

**Course Title: ED/D 9158 *Getting Reading Results: A Continuous Improvement Process I***

**Instructor: Dr. Vicente M. Ontiveros and Dr. Tim Ham**

**Course Description:**

Getting Reading Results: A Continuous Improvement Process is designed to use student outcome data in guiding professional development by examining instructional practices, curriculum materials, and assessment data to:

- Meet the instructional needs of students
- Plan and execute effective classroom-based instructional decisions

The organizing principle of the course understands that in order to meet the learning needs of all students in a classroom setting, teachers must create an instructional program that responds to the needs of the learner. Responsive Reading Improvement builds on research-based reading instruction and extends it to the:

- Emphasis and increasing of teacher skills in the use of data for instructional planning
- Improvement of reading intervention instruction

**Course Objective/Goals:**

The course will use online reference systems based on content from the Voyager U instructional programs including, “*Reading Academy, Reading for Understanding and. Getting Reading Results*” Participants will experience professional development enhancing instruction through the analysis of student academic needs. Participants will learn a variety of components differentiating learning paths and using tools to:

- Synthesize outcome data information, based on either DIBELS, TPRI, or another CBM assessment instruments
- Analyze curriculum materials
- Examine instructional delivery
- Illustrate the use of *Responsive Reading Improvement*
- Encourage the facilitation of *Responsive Reading Improvement*
- Support the VU technology and infrastructure for participant tracking, reporting, and certifying course completion

As well, participants will acquire foundational understanding of responsive reading improvement by:

- Examining their own school and class outcome data
- Assessing what they know about intervention and small group lesson delivery
- Analyzing their core curriculum and intervention programs
- Setting their own professional development path for both:
  - Data Improvement
  - Intervention Improvement
- Checking the effectiveness of their learning and transfer of knowledge

- Delivering lessons to improve their intervention lesson delivery

## **Course Outline:**

### **Getting Reading Results: A Continuous Improvement Process (Phase I)**

This course will provide participants with strategies and skills in the enhancement of student learning. Assessing student progress is a crucial component in the education of children. Responsive Reading Improvement Process provides a plan to increase instructional effectiveness and student success with reading improvement as the goal.

#### **This course will:**

- Analyze data to provide insight and focus for setting instructional goals. Assessment data provides information about instructional practices, curriculum effectiveness, and student achievement. Participants will examine their school and class data to identify areas of needed improvement.
- Develop a plan of action to improve the identified areas. By recognizing areas of needed improvement, the participant is equipped to design their own learning path to improve instructional practices, curriculum effectiveness, and student success.
- Check the effectiveness of the plan according to benchmark data. Setting effective attainable goals is necessary for maximizing student achievement. Participants will monitor and evaluate their chosen learning path based on the success of their students.
- Make adjustments to continue to meet instructional goals. Examining student data is necessary in order to determine what areas of the curriculum are effective as well as how further differentiation of instruction can increase student success. Participants will compare data from two points in time to aid in making adjustments to their teaching practices.

#### **Participants acquire foundational understanding of *Responsive Reading Improvement* by:**

- Setting instructional goals based on own outcome data
- Creating Action Sequences to help meet instructional goals
- Examining curriculum and instruction to make adjustments for effectiveness

#### **The activities from the Responsive Reading Improvement Process will impact student achievement by:**

- Guiding participants to make instructional decisions regarding classroom practices
- Checking curriculum effectiveness
- Assisting participants to make decisions regarding disaggregated school and class data

**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:

- Attendance (80%) at study group meetings.
- Completion of all "Expected" activities in each of the 4 Modules.
- Completion of 2 classroom-based lessons delivery and observations activities.
- Administer grade-appropriate measures of Initial Sounds Fluency and Phoneme Segmentation Fluency at appropriate times during the school year to inform instruction based on benchmark skill status and document results.
- Administer the Letter Naming Fluency assessment to kindergarten children at the beginning of the school year; administer pre- and post-assessments of
- Nonsense Word Fluency to kindergarten and first-grade students who are taught the series of phonics lessons, and document results.

**Textbooks and/or Other Materials:**

Voyager Expanded Learning, LP will provide text and materials.

**Bibliography:**

Florida Center for Reading Research:

<http://www.fcr.org/FCRRReports/guidingquestions.htm>

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Extended Education, K-12

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**Instructor Background:**

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