

Theme:

STANDARD FIVE: PROFESSIONAL DEVELOPMENT

Description: Candidates view professional development as a career-long effort and responsibility.

Type of Evidence: The artifact presented as evidence to support this theme is a Professional Development Design that was created to help teachers in the middle school integrate comprehension strategies into content area classrooms.

Master's Course it connects with:

Administration of Reading Programs

ELED 641

Dr. Sheelah Sweeney

Standards it connects with:

- 1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique theories.
- 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.
- 1.3 Are able to determine if students are appropriately integrating components (phonemic awareness, word identification and phonics, vocabulary background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.
- 2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods including technology-based practices. They help teachers select appropriate options and explain evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.
- 2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options to explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.
- 3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).
- 4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and educational professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.
- 5.1 Articulate the theories related to the connections between teaching dispositions and student achievement.
- 5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.
- 5.3 Positively and constructively provide an evaluation of their own or other's teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.

5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

Rationale:

This artifact is essential to a reading candidates' portfolio because it covers a wide spectrum of the standards required by the International Reading Association. In a series of consecutive professional development sessions, large and small groups of teachers address the best practices in teaching reading in the content area using research-based materials, illustrating professional standard 1.1. They also expand on this information in peer-directed workshops to articulate how these studies impact reading instruction through application of knowledge-based practices. This initiative relates to professional literacy standards 1.2, 5.1, 5.2, and 5.4.

Role modeling of applied comprehension strategies using interesting and diverse materials within each content area is critical to the success of this plan, supporting standard 4.3. The reading specialist, along with literacy teachers assists the content teachers in designing lesson plans that enhance reading comprehension through proven strategies that can be embedded into an existing curriculum, further demonstrating knowledge of standards 1.3, 2.3 and 4.4.

Technology-based lessons in content area classes can serve as an important connection to literacy instruction, and several content area workshops are scheduled in the school computer lab/library, observing professional standards 2.2 and 4.2. In addition, communication between the content area teachers and the reading specialist throughout this professional development plan is expected to be facilitated by use of school internet accounts. This allows teachers a chance to share their evaluations of literacy-based activities and assessments of students' performance within a confidential format, reflecting standards 3.4, 5.1, and 5.3.

Regular visits by the reading specialist to content area classrooms are also vital to each instructor's professional development experience, instilling leadership and showing support for integrating the components of reading within content area classes, fulfilling professional standards 1.4, 5.3, and 5.4. Reports from workshop participants at the conclusion of the school year would serve as the rationale for offering similar professional opportunities in other areas. This information would also provide guidelines for administrators and educators wishing to develop professional development plans for the following year, fulfilling standards 3.4, 5.2, and 5.4.

PROFESSIONAL DEVELOPMENT DESIGN

Administration of Reading Programs

Integrating Comprehension Strategies into Content Area Classrooms

Linda Tarantelli

ELED 641-02

April 28, 2009

Professional Development Design

Introduction

Riverside Middle School is located in the village of East Providence, Rhode Island and serves approximately 494 students in grades six through eight. There are 53 teachers in the building. Of the 494 students at Riverside Middle School, 89% are white, 7% are black, 1% is^{are} Asian, 2% are Hispanic, and 1%^{are} is Native American. Approximately 23% are eligible for free or reduced price lunch. About 70% of students are in general education, 20% are in general education with supports, and 10% of students are in self-contained classrooms.

According to The New England Common Assessment Program (NECAP), 70% of students are proficient in reading. The other 30% are partially or substantially below average (See Appendix A).

Students who are reading two grade levels or below are serviced by the reading specialists in the building. They receive instruction using Science Research Associates (SRA) which is a scripted reading program where the main focus of reading instruction is phonics. This instruction is in addition to their language arts class. All other students with Personal Literacy Plans (PLP's) are placed in general literacy classes taught by other teachers in the building and receive no structured program. Many teachers allow students to do homework at this time, since they have no materials and have little or no background in teaching literacy.

Few teachers at Riverside Middle School incorporate reading strategies into their content area classes because of lack of knowledge, however, many students, both proficient and struggling readers, need explicit strategy instruction before they are able to apply the

comprehension skills necessary to reach grade level expectations using expository text (DiCecco & Gleason, 2002; Neufeld, 2005). Teachers of content area classes should integrate the teaching of reading and writing strategies to increase the levels of student success. All teachers are teachers of reading, not just English teachers (Ferrell, 2007; Kripper & Duggan, 2006; Neufeld, 2005; Radcliffe, Caverly, Hand & Frank, 2008; Rose, 2000).

