

Course Title: ED/D 9159 *Getting Reading Results: A Continuous Improvement Process II***Instructor: Dr. Vicente M. Ontiveros and Dr. Tim Ham**

Course Description:

Getting Reading Results: A Continuous Improvement Process I 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 II***

This second phase will provide participants with strategies and skills in the enhancement of student learning. Research has provided a substantial amount of evidence regarding the skills students need to become successful readers as well as the intervention students need when they are not making progress. Transferring this knowledge to instructional practice assures teachers understand how to teach, as well as when to intervene. Good classroom instruction should meet the needs of most students, but an efficient system for providing high quality, intensive intervention is necessary in order to meet the needs of all students. As with the instruction delivered in the core curriculum, intervention must align with validated principles of instructional design and delivery.

This course will:

- Examine what they know about intervention or small group instruction. Intervention is focused instruction that is based on student's specific needs as measured by assessment. Participants will identify their intervention practices which support student learning as well as identify areas where improvement can be made.
- Determine priority areas to learn more about intervention. Student success determines the need for intervention. Research consolidates effective intervention priorities into the following:
 - Grouping Students for Instruction
 - Preparing for Intervention Delivery
 - Lesson Delivery
 - Scaffolding Instruction
 - Correction Procedures
 - Progress Monitoring/Decision Making
- Design their individual learning path for each priority area of their choice. After choosing priority areas, participants create their own learning path to increase their intervention knowledge. Participants can choose from activities using print materials, video materials, research materials, and classroom practice.
- Practice delivering effective intervention. Through the collaboration of the participant and a peer or a coach, participants will deliver an intervention lesson and receive feedback regarding their priority areas.

Participants acquire foundational understanding of Responsive Reading Improvement by:

- Reading information about effective intervention delivery
- Watching a video regarding effective intervention practices
- Researching additional information to aid in their delivery of intervention lessons
- Practice delivering intervention priority areas
- Gather feedback regarding their intervention instruction

The activities from Small Group Instruction will impact student achievement by:

- Encouraging teacher behaviors which strengthen intervention effectiveness
- Increasing instructional decision making to influence student success

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 lesson delivery and observation 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:

The Voyager Expanded Learning, LP will provide text and materials.

Bibliography:

Florida Center for Reading Research:

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

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Instructor Background:
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