Pearson’s commitment to research pays back in your classrooms every day.

Pearson combines the latest education theories with decades of real-world experience to bring the most innovative digital learning solutions to your classrooms. We support your own commitment to quality education by creating standards- and research-based software solutions that stand up to government standards of efficacy, industry review, and customer expectations.

Development

Waterford prides itself on an extensive research base that is unmatched in the industry. During the development of the Waterford Early Learning curriculum, Waterford Institute’s research team consulted a variety of resources, including:

- An extensive bibliography of current research findings with over 130 unique entries
- Leading experts in the field, including Marilyn Adams, Joe Torgeson, David Geary, Robert Siegler, Douglas Clements, James Barufaldi, and Dusty Heuston
- National and state standards, including the National Reading Panel, the National Council of Teachers of Mathematics (NCTM), Project 2061’s Benchmarks for Science Literacy, and the National Science Education Standards (NSES)

The result of this exhaustive research is a comprehensive, effective, and uniquely age-appropriate solution for early learning that emphasizes the key elements of a balanced reading curriculum grounded in research, a balanced approach to math and a science curriculum rich in active discovery, regular review and assessment, integration of technology into curriculum, individualized instruction, an engaging learning approach, and parental involvement.

Efficacy

In addition to product development research, ongoing efficacy testing is constantly being carried out at Waterford sites coast to coast as part of our ongoing commitment to providing the most effective products possible. Samples of Waterford efficacy research have been provided in the following sections.
Waterford improves reading skills regardless of native language.


Summary
The Waterford Early Reading Program was provided to kindergarten students in ten Title I schools in an urban Arizona school district during the 2005-06 school year with the expected usage of 15 minutes a day, four times per week.

Results

After six months of usage, pre- and posttest scores for the treatment group were compared to those of a comparison group. Students who used the Waterford Early Reading Program consistently outperformed the comparison group on all outcome measures on the posttest (fig. 1).

Gains of kindergartners with a primary home language of English, Spanish, and other languages in the treatment group were greater than their counterparts in the comparison group. In addition, it is important to note that the gains of kindergartners with a primary home language of Spanish in the treatment group were greater than the gains of English primary home language kindergartners in the comparison group (fig. 2).
Conclusions
The consistency of the findings was notable as the kindergarten treatment group consistently outperformed the comparison kindergartners in reading achievement. Each treatment subgroup, whether by ethnicity, gender, primary home language, or language learner status (ELL or English-speaking), outperformed their counterpart in the comparison group. In fact, African Americans, Asians and Hispanics in the treatment group made greater gains than the comparison white students. Spanish primary home language students in the treatment group made greater gains than the comparison English primary home language students. ELL students in the treatment group made greater gains than the comparison non-ELL (English-speaking) students. Finally, the more the students used the Waterford software and content, the greater the reading gains they made.
Waterford effectively builds literacy skills for Pre K learners.


Summary
Students in six state-funded preschool classrooms in Merced, California utilized Waterford Early Reading Program Level 1 daily for 12 minutes as a treatment for a period of one year. In addition, the teachers in both the treatment and control groups utilized the Houghton Mifflin Pre K “Where Bright Futures Begin.”

Results
For more efficacy research data, contact your Pearson digital products representative.

Students that logged at least 1000 minutes of Waterford instruction recognized upper and lower case letters significantly more quickly at mid-year than the students in the comparison group (fig. 3 and 4). Students in the treatment group also scored significantly higher than comparison students in recognizing letter sounds on posttests.

Conclusions
The time students spent using the Waterford software gave them an advantage early on in learning phonological awareness, which is a key component for reading and writing. The use of Waterford Early Reading Program for the prescribed time period of 12-minute sessions five days a week appeared to significantly increase these pre-kindergarten students’ abilities to identify the sounds associated with letters. This study indicates that the program provides an excellent medium in which to promote phonological awareness as efficiently and effectively as possible.
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