Amen!

Vision Statement:

Our mission as a learning community is to create a literate environment that promotes the development of lifelong learners and addresses the diverse needs of all students. We set high expectations for student achievement by incorporating meaningful literacy instruction in reading, writing, speaking, and listening into all curricular areas. We are committed to a curriculum that emphasizes critical thinking, problem solving, and technology. We believe that all children can learn, and through instruction and guidance, our students will become independent lifelong learners.

school

Professional Development Topic and Rationale:

Secondary teachers need to include content area literacy instruction to ensure that all students are prepared to participate successfully in the 21st century. Students must be able to read and comprehend expository text; after all, proficient reading is essential to achievement success in school and the larger world.

After completing and looking over the Needs Assessment Survey (See Appendix B), it is clear that several areas need improvement. The Needs Assessment Survey was completed by all 53 teachers at the school. Many teachers stated that they were not familiar with the reading

standards and did not feel knowledgeable in the area of reading strategies. Few stated that they would feel comfortable coaching other teachers who were less knowledgeable. Teachers also stated that they were not comfortable teaching vocabulary strategies to help students comprehend text because of lack of knowledge. Many content area teachers stated that they would incorporate reading strategies into their lessons if they received professional development in this area.

Overall, teachers felt that there was also not much consistency between grade levels and content areas. Everyone seemed to teaching in exclusion. They also felt that many students at Riverside Middle School were not proficient in reading.

After completing the NCTE Literacy Matrix (See Appendix C) it is apparent that teachers are in need of books, especially in their classroom libraries. Internet access as well as computer software are also in need. Opportunities for comprehension work before, during, and after reading were present, however, only in some classes. Also, concept-driven vocabulary instruction was present but not at high levels.

Instruction is based on Grade Level Expectations (GSE's). It appears (after examining the NECAP scores in reading and writing) that students have difficulty answering questions beyond the literal level and have more difficulty when reading expository texts. Also, most students are not proficient in science, according to science NECAP scores (See Appendix D) which could be due to the fact that they had difficulty understanding the questions.

Based on the Needs Assessment Survey, NCTE Literacy Matrix, as well as NECAP scores, my target audience is content area teachers (science and social studies). My short term implications of this professional development initiative is to get teachers thinking about their own teaching and what they are doing well, and what they could use some help with. My long

nice

term goals are to teach participants key comprehension strategies that connect research to practice in secondary classrooms in order to increase student achievement.

Goals:

These strategies will help students comprehend expository text across the content areas.

Participants will:

- Become familiar with current research on best practices for comprehension instruction.
- Learn key comprehension strategies to use from grade to grade and classroom to classroom.
- Provide participants with effective in-service and follow-up support that focuses on effective comprehension strategies to use with expository text.
- Learn strategies to use before, during, and after reading.
- Use existing content area materials to create lessons using strategy instruction.

Good

Student Outcomes:

As a result of strategy instruction, students will:

- Learn strategies to use before, during, and after reading.
- Increase performance on overall comprehension of expository text as measured by NECAP scores
- Increase number of students reading at grade level
- Use multiple strategies at the same time.
- Increase ability to respond to text

Timeline:

- Professional Development Workshop #1: September 2010, Riverside Middle School, Upper Library, 8:00-2:00.
- Professional Development Workshop #2: October 2010, Riverside Middle School, Upper Library, 12:00-2:00.
- Professional Development Workshop #3: November 2010, Riverside Middle School, Upper Library, 8:00-2:00.
- Professional Development Workshop #4: December 2010, Riverside Middle School, Upper Library, 12:-2:00.
- Professional Development Workshop #5: January, 2011, Riverside Middle School, Upper Library, 12:00-2:00.
- Professional Development Workshop #6: February, 2011, Riverside Middle School, Upper Library, 12:00-2:00.
- Professional Development Workshop #7: March, 2011, Riverside Middle School, Upper Library, 12:00-2:00.
- Professional Development Workshop #8: April, 2011, Riverside Middle School, Upper Library, 12:00-2:00.
- Professional Development Workshop #9: May, 2011, Riverside Middle School, Upper Library, 2:00-3:00.
- Professional Development Workshop #10: May, 2011. Riverside Middle School, Upper Library, 2:00-3:00.

