to make a positive intervention with core numbers of students who struggle with writing. From the results charted above, Mssrs. Olsen and Wallace discovered that a majority of their students improved proficiency. Out of 142 and 130, respectively, only 8 of Mr. Olsen's and 7 of Mr. Wallace's students needed intervention strategies. Thus, the notion of bringing all students to proficiency becomes notably less daunting.

TEACHER IMPROVEMENT

“Eric Hanushek, an economist at Stanford, estimates that the students of a very bad teacher will learn, on average, half a year's worth of material in one school year. The students in the class of a very good teacher will learn a year and a half's worth of material. That difference amounts to a year's worth of learning in a single year. [*per student*]... Teacher effects dwarf school effects:...Teacher effects are also much stronger than class-size effects.”

From *What the Dog Saw*, Malcolm Gladwell, page 318
Bay Back Books, Little, Brown and Company, New York, © 2009

Yet the Luke-Olsen effects are immensely impactful upon *all students across the entire grade level*.

Note the possibilities lying within two teachers using theExact Word to help students revise: nearly .5 point improvement for the entire grade-level in assessed writing quality within two weeks. (6 points is the highest possible My Access score.)

Gladwell continues:

“You'd have to cut the average class almost in half to get the same boost that you'd get if you switched from an average teacher to a teacher in the eighty-fifth percentile. And remember that a good teacher costs as much as an average one, whereas halving class size would require that you build twice as many classrooms and hire twice as many teachers.”

No teacher wants any label of “average” or “bad.” When a method works, everyone grows. For example, if even two more teachers garner the same results, especially repeatedly, students' scores have the potential to greatly and consistently improve for each student and for the entire grade level. Further then, Hanushek's observations also apply to the teachers' reinforcing what works. As teachers see their students improve, the teachers themselves see their efforts reflected as positive outcomes.

Teacher assessment thus changes. Evaluation becomes focused on teachers stimulating student engagement. Because all English speakers have an identifiable ThoughtPrint, teachers can easily and forthrightly address how each student thinks without increasing workloads. Thus, teacher evaluation rewards a teacher's using successful methods. Most teachers already make significant effort. The method makes a difference.

TEACHERS PROFESSIONAL DEVELOPMENT

- From 2007-2008 through 2009-2011, teachers identify 100% improvement in their own communications abilities and time spent communicating.
- Teachers express significant growth in gaining new tools for teaching language arts.
- Original, creative approaches proliferate: original development in curriculum for modeling context for student writing; students demonstrate poetry “slams” by identifying the context for poetry from Chaucer and Shakespeare which they emulate in their own words.
- One teacher travels one hour each way daily to Ogden from Salt Lake in order to teach theExact *Word* in every Language Arts and Literature class.
- Permanent changes occur in how teachers approach language and tie meaning to sentencing occurs in 30-40 hours.
- theExact *Word* has partnered with Second Life as a virtual home for theExact *Word's* trained teachers to continue professional, on-going feed-back and support. On the *Wings* campus in Second-Life, theExact *Word's* virtual campus building provides access to other teachers and theExact *Word's* experts for answering questions and sharing ideas. An invitation to participate on Second Life for trained teachers constitutes an important option in theExact *Word's* training packages.

UNIVERSITY FACULTIES

- At Virginia Commonwealth University, theExact *Word* trained faculty writing grant applications to NIH and other granting organizations win over \$2M in physiology grants.
- At Mt. Sinai Teaching Hospital, Manhattan, New York, a medical-biology professor wins a Michael J. Fox grant award, and so improves in confidence and writing that he increases his grant application efficiency by seven-fold. A further significance: new insights gained from theExact *Word* add significant new insights and a paradigm shift regarding his inquiry to his own view of his fourteen years of research.
- At the Oxford Round Table, Oxford University, England, on March 15, 2011, Dr. Maryanne Maisano will present the paper entitled: “Second-Life Technology Facilitating (theExact *Word's*) Paradigm Shift for Thinking and Writing” to an international group of 37 scholars. She will present theExact *Word* as a model for thinking and teaching which she uses directly with her university pre-service teachers in Children’s Literature and Methods classes. She will emphasize the broad impact that theExact *Word's* model provides for communication skills and mastery across all curricular disciplines as a means for designed, ordered thought in every aspect of education and a tool with which no student should proceed without.

PROFESSIONAL WORKPLACES

- Twenty years of Pre/Post research: 97-100% improvement in communication and time spent communicating.
- Sufficient evidence to justify longitudinal follow-up study: writing growth; institutional, and on-the-spot individual awards; books authored; career development and promotions.

theExact Word's Outcomes – 2011

- Twenty years of professional development in the private and public sectors include workplaces in fields including telephony, public policy, forest-management, defense intelligence, sociology, education, stock market assessment, insurance, biology and physiology.
- Myriad focus-group and award-winning assessments at the World Bank for diversity studies, investigations of internal fraud, and writing coaching; Naval Air Systems Command and U.S. Department of Education special initiatives: including directing the special program by President Clinton for the One America Diversity Program and award-winning grant-leadership manual written and produced organization-wide; executive writing coaching with MCI company officers which reversed internal conflict and potential dismissal; myriad off-site leadership retreats with organizational divisions in multiple organizations.
- Myriad second-language professionals mastering the logic of English in comparison to their native languages resulting in significantly improved confidence, fluency, and career effectiveness as managers and leaders.
- Training entire divisions at the U.S. Naval Air Command produced significant communications improvement. A particular improvement shifted the entire approach to writing training manuals for pilots.
- U.S. Government executives in executive-training centers: seven years 97-100% expectation of improved communications.

FROM COLLABORATION TO INDEPENDENCE

For undergraduate and graduate students, faculty members, and workplace adults, collaborative interviews begin a habit of self-assessment. Can you see what you said? Can you match outcome to intent? Adults need strategy and feedback. From collaboration comes objectivity. With objectivity, the adult writer gains a facility for organic editing for life. Flipping ideas in the thinking which precedes writing automatically reorganizes perspective and point-of-view. Thus, writing means choice. As you write, you choose the best design for expressing your thoughts. Voice develops. Individual style evolves. Default language habits remain as strengths to use by design. New habits for thinking in more than one way create a mental conversation within each writer. Renewed with more than one way to assess his or her effectiveness, the writer gains authority.

For society, widely accessible new knowledge for every learner means beginning education with a literate new confidence.

Thinking training has new meaning.

Critical thinking means harnessing intuitive thought.

theExact Word

*Statistics for each measurable improvement, and/or references, available upon request and at
www.exactword.com*