

Course Title: *READ 180: Making It Work in Your Classroom*

Instructor: *Instructors of Record – Dr. Vicente M. Ontiveros, Dr. Tim Ham*

Course Description:

READ 180: Making It Work in Your Classroom is an interactive, online and in-person professional development course designed for use by both new and experienced *READ 180* teachers of grades 4 through high school. The six sessions in this course focus on the latest research findings about the struggling reader, research-based teaching techniques, guidelines for effective use of the Software, and instruction on how to use *READ 180* assessment tools to guide instruction. Teachers will also learn how to use *READ 180* materials to provide systematic, explicit instruction in decoding, fluency, vocabulary, comprehension, and writing to meet state standards and to raise student achievement in reading.

- Session 1, the Course Introduction, presents a keynote speech by the lead author, Ted Hasselbring, in which he explains what *READ 180* is and how this course is designed to help teachers make the most of *READ 180* in their classrooms.
- Session Two explains what leading researchers have identified as the most effective ways to help struggling readers and how teachers can use *READ 180* to implement these findings.
- Session 3 presents reading strategies to build comprehension, effective techniques for small-group instruction, management guidelines for modeled and independent reading, and details on how to schedule instruction.
- Session 4 focuses on how to use the full capacity of the *READ 180* Software to guide students' growth.
- Session Five explains how to use assessment data generated by tools such as the Scholastic Reading Inventory and *READ 180* Reports to inform instruction.
- Session 6 concludes the course by presenting best practices for instruction in five critical areas identified by The National Reading Panel.

Online sessions are supported by lesson plans and classroom resources to ensure that the course content can be seamlessly integrated into your *READ 180* classroom.

Course Objective/Goals:

On completing the course, you will be able to:

- identify what leading researchers have determined are the most effective ways to help struggling readers and how you can use *READ 180* to put these findings into practice.
- implement best-teaching practices in an effectively managed *READ 180* classroom.
- use the *READ 180* Software to guide students' growth and to communicate with parents and administrators about the Software's impact.

- analyze *READ 180* assessment data and use this information to inform instruction.
- use *READ 180* materials to provide systematic, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing to meet state standards and raise student achievement in reading.

Course Outline:**1. Course Introduction**

1.1 Course Keynote
Self-Assessment

2. Research About the Older, Struggling Reader

2.1 The Failure Cycle
2.2 Using *READ 180* to Build Decoding and Fluency
2.3 Using *READ 180* to Build Vocabulary
2.4 Using *READ 180* to Build Comprehension
2.5 Using *READ 180* to Inspire Success
2.6. Using Effective Classroom Procedures

3. Teaching in the *READ 180* Classroom

3.1 Using Strategies to Build Comprehension
3.2 Using Direct Instruction to Teach Strategies
3.3 Modeling Reading Strategies for Students
3.4 Teaching in Small Groups
3.5 Managing Modeled and Independent Reading
3.6 Planning Instruction

4. The *READ 180* Software: A Virtual Tour

4.1 What Is a Topic CD?
4.2 Zooming in on the Reading Zone
4.3 Zooming in on the Word Zone
4.4 Zooming in on the Spelling Zone
4.5 Zooming in on the Success Zone
4.6 Features for ELL and Special-Needs Students

5. Data-Driven Instruction and Reporting

5. 1 What Is Data-Driven Instruction?
5.2 Diagnosing Students' Needs
5.3 Using Data to Group Students
5.4 Monitoring Progress in *READ 180*
5.5 Putting It All Together
5.6 Communicating Progress

6. Best Practices for Instruction



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- 6.1 The Essential Elements of Reading Success
- 6.2 Teaching Phonemic Awareness and Phonics
- 6.3 Building Fluency
- 6.4 Building Vocabulary
- 6.5 Teaching Comprehension
- 6.6 Teaching Writing to Struggling Readers

Method of Evaluating Student's Performance:

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process will be conducted through analysis of the following assignments:

Description	Estimated Time	Participation Hours
<i>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</i>	<i>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</i>	6
<i>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</i>	<i>2 hours x 4 workshops; 3 hours in-class coaching</i>	11
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>20 minutes per session</i>	2
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>20 minutes per session</i>	2
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	6
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>1 hour per session</i>	6
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>1 hour per strategy; 1 strategy per week</i>	6
<i>Preparation and presentation of course learning.</i>	<i>2 hours</i>	2
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>2 hours</i>	2
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	2
Total Hours		45

End-of-Course Assessment: The final assessment for this course will assesses your ability to demonstrate an in-depth understanding of the course material and your final grade will be based on this assessment as follows:

Grade	Score
A	18-20
B	16-17
C	14-15
D	12-13
F	11 and below

Textbooks and/or Other Materials:

All instructional materials are provided by Scholastic Red, professional development for raising student achievement

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Instructor Background:

See attached Resumes' for Dr. Tim Ham and Dr. Vicente M. Ontiveros

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