STAPLES®

Materials:

- Overhead projector
- Computers
- LCD projector
- Chart Paper
- Markers
- Highlighters
- Sticky notes
- Copy paper
- T.V.
- DVD player
- Binder

Teacher Resources:

- *Do I Really Have to Teach Reading?* by Cris Tovani
- Graphic organizers
- Handouts on strategies
- Webcast with Cris Tovani
- *Comprehending Content: Reading Across the Curriculum Grades 4-12* by Cris Tovani
- Articles from IRA website on current research
- [Http://www.Inspiration.com](http://www.Inspiration.com)

Budget:

3-inch view binders @ \$11.09 each	\$144.17
Sticky notes @ \$10.99 for 3/pack	\$142.87
Highlighters @ \$6.29 dozen	\$18.87
Markers @ \$6.99 for 8 pack	\$20.97
Flip chart paper @ 129.99 6/pack	\$129.99
Copy paper @ \$42.99 per case	\$42.99
Membership to Inspiration.com 20 computer license	\$895.00
<i>Do I Really Have to Teach Reading?</i> @ \$20.00	\$260.00
<i>Comprehending Content: Reading Across the Curriculum Grades 6-12</i> @ \$395.00	\$395.00
Membership to IRA (online institutional subscription) <i>The Reading Teacher</i> <i>Journal of Adolescent & Adult Literacy</i>	\$168
Water bottles @ \$5.99/case	\$59.99
Cans of soda @ \$2.50/12-pack	\$50.00
Chips/Snacks @ \$6.00/12-pack	\$120.00
Sandwich Platters @ \$34.99	\$69.99
Pizza @ \$12.50 each	\$75.00
Substitute teachers @ \$80.00 per day	\$1920.0
Paper Goods	\$30.00

Total expense	\$4542.84
---------------	-----------

Wow! You are a
dreamer!

Professional Development Sessions:

Professional Development Workshop #1

Topic: Theoretical Base/ Prereading Strategies

- What the research says about comprehension instruction in content area classes
- Overview of the five areas of reading instruction that must be addressed to successfully teach children to read
- Pre-reading strategies

Target Group:

- Whole group session with all 12 content area teachers (6 science teachers and 6 social studies teachers).

Time/Location:

- Meet in the upper library from 8:00-2:00 in September, 2009
- Need access to LCD projector and 13 computers; chart paper; markers; highlighters; snacks, water; paper goods; lunch

Resources:

- IRA online articles from journals:
-Improving reading in a middle school science classroom (Journal of Adolescent & Adult Literacy)

-*Writing to learn across the curriculum: Tools for comprehension in content area classess* (The Reading Teacher)

-*Scaffolding students' comprehension of text* (The Reading Teacher)

-*Comprehension instruction in content area classes* (The Reading Teacher)

- Handouts on prereading strategies

Content:

The purpose of this session is to have teachers become familiar with best practices in teaching reading in the content areas. In order to be successful in content area classes such as social studies and science, students must be able to read a variety of informational texts. This workshop will give teachers a chance to become familiar with what the current research says about teaching content area reading, share strategies that they use as readers to comprehend text, and become familiar with some pre-reading strategies.

Agenda:

8:00-8:15 In order to activate prior knowledge, teachers will complete a quick write addressing what they think content area reading instruction is the instruction of. Teachers will be given 3-inch binders to organize handouts on literacy strategies and will add to the binder throughout the academic year.

8:15-10:15 Teachers will read one of four articles about comprehension instruction in content area classes from online journals, *The Reading Teacher* or *Journal of Adolescent & Adult Literacy* (three teachers will read the same article). Next, they will break up into groups of three based on what article they read and discuss what they felt were the main ideas. One person from the group will record the groups thinking on chart paper. Next, teachers will complete a jigsaw activity, where they will share the most important points in the article that they read with the

Good

Interesting!

Good scaffolding

entire group using the notes they took on chart paper. All four groups will share. They will also discuss what literacy strategies they used to help them understand the article.

10:15-10:30 Break

10:30-11:00 Overview of the five areas of reading instruction that must be addressed to successfully teach children to become proficient in reading (phonemic awareness, phonics, fluency, vocabulary, comprehension).

11:00-12:00 Pre-reading strategies will be introduced. The first pre-reading strategy that will be introduced is called "book bits" (Yopp & Yopp, 2001). A description of the strategy is included (See Appendix E). The second pre-reading strategy that will be introduced is called an anticipation guide (Kozen, Murray & Windell, 2006; Vacca & Vacca, 2005). The third pre-reading strategy (See Appendix F) that will be used is called Read Around the Text (RAT). The RAT will be used district-wide.

