2009 - 2010 Professional Development Catalog

Adolescent Literacy: Reading and Writing Across the Curriculum

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From the middle grades on, students are expected to read and to understand increasingly more difficult materials in an array of content areas and be able to write about what they have read (Texas Reading Initiative 2002). There is an assumption that these students can read and understand expository text - comprehend text, identify the words, understand the meaning of the words, use the information from the text to construct knowledge, and demonstrate their understanding (McKenna, M.C., & Robinson, R.D., 1990). Unfortunately, teachers of mathematics, science and history/ social science are finding that the assumption is a false reality.

The purpose of the *Adolescent Literacy: Reading and Writing Across the Curriculum* training, is to provide secondary school teachers with the literacy skills needed and the supports and resources necessary to be able to teach students to read and write across the curriculum effectively and raise adolescent literacy levels. Participants will be presented with research-based strategies and the use of instructional resources that specifically address reading and writing across the content areas so that teachers can teach the state content standards that must be met. They will learn how to achieve this type of literacy, assess student ability, build background knowledge, and identify key vocabulary for the purpose of connecting reading to writing and helping students understand that reading and writing skills are universal to every subject.

Secondary teachers can benefit from this training as it will provide a solid foundation as they work to create independent readers and learners capable of using proficient reading and writing skills and strategies to learn the content of any subject.

Develop and support administrators and teachers in the knowledge and skills necessary to teach students how to read and write across the curriculum such that their efforts serve as a tool for learning rather than as a means of displaying acquired knowledge

Teacher Knowledge and Skills	Administrator Knowledge and Skills
- Understand and teach the reading and writing process - Demonstrate, explain, model and implement effective reading and writing strategies - Assess the level of difficulty in text - Identify and discuss the purpose of the reading/writing - Identify the academic challenges of the reading/writing - Understand and can teach the organization and structure of texts - Monitor comprehension - Understand and teach the difference between expository and narrative reading and writing - Can teach reading fluency - Establish reading and writing goals - Can teach how to synthesize and organize the main ideas - Can teach how to identify, highlight and annotate main ideas within the text - Can teach reading and writing strategies - Can support student learning through a variety of reading and writing activities - Promote reflective thinking and questioning when reading and writing - Teach content area vocabulary	- Provide training opportunities in content area literacy focusing on reading and writing across the content areas - Meet with teachers on a regular basis to discuss/review student data as it relates to reading and writing in the content areas - Implement a system that can assist teachers in adopting instructional practices that lead students to become more strategic readers, more able to think deeply and reason from text, more focused on high standards of comprehension and learning, more engaged in meeting important learning goals through reading and studying, and retain essential content from their classes

Lesson Design

Dr. Madeline Hunter, through her extensive work and research on lesson design, indicates that effective teachers have a methodology when planning and presenting a lesson (Hunter, 1982). Research conducted by Clark & Dunn (1991) and Erickson (1996) clearly indicates that instructional planning plays a crucial role in teaching and school learning and like any other skill, lesson planning requires deliberate practice. Given that teacher-planning and delivery skills are critical for instructional effectiveness in the classroom, training teachers in this area is important. Smar2tel uses a combination of research-based approaches for designing and delivering effective lessons in today's classroom.

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The purpose of the **Lesson Design** training is to provide teachers with knowledge and understanding for designing rigorous lessons that include the key elements: anticipatory set, objective, purpose, input, modeling, guided practice, checking for understanding, independent practice, and closure. Teachers will work to develop their ability to design and deliver explicit and systematic lessons focused on student responses and to ensure student learning. Teachers will have a deeper understanding of the methodology, components, and features that constitute lesson design, so they can create and deliver lessons that result in student learning.

Teachers in grades K-12 will benefit from this training. Beginning teachers will acquire the necessary foundational knowledge and skills in lesson design, while the experienced teacher can focus on specific areas of planning and delivery that need strengthening. This training helps teachers become more reflective about their lesson design and delivery in order to produce desired student learning outcomes.

Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
• Effective elements of instruction – lesson planning • Direct Instruction lesson design / delivery format • Utilize content knowledge in designing lessons • Become a reflective practitioner focused on student learning through design and delivery of instruction	• Effective elements of instruction – lesson planning • Direct Instruction lesson design / delivery format • Observational and feedback techniques to support design and delivery of effective lessons

Lesson Study

Lesson study is a process that teachers and administrators engage in to learn more about effective practices that result in improved student learning outcomes for students. They take time to reflect on instructional delivery and student learning and work together on how to translate their existing and acquired knowledge (through study) into successful learning experiences for students (Stepanek, Appel, et al., 2007). Since student learning must be the focus for a teacher's actions, it is critical that a systematic approach be the guiding factor.

