Look what I found!

Meaningful Professional Development that should be used TOMORROW!

Sharon Duncan
Austin Community College
Teacher Certification Program
Audience

- Administrators
- Struggling teachers
- Teachers of all ages and experience
- Those wanting additional professional development (eg: teacher aides, specialists, parents, tutors, and mentors.)
Finding the best resources

- Too many books!
- Too many hours spent reviewing what is already learned.
- Not enough time in the day!
- Expensive to send teachers out or bring in expert.
- Lists of websites take hours to determine what is needed and worthy.
- Let me do the work for you!!
Top 9 Student Needs

1. Reading fluently and easily.
2. Understanding and applying text to content.
3. Making connections to life.
4. Knowing that assistance is there.
5. Experiencing success.
7. Having time to see issues in depth.
8. Manipulating and engaging with material.
The Importance of Teaching Reading Skills to all Students

• All students need to read at the highest levels possible.

• English Language Learners need specific skills to become higher level readers.
Reading help is here!
http://www.texasreading.org/utcrla/
Searchlight will become www.ReadSource.com in late fall 2009.
K-4 Reading Academies

Texas Teacher Reading Academies — Now Online with Searchlight!

About the Academies
Developed at the Vaughn Gross Center with funds provided by the Texas Education Agency, the Texas Teacher Reading Academies are scientifically based professional development courses designed to enhance teachers' knowledge and skills so they can effectively teach young students to read.

Thousands of elementary teachers across Texas—as well as in other states, U.S. territories, and countries—have completed the Academies.

All five grade-level Teacher Reading Academies (TRAs) — Kindergarten, First Grade, Second Grade, Third Grade, and Fourth Grade — include explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, the Academies highlight effective instructional practices such as grouping, monitoring student progress to inform instruction, and providing interventions for struggling readers. Each Academy offers engaging activities and video of real teachers in their classrooms, as well as research articles, reference materials, lesson plans, and classroom masters.

Now Online
In order to provide continued access to these high-quality resources, each of the original Academies has been converted to an online version, or Online Teacher Reading Academy (OTRA). The OTAs as well as many other valuable scientifically based reading Instructional (GTT) materials can now be accessed (without a CD-ROM) via an innovative Web site, Searchlight. Searchlight allows educators to take online courses for professional education (CPE) credits through its Go Learn feature. In addition, Searchlight offers users the option to search smaller classes of information by subject, grade level, or type of material. For example, users can choose to use Searchlight to browse organized collections of resources via the Go Explore function.

*Note: Ask your state education board whether CPE credits transfer to your state.

More About the Academies
The Academies address a wide range of subjects so teachers can tailor their reading instruction to address the needs of all children who are learning to read, including English language learners, students with learning disabilities, and those at risk for reading difficulties and dyslexia.

<table>
<thead>
<tr>
<th>Topics Covered</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetic Understanding, Phonics, and Word Study</td>
<td>K 1 2 3 4</td>
</tr>
<tr>
<td>Bilingualism and Language Diversity</td>
<td>K 1 2 3 4</td>
</tr>
</tbody>
</table>
Reading TEKS, ELPS, CCRS

http://www.texasreading.org/utcrla/pd/elarteys.asp

Standards for Ensuring Student Success
From Kindergarten to College and Career:
Professional Development on the English and Spanish Language Arts and Reading TEKS, ELPS, and CCRS

Trainers:
Download posters for TOTs here.

Principal Investigator
Greg Roberts
Adolescent Literacy

http://texasreading.org/utcrla/pd/tala.asp

Texas Adolescent Literacy Academies (TALA)

Principal Investigator
Deborah Reed

Other Investigators
Sharon Vaughn

Funding Agency
Texas Education Agency

Description of the Project

With HB 2217, the 80th Texas Legislature acknowledged that more must be done to support middle school teachers as they attempt to address the literacy needs of students in grades 6 through 8. During the summers of 2008 and 2009, Texas teachers for grades 6, 7, and 8 will have the opportunity to receive professional development in scientifically based reading instruction (SRR) for adolescents through the Texas Adolescent Literacy Academies (TALA).

The Academies aim to prepare middle school teachers to design appropriate instruction for all students, including those who are struggling with reading due to limited English proficiency, learning disabilities, dyslexia, and other risk factors for reading difficulties. Included in the Academies are a set of training modules on cross-curricular vocabulary and comprehension strategies, a diagnostic and progress monitoring instrument, and guidance for intensive interventions targeting the needs of struggling adolescent readers.

The TALA consist of two separate Academies—the English Language Arts (ELA) Academy for English Language Arts (Reading Teachers) and the Content Area Academy for Mathematics, Science, and Social Studies Teachers. Eligible teachers who complete the Academy of their primary teaching assignment will receive a stipend and Continuing Professional Education credits (CPE).

TALA will follow a similar training model with middle school teachers that has been successful for elementary teachers with the Texas Teacher Reading Academies, which, having received wide acclaim, were adapted to be easily customized to address the diverse needs of different states and disseminated in all 50 U.S. states and territories.

Dissemination Model

Contact Information
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Grouping Students Effectively

Test for student data and use progress monitoring.

When to use:
- Large groups
- Small groups
- Partners
- One-on-one
- Classroom Management starts on the first day of school.
Ask the Expert!

Check with Peggy Semingson, Assistant Professor, Literacy Studies at UT Arlington

- [http://www3.uta.edu/faculty/peggys/index.html](http://www3.uta.edu/faculty/peggys/index.html)
- Book talk on [You-tube](http://www3.uta.edu/faculty/peggys/index.html)
Response to Intervention

Progress Monitoring for Math

Note the handouts, manual, and presentation assistance.

Math

• Using Curriculum-Based Measurement for progress monitoring in math (Fuchs and Fuchs).
• Using the modified 3-page handout, read the teacher score sheet and complete any 5 problems, checking the answer.
• Answer: how does this practice differ from TAKS practice or textbooks?
• Would you use this process in math or in language arts or science/social studies? Why or why not?
Positive Behavior Systems

Positive behavior enhances student behavior and teachers’ ability to engage and teach students. Courtesy of TEA, take the online training available free at the Texas Success Behavior Initiative at http://www.txbsi.org/training/html/index.html
Science Instruction
http://www.cal.org/create

Study the CREATE SIOP (Sheltered Instruction Observation Protocol) Brief (hard copy provided) and determine creating language objectives (paper provided):

- Emphasis on Key Vocabulary:
- Cooperative Learning:
- Frequent Opportunities for Interaction:
- Review and Assessment:
- How will I use these strategies in class this week?
Analyzing Student Data

- Education is now run on data. Merely being handed the numbers is not enough.
- Study the CBM Case Study I – Darby Valley Elem. and answer questions as a team.
- Was this a valuable lesson?
- Would this help administrators, teachers, students, and parents to see progress?
- Do you already use this system. If not, will you?

Professional Development

- Use for struggling teachers with struggling students.
- Use for parents, teacher aides, staff.
- Use to strengthen skills and enhance past methods.
- Use for those working with students with special needs.
- Use at your own pace, in your pajamas!

Please evaluate the session and contact Sharon Duncan with any questions:

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