12:00-1:00 Lunch

12:30-2:00 Using the strategies that were introduced, choose one to use with current classroom materials. Teachers will work in partners based on grade level and content and decide what pre-reading strategy they will use and with what classroom materials.

Assignment:

- Read Chapters one and three in *Do I Really Have to Teach Reading?*
- Participants are encouraged to try out one of the prereading strategies in their classroom and share it at the next meeting.
- Bring student work
- Bring content area reading material

Evaluation:

Remember - These are just the 5 the NRP decided to report on - there are more that are important!

Good
Good for continuity

At the end of the professional development session each teacher will fill out an evaluation form from the list (See Appendix G) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation. These will be collected after each presentation so that the presenter will have feedback after each session.

Professional Development Workshop #2

Topic: Modeling what good readers do

Target Group:

- Whole group session with 6 science teachers and 6 social studies teachers.

Time/Location:

- Meet in the upper library from 12:00-2:00 in October, 2009.
- Need access to TV and DVD player; chart paper; markers; highlighters; snacks, water; paper goods.

Resources:

- *Do I Really Have to Teach Reading?* By Cris Tovani
- *Comprehending Content* (DVD #1) By Cris Tovani
- Handouts

Content:

The purpose of this session is for teachers to see how important it is for teachers to share their own reading habits with students which can then guide instruction. Teachers will be given questions for discussion prior to listening to the tape. They will also take notes while listening to the tape.

Agenda:

STAPLES

12:00-12:30 Teachers will share which pre-reading strategies they tried out in their classrooms, what went well and what they still have questions about. *Good*

12:30-1:30 Teachers will view the first DVD in *Comprehending Content*. Teachers will take notes while listening to the tape and think about the questions for discussion. They are:

- Think about your history as a reader. What type of reading is hard for you? What type of reading is easy? How do you read the texts differently?
- How is the organization of Cris's classroom similar to yours? What are the differences?
- How would you describe a struggling reader? What types of reading do students struggle with most in your class?
- What is your greatest challenge in teaching?

Good personalization of the reading process

Teachers will complete the same task Cris asks of students on the tape; have everyone read silently while highlighting parts of the text they understand. Each participant can compare notes with a partner and then share findings with the group.

1:30-2:00 Silent reading

Assignment:

Chapter one and Chapter three from *Do I Really Have to Teach Reading?* Participants must finish the reading for next time. Teachers who would like to have a prereading strategy modeled in their classroom may also sign up. These will be done based on requests only. *Good*

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form from the list (See Appendix G) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation. These will be collected after each presentation so that the presenter will have feedback after each session.

Professional Development Workshop #3

Topic: During Reading Strategies

Target Group:

- Whole group session with all 12 content area teachers

Time/Location:

- Meet in the upper library from 8:00-2:00 in November, 2009.
- Need access to LCD projector and computer; handouts; highlighters; snacks; water; paper goods; lunch

Resources:

- *Do I Really Have to Teach Reading?* By Cris Tovani
- Handouts
- *Comprehending Content* by Cris Tovani

Content:

In the first part of this session, teachers will learn about strategies that good readers use during reading. The second part of the session will be used to teach students how to read and interpret charts, graphs, and data.

Agenda:

8:00-8:30 Discuss readings from last time (Chapters one and three in *Do I Really Have to Teach Reading?*)

8:30-10:15 During reading strategies will be introduced. Two-column notetaking will be introduced (Daniels & Zemelman, 2004; Harvey & Goudvis, 2007; Keene & Zimmermann, 1997; Tovani, 2004) as well as highlighting important text (Harvey & Goudvis, 2007). Read/think

alouds (Harvey & Goudvis, 2007) will also be discussed. All strategies will be introduced using the Gradual Release Model. Two-column notetaking will be implemented throughout the district so that all students will be familiar with this strategy.

10:15-10:30 Break

10:30-11:30 Using current classroom materials, teachers will work with a partner based on grade level and content and create a lesson to model one of the strategies.

11:30-12:30 Lunch

12:30-1:00 Teachers will view the second DVD, *Comprehending Content* by Cris Tovani. The tape includes all elements of strategy instruction; Cris models how to read data, the class discusses how the data is displayed and interpreted, students practice reading charts in small groups, and the learning from the group activity is discussed by the whole class. Teachers will be expected to take two-column notes (modeled in the morning session) while viewing the DVD.