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The purpose of the *Lesson Study* training is to build teachers' capacity to study and analyze student learning for the purpose of building shared knowledge about how students learn and what teachers need to know and be able to do in order to affect student learning. Based on goal setting, research, and data analysis, teachers will conduct lesson studies that focus on specific goal related objectives, expected student responses and behaviors (visual/auditory cues), monitoring of student learning, and teacher behaviors (directions, activities, responses and questions) that increase teacher effectiveness and instructional rigor, resulting in increased student learning.

Teachers in grades K-12 will benefit from this training as they acquire the necessary foundational knowledge and opportunities for in-depth study of both student learning and instruction. This training will help teachers become more aware of and analytical about student learning – what it "looks" like and "sounds" like. Smar2tel uses research-based approaches to develop teachers' ability to study lessons driven by student learning and to facilitate the processes of collaboration and adult learning.

It is recommended that this training be combined with the Lesson Design training to further enhance teachers' instructional knowledge and ability to take teachers from studying the "how of student learning" and the "what to do of instruction" to action in the classroom – design and delivery of rigorous lessons.

Develop and support administrators and teachers in the knowledge and skills necessary to:

Teacher Knowledge and Skills	Administrator Knowledge and Skills
• Utilize knowledge of extensive content • Design instructional methods/strategies that enhance student learning • Determine the appropriate directions, activities, responses and questions to use with students • Determine student responses • Collaborate with colleagues • Design a lesson	• Extensive content knowledge • Foundational knowledge in instructional methods/ strategies that enhance student learning • Observational and feedback techniques to support study, design and delivery of effective lessons • Facilitate collaboration of teachers • Facilitate the study and design of a lesson

The Reading Process - A Comprehensive Approach to Standards-Based Literacy Instruction

The most fundamental responsibility of schools is teaching students to read (Moats, 1999). Her research also reveals that practicing teachers must have an extensive knowledge base and master essential skills if they are to be successful in teaching all children to read.

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The purpose of the *Reading Process – A Comprehensive Approach to Literacy Instruction* training is to provide teachers with the in-depth knowledge needed to teach reading content. Five major areas - phonemic awareness, phonics, fluency, vocabulary, and text comprehension - along with critical skills (word-attack, spelling, listening, speaking and writing) are the focus of the training. Each area is correlated with the Caliornia State Academic Content Standards and teachers are provided useful strategies and materials that can be immediately used in the classroom. This training will also give teachers the research base that they need to understand how the brain learns, how children learn to read inside of the "Reading Process" and how to meet students' needs in a balanced, comprehensive manner.

Teachers can benefit from this training because it will enable them to become skilled in making informed decisions about relevant content for students to enable them to meet the reading/language arts standards, determining gaps in a student's learning using informal observation and data, and in recognizing early reading problems, in order to identify and prescribe appropriate interventions.

The ultimate goal of this training is to develop literacy teachers who can diagnose, prescribe, and deliver explicit, systematic, brain compatible, differentiated instruction in reading/language arts within the classroom environment.

Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
By the end of this training, teachers will be able to use the "Reading Process" to: - Articulate how knowing the connection between content and the "Reading Process" influences what reading behavior students possess and/or need to learn - Recognize the relation between the "Reading Process" and the State Content Standards. - Recognize the components of each content area and utilize his/her extensive content knowledge to deepen and extend the students' understanding of concepts/skills - Make informed decisions on relevant content for students and apply that content knowledge to differentiate and deliver instruction in additional areas of assessed student needs - Make associations between the strategies and components of each content area to create brain compatible learning experiences - Provide complexity in the students' thinking processes, to appropriately increase the level of difficulty in order to affect critical thinking skills - Use program, supplemental materials, and resources to create a lesson plan to enhance student learning and deliver a 10 minute lesson - Diagnose reading problems and prescribe appropriate interventions	Administrators will be able to apply the knowledge gained in the principal's training during observations of the 10 minute lessons to: - Recognize the components of each content area connected to the "Reading Process" to determine if they are present in the lesson - Distinguish between appropriate and inappropriate content and strategies for enhancing brain compatible learning - Determine the presence of those instructional skills that are basic to delivering a successful small-group literacy lesson - Provide teachers with appropriate tools to recognize early reading problems and the prescribe and implement appropriate interventions

Adolescent Literacy Intervention

Adolescents with literacy problems are usually caught in the downward spiral of academic failure. For these students, a comprehensive literacy intervention model may be their last bastion of hope. These students must be provided with an intervention model that focuses on the acquisition of the foundational knowledge and skills of reading necessary to become a reader. Teachers who are well prepared and trained are more effective in the classroom and therefore have the greatest impact on student learning (Killion, 1999). Based on this research, Smar²tel has developed a training that addresses this specific need.