1:00-1:30 Participants discuss guiding questions about the DVD:

- How are graphs, charts, and data used in your discipline? What do students need to know to be able to read these materials?
- What role do graphs, charts, and data play on state examinations? How do state standards in different disciplines support instruction in these areas?
- Cris routinely surveys her students about issues. On this tape, survey questions include reading strategies-“What type of reading is hard?”-and current events-“Should we go to war in the Middle East?” How could you use survey information to help students develop reading skills?

1:30-2:00 Silent reading

Assignment

Teachers might not willingly read for this long.

Good

- Read Chapter two in *Do I Really Have to Teach Reading?*
- Anyone who would like the presenter to model a reading strategy to his or her classroom can sign up for a time during the next month.
- Try one of the strategies in their classroom
- Bring student work to next session

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form from the list (See Appendix G) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation. These will be collected after each presentation so that the presenter will have feedback after each session.

Professional Development Workshop #4

Topic: During Reading Strategies (continued)

Target Group:

- Whole group session with all 12 content area teachers

Time/Location:

- Meet in the upper library from 12:00-2:00 in December, 2009.

Resources:

- *Do I Really Have to Teach Reading?* By Cris Tovani
- Handouts on strategies

Content:

The purpose of this session is to continue our discussion of during reading strategies; however, the primary focus will be on answering/generating questions. Answering questions is effective

because they give students a purpose for reading, focus students' attention on what they are to learn, help students to think actively as they read, encourage students to monitor their comprehension, and help students to review content and relate what they have learned to what they already know.

Agenda:

12:00-12:30 Teachers get into groups of six and share student work. They will discuss what worked and what they still have questions about. *Good*

12:30-1:00 Discussion of chapter two in assigned reading.

1:00-2:00 Asking good questions; demonstration using article, *The Montillation of Traxoline* by Suzanne Weber (See Appendix H).

Assignment:

- Continue to practice strategy instruction
- Bring student work

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form from the list (See Appendix G) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation. These will be collected after each presentation so that the presenter will have feedback after each session.

Professional Development Workshop #5

Topic: During Reading Strategies (continued)

Target Group:

- Group session with all science teachers.

Time/Location:

- Meet in the upper library from 12:00-2:00 in January, 2010.

Resources:

- *Do I Really Have to Teach Reading?* By Cris Tovani
- Article from science content

Content:

The purpose of this session is to continue with during reading strategy instruction. The focus will be on how to annotate text.

Agenda:

12:00-1:00 Using an article from science content, the presenter will model how to annotate text, using highlighters and sticky notes.

1:00-2:00 Silent reading

Assignment: Chapter 6 in *Do I Really Have to Teach Reading?* Teachers should use the strategy they learned today and annotate the chapter. They will begin the assignment now and finish it for next time. They should continue using strategies in the classroom.

Reminder: Bring content reading material to the next session.

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form from the list (See Appendix G) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation. These will be collected after each presentation so that the presenter will have feedback after each session.

Professional Development Workshop #6

Topic: During Reading Strategies (continued)

Target Group:

- Group session with all social studies teachers.

Time/Location:

- Meet in the upper library from 12:00-2:00 in February, 2010.

Resources:

- *Do I Really Have to Teach Reading?* By Cris Tovani
- Article from social studies content ✓

Content:

The purpose of this session is to continue with during reading strategy instruction. The focus will be on how to annotate text.

Agenda:

12:00-1:00 Using an article from social studies content, the presenter will model how to annotate text, using highlighters and sticky notes.

1:00-2:00 Chapter 6 in *Do I Really Have to Teach Reading?* Teachers should use the strategy they learned today and annotate the chapter. They should continue to use strategies in their classroom.

Reminder: Bring content reading material to the next session.

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form from the list (See Appendix G) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation. These will be collected after each presentation so that the presenter will have feedback after each session.

Professional Development Workshop #7

Topic: After reading strategies/ Graphic organizers

Target Group:

- Whole group session with ass 12 content area teachers.

Time/Location:

- Meet in the upper library from 12:00-2:00 in March, 2010.

Resources:

- *Do I Really Have to Teach Reading?*
- <http://www.inspiration.com>

Content:

The purpose of this session is to introduce some after reading strategies. This is where students have the opportunity to recall, clarify, as well as question what they have read. Graphic organizers help students focus on text structure as well as write well organized summaries of text.

Agenda:

12:00-1:00 Teachers will be introduced to graphic organizers for students to use as a tool to help them summarize and make sense of what they read. Teachers will be introduced to the inspiration software available to create different types of graphic organizers to fit a particular task.

1:00-1:30 Participants will have a chance to work with the software.

1:30-2:00 Participants will use content area materials to create a graphic organizer to use in their classroom.

Assignment:

- Finish graphic organizer and use with students
- Bring student work next time to share

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form from the list (See Appendix G) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation. These will be collected after each presentation so that the presenter will have feedback after each session.

Professional Development Workshop #8

Topic: Synthesizing Complex Ideas

Target Group:

- Whole group session with all 12 content area teachers.

Time/Location:

- Meet in the upper library from 12:00-2:00, in April, 2010.

Resources:

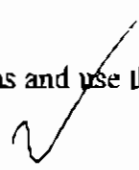
- *Do I Really Have to Teach Reading?*
- *Comprehending Content*

Content:

The purpose of this session is to help students understand connections and use their background knowledge to understand texts.

Agenda

But what about synthesis?



12:00-1:00 Participants will view DVD #4 which focuses on synthesizing complex ideas.

Teachers will use two-column notes to organize their thoughts while viewing the DVD.

Questions for Discussion:

- The lessons Cris designs build during the course of the week and continue to develop over the next two months. How do Cris's goals for students change from day to day? How do the reading activities change?
- How does Cris use writing assignments to support the development of synthesis skills in reading?
- How and why is synthesis important in different disciplines?

1:00-1:30 Break the participants into smaller groups by content area and have each group brainstorm ways synthesis is used in each area.

1:30-2:00 Silent reading

Assignment : Chapter four and six from *Do I Really Have to Teach Reading?*

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form from the list (See Appendix G) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation. These will be collected after each presentation so that the presenter will have feedback after each session.

Professional Development Workshop #9

Topic: Wrap-up

Target Group:

- Group session with all science teachers

Time/Location:

- Meet in the upper library from 2:00-3:00, in May, 2010.

Resources:

- *Do I Really Have to Teach Reading?*

Content:

The hour will be used to look at and discuss student work as well as discuss questions participants have.

Agenda:

Teachers will pair up with teachers at their grade level to discuss student work. They will share what worked well, and what they still need help with. Teachers who feel that they have modeled a strategy well with their students might have other teachers come in to see the strategy taught by their colleague. If teachers would like the presenter to model a strategy in their classroom, they can sign up at this time.

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form (See Appendix I) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation.

Professional Development Workshop #10

Topic: Wrap-up

Target Group:

- Group session with all social studies teachers

It would help to have something to help guide them through the process to let them know what their expectations should be

Time/Location:

- Meet in the upper library from 2:00-3:00, in May, 2010.

Resources:

- *Do I Really Have to Teach Reading?*

Content:

The hour will be used to look at and discuss student work, as well discuss questions participants still have.

Agenda:

Teachers will pair up with teachers at their grade level to discuss student work. They will share what worked well, and what they still need help with. Teachers who feel that they have modeled a strategy well with their students might have other teachers come in to see the strategy taught by their colleague. If teachers would like the presenter to model a strategy in their classroom, they can sign up at this time.

Evaluation:

At the end of the professional development session each teacher will fill out an evaluation form (See Appendix I) to gauge whether or not the entire professional development was useful and how the presenter might improve on their presentation.

Open-ended Professional Development:

Starting in September, the presenter will be available after school by appointment. This time will be used to consult, help with lesson planning as well as assist with professional materials.

Reflection/Feedback:

Teachers should turn in a monthly reflection on what went well in their classroom and what they are still struggling with. These will be turned in each month and will be returned with feedback from the presenter within one week. Hopefully, as a result of this training, teachers are able to incorporate reading strategies that reflect the needs of their students. Teachers will also be expected to turn in an end of year written reflection.

Assessment:

Students will be assessed using formative and summative assessments in both science and social studies. Formative assessments may be done using quick-writes, short answer responses, as well as anecdotal notes. Summative assessments will be in the form of end of unit tests as well as NECAP scores in the areas of reading, writing, and science.