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The purpose of the *Adolescent Literacy Intervention* training is to build the teaching capacity of the Intervention classroom teachers through the acquisition of both content and pedagogical knowledge of the foundational skills of reading (normally taught in grades K-3); exposure to a variety of effective instructional strategies and delivery systems; the utilization of information derived from assessments to individualize and make instructional decisions that vary in intensity and that focus on the needs of students; and the frequent monitoring of student performance to evaluate progress.

Smar²tel's teacher training is based on 30 years of research and experience in dealing with struggling youth in urban areas. This series of trainings will help to empower both administrators and Intervention teachers who work with students in grades 6-12 to begin to "close the reading gap" and to ensure that their students leave high school as proficient readers. The ultimate goal is to develop a teaching resource that has knowledge of the "Reading Process", content knowledge, and the diagnostic capability to address students' reading deficits in order to build and maintain reading proficiency, as students move from elementary to middle and high school.

Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
• Make the linkage between the California State Framework for Reading and Language Arts and the research that supports the Reading Process • Provide instruction in the "foundational skills" of the Reading Process : oral language development; phonemic awareness, phonics, fluency, phonological processing, vocabulary and comprehension skills • Possess the diagnostic and prescriptive capability to administer, document, interpret, and utilize information from standardized and/or diagnostic instruments, and informal assessments to customize instruction with a focus on the formation of flexible and dynamic instructional groups • Uses a variety of constructs: to motivate and actively engage all learners; to check for understanding of content: to monitor and adjust the pacing of their lesson to ensure that instruction is delivered at a student's highest instructional level • Possess the classroom management skills and organization structure to provide directed small group instruction while monitoring groups of students working independently	• Recognize and understand the content that is taught at the foundational stage of the "Reading Process " • Schedule articulation sessions with teachers following administrative walkthroughs/observations of lessons • Establish and implement a data collection system where data is used to initially place, benchmark and monitor student progress to ensure that students are placed in the optimal intervention environment that best addresses their reading needs • Schedule and facilitate collaborative and collegial articulation sessions between Intervention and ELA teacher teams and the principal utilizing a structured dialogue process where Intervention & ELA teachers can discuss common students they share ; their progress/growth; effective instructional strategies and elements of content based instruction that can be reinforced and supported in both the Intervention & ELA classroom environment • Meet with teachers regularly on a individual basis to discuss/ review student performance data as it relates to student learning outcomes and academic growth

Early Literacy Skills for "Struggling Readers"

Teachers must possess a broad range of skills and knowledge about the structure of language, the process of learning to read and the teaching strategies that are effective for different children (Teaching All Children Read, 2000). In 2000, The National Reading Panel (NRP) issued a report identifying key skills and methods that are foundational, consistent and replicable in being successful in teaching students to read. Ensuring that all students master these skills as quickly as possible will most certainly begin to reduce the number of students that are failing in reading. However, even though programs have been designed to reflect these skills and methodologies, teachers have not received the in-depth training necessary to deliver instruction that centers on each student being able to acquire reading skills.

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The purpose of the Developing *Early Literacy Skills for "Struggling Readers"* training is to provide teachers with the capability to identify, diagnose, and implement the acquisition of skills and methodologies necessary to support and teach the struggling reader. This will be a series of trainings that first identifies how the brain learns to read. Then, we will look at the critical attributes of these key skills – Oral Language Development, Phonemic Awareness, Concepts of Print, Alphabet Awareness, Phonics, and Fluency – and gain an understanding of.

Teachers can benefit from this training as it will support their efforts in teaching students to become fluent and efficient readers and writers who can make sense of and convey meaning in written language and to become thinkers and communicators who are actively reviewing and analyzing information.

Develop and support administrators and teachers in the knowledge and skills necessary to teach every child the complex process of learning to read.