- Clark, K. F., & Graves, M. F. (2004). Scaffolding students' comprehension of text. *The Reading Teacher, 58*, 570-580.
- Daniels, D., & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area Reading*. Portsmouth, NH: Heinemann.
- DiCecco, V. V., & Gleason, M. M. (2002). Using graphic organizers to attain relational Knowledge from expository text. *Journal of Learning Disabilities, 35*, 306-320.
- Ferrell, K. (2007). May I go to the bathroom? *Science Scope, 31*, 31-37.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension to enhance Understanding*. York, ME: Stenhouse.
- Keene, E. L., & Zimmermann, S. (1997). *Mosaic of thought: Comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.
- Knipper, K. J., & Duggan, T. J. (2006). Writing to learn across the curriculum: Tools for comprehension in content area classes. *The Reading Teacher, 59*, 462-470.
- Kozen, A. A., Murray, R. K., & Windell, I. (2006). Increasing all students' chance to achieve: Using and adapting anticipation guides with middle school learners. *Intervention in School and Clinic, 41*, 195-200.
- Neufeld, P. (2005). Comprehension instruction in content area classes. *The Reading Teacher, 59*, 302-312.
- Radeliffe, R., Caverly, D., Hand, J., & Franke, D. (2008). Improving reading in a middle school science classroom. *Journal of Adolescent & Adult Literacy, 51*, 398-408.
- Rogevich, M. E., & Perin, D. (2008). Effects on science summarization of a reading Comprehension intervention for adolescents with behavior and attention disorders.

Exceptional Children, 74, 135-154.

Rose, A. (2000). Literacy strategies at the secondary level. *Leadership*, 30, 12-16.

Tovani, C. (2004). *Do I really have to teach reading?* Portland, ME: Stenhouse.

Tovani, C. (2004). *Comprehending content*. Portland, ME: Stenhouse.

Vacca, R. T., & Vacca, J. L. (2005). *Content area reading: Literacy and learning across the curriculum*. (8th ed.). New York: Longman.

Weber, S. (2004). *The mutilation of traxoline*. Oswego, NY.

Yopp, R. H., & Yopp, H. K. (2001). *Literature-based reading activities* (3rd ed.).

Boston: Allyn and Bacon.

Linda T

ELED 641-01 Administration of Reading Programs
Spring 2009
Staff Professional Development Design Rubric

Criteria/Scale	3	2	1
Purpose	Purpose established with sufficient detail & clarity in Introduction & Rationale ✓	Purpose established with some detail & clarity in Introduction & Rationale	Purpose stated with minimal information in either/both Introduction & Rationale
Required Sections	All required sections present & completed with detail ✓	Most required sections present & some details included	Few required sections present &/or minimal details included
Goals & Outcomes	PD goals & student outcomes clearly linked ✓	PD goals & student outcomes somewhat linked	Connection of PD goals & student outcomes unclear or problematic
Research-Based Practices	PD sessions & teacher materials primarily based on proven research practices	PD sessions & teacher materials somewhat based on research practices ✓	PD sessions & teacher materials have limited connection with research practices
Timeline	Timeline provides logical progression of PD & for frequent contact & feedback with/for teachers ✓	Timeline somewhat logical & provides for adequate contact & feedback with/for teachers	Timeline uneven in details and/or has minimal/inconsistent contact & feedback with/for teachers
PD Sessions	Sessions are well planned, interactive, have research-based content & accommodate needs of adult learners	Sessions are somewhat planned, some teacher participation, some research-based content & somewhat meet needs of adult learners ✓	Sessions contain weaknesses in any/all of the following: planning details, teacher participation, research-based content, needs of adult learners
Evaluation	Evaluation well thought out & integral to all PD sessions ✓	Somewhat applicable evaluation provided after most PD sessions	Evaluation not applicable to specific PD sessions &/or not consistently required
Written Expression	Well written with coherent, clear structure ✓	Mostly well written with some coherent structure	Writing and structure somewhat problematic
Work Quality	Demonstrates high level of attention to quality & detail ✓	Demonstrates attention to quality & detail	Demonstrates minimal attention to quality & detail
APA Format	Careful attention to APA format (no more than 2 minor errors) ✓	Mostly consistent attention to APA format (3-4 minor errors)	Poor attention to APA format (5 or more errors & lack of adherence to style guidelines)

Grade Ranges: **A** 21-30 **B** 11-20 **C** 5-10 **D** <5

Linda, I can tell you would really like to see more teachers using these strategies - your plan is a reasonable introduction to literacy in the content areas. I would have liked to see you bring in other resources (besides Cris