Teacher Knowledge and Skills	Administrator Knowledge and Skills
- Provide high-density skill instruction, including mini-lessons that address student needs - Teach students to self-regulate - Differentiate instruction - Flexible groupings - Provide instruction using the "Reading Process" - phonological awareness, phonics, fluency, vocabulary, comprehension, composition - Plan and deliver systematic, explicit instruction in reading - Format instruction and activities to match the goals and needs of the children – assessment driven instruction - Modify instruction and activities	- Provide relevant professional development focused on: - developing specific skills and filling identified gaps in skills and knowledge - providing opportunities for experts to demonstrate effective teaching strategies in real classrooms - gaining a basic understanding of reading and child development - word study interventions that are appropriate for students at different levels - comprehension strategies - instructional conditions that could close the reading gap - interventions that focus at both the word and text level

Intervention Environments - Clinics

Research shows that once children are behind in reading, only a small amount catch up unless they receive intensive, individual, and expert instruction (Moats, 1999). Because we know that a student's future depends on their ability to read proficiently, it is critical that students are provided intensive, individual, and expert instruction. Research also tells us that ninety five percent of all children can be taught to read (Moats, 1999); therefore, reading intervention for struggling readers that is specific to their individual needs is a <u>necessity</u>.

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The purpose of the *Intervention Environment-Clinic* training is to provide teachers with the necessary tools and information to design a reading clinic at their school site that will provide individualized, intensive reading intervention to students in a small group setting. It will focus on designing and structuring routines, procedures, and rules that will increase organization, maximize time on task, and assure effective classroom and behavioral management for small group rotations. This training will prepare teachers to identify, diagnose, and prescribe individualized instruction for struggling students through skillfully administering, analyzing, and disaggregating appropriate assessments. Teachers will be developed in the essentials of an effective reading intervention program, providing systematic and explicit small group lessons and repeated opportunities for practice. It will also focus on the knowledge and skills a teacher needs to differentiate and deliver required instruction for struggling readers.

Teachers in grades K-12 can benefit from this training as it will provide the knowledge, strategies, and skills to effectively plan and implement a reading intervention at their school site that will "fill in the gaps" for struggling readers in order to ensure that all students learn to read. Additionally, the *Intervention Environment-Clinic* can serve as a vehicle in your Response to Intervention process, being utilized as a Tier II intervention.

Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
- Recognize the components of each content area and - utilize his/her extensive content knowledge to deepen and extend the students' understanding of concepts/skills - Make informed decisions on relevant content for students and apply that content knowledge to differentiate and deliver instruction in areas of assessed student needs - Essentials of effective reading intervention program - Administer appropriate assessments, document assessment results (testing logs, anecdotal records, benchmark logs) and use the data to drive instruction - On-going assessment throughout the cycle - Diagnose reading problems and prescribe appropriate interventions - Determine and use appropriate materials and resources to create a lesson plan that enhances student learning - Deliver an effective small-group lesson - Design a classroom organizational structure conducive to small group rotations - Implement routines, rules and procedures for effective classroom management - Create and implement a system for behavior management - Create and implement a system for communicating with the classroom teacher - Awareness of students' emotions and how it affects learning - Providing corrective feedback to students	- Recognize the components of each content area connected to the "Reading Process" to determine if they are present in the lesson - Determine the presence of those instructional skills that are basic to delivering a successful small-group lesson - Provide teachers with appropriate tools to recognize early reading problems and the prescribe and implement appropriate interventions - Awareness of a classroom organizational structure conducive to small group rotations - Recognize effective corrective feedback to students

Response to Intervention

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A decade of intervention research on early reading difficulties provides evidence that poor reading performance is not only modifiable but in many cases preventable Foorman, Breier, & Fletcher, 2003; Schatschneider, Fletcher, Francis, Carlson, & Foorman, 2004). Based on promising evidence from this body of research, Response to Intervention (RtI) has emerged as an instructional alternative to traditional remedial and special education services (Dickman, 2006). Central to this approach is the assumption that for many students, reading achievement is alterable through timely, progressively more intensive instruction that relies on research-based instruction and formative assessment (Coleman, Buysse, & Neitzel, 2006; Denton, Fletcher, Anthony, & Francis, 2006; National Joint Committee on Learning Disabilities, 2005).

The purpose of the *Response to Intervention* training is to develop and support teachers and administrators in providing early intervention to all children at risk using the Problem Solving or Standard Treatment Protocol Approach to Response to Intervention. Smar²tel will focus on the three tiered system using research based instructional tools/strategies. Since the quality of instruction/intervention is contingent on the level of skills, knowledge, and training of administrators, teachers, and related paraprofessionals, they will be developed in the application of scientific, research based interventions, measurement of a student's response to these interventions, and the use of this data to drive instruction to optimize the quality of their intervention program. Implementing RtI successfully with high reliability and validity can only be achieved when teachers and administrators are highly capable. (National Association of State Directors of Special Education and Council of Administrators of Special Education).

Teachers in grades K – 12 will benefit from this training as it will provide the essentials necessary to understand and use the RtI model appropriately, effectively and most important, productively with students whose needs can best be met in a prescriptive environment. Administrators will be able to plan their tiered system and support the work of teachers in a more effusive manner, while also monitoring the growth of students who must make progress towards meeting the goal of No Child Left Behind. Finally, learning how to use Response to Intervention complements a crucial concept of a professional learning community.

Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
- Develop knowledge in the three tier RTI approach - Deliver explicit and systematic instruction using extensive content knowledge to deepen and extend the students' understanding of concepts/skills - Select appropriate supplemental materials - Providing instruction at a child's highest instructional level - Use of assessment results to plan and inform instruction - Make diagnoses during instruction and again after assessment in order to "prescribe" and differentiate instruction	- Develop knowledge in the three tier RTI approach - Collaboratively develop, implement and monitor an explicit RTI model - Identify interventions required, based on school/student needs - Identify teachers qualified to provide specific interventions - Using interventions with fidelity - Identify assessment data for monitoring student growth - Using assessment to drive instruction - Parent involvement throughout the process

Tier I	Tier II	Tier III
- Use instructional tool to positively affect instruction - Discuss assessment results and expectation targets with students - Involve students in setting their own individual learning goals and targets - Facilitate task-oriented group activities - Demonstrated effective use of differentiated instruction strategies	- Use instructional tool to positively affect instruction - Working knowledge of content - Ability to diagnose student needs and prescribe appropriate instruction - Demonstrated effective use of differentiated instruction strategies - A track record of producing incremental performance improvement - Use of visual, graphic organizers, and realia	- In-depth content knowledge linked to the Reading Process - Monitor and adjust instruction "on the spot" - Use all grade level standards to address prerequisite skills - Receptive and expressive language support

Instructional Support for the Learning Centered Principal

For many years, research described the principal as the instructional leader of the school with an emphasis on improved teaching. More recent research (DuFour, 2002) expands this description as the principal being the learning leader and places the focus on student learning. Initially, the difference may be viewed as simple semantics, but this is a much broader approach to the desired outcome of student learning. In order to support teachers in the area of research based reading instruction, Sousa (2001) states that, "Educators in all areas need to update their knowledge base about what neuroscience is revealing about how the brain learns." Shaywitz (2003) using functional imaging studies determined that good readers activate highly interconnected neural systems that include regions in the back and front of the left side of the brain. "The brain's reliance on patterns of connectivity may have particular relevance to the teaching of reading since within these systems patterns of neural connections are continually reinforced and strengthened as a result of repeated practice and experience." (Shaywitz, 2003 p. 84) The neural connections a person's brain must construct to make meaning from text is called the "Reading Process". Knowledge of the "Reading Process" assists principals in supporting their teachers of reading in being able to determine gaps in a student's learning; use research based information to determine student's instructional needs; make informed decisions on relevant content for students and understand the rationale for teaching the standards. Our training will provide principals with the same in-depth knowledge that their teachers receive on the interconnected parts of the "Reading Process" needed to teach reading content. These parts (phonemic awareness, phonics, decoding, word-attack skills, spelling, vocabulary, fluency in reading connected text, comprehension skills including contextual skills, writing skills, strategies and their application, text-handling and strategic reading skills, and listening and speaking skills) correlate to the State Content Standards. Principals will also learn critical attributes and observational techniques needed to support teachers in utilizing the following components of lesson delivery: Anticipatory Set, Lesson Objective, Purpose, Input, Model, Checking for Understanding, Guided Practice, Closure, and Independent Practice. The ultimate goal of this training is that principals will support teachers in their ability to deliver explicit, systematic, brain compatible instruction in reading/language arts with a focus on student learning in the classroom environment.

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Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
By the end of this training, teachers will be able to use the "Reading Process" to: • Articulate how knowing the connection between content and the "Reading Process" influences what reading behavior students possess and/or need to learn • Recognize the relation between the "Reading Process" and the State Content Standards. • Develop curricula for content areas that contain a variety of research based strategies that addresses the State Content Standards and assessed student needs • Recognize the components of each content area and utilize his/her extensive content knowledge to deepen and extend the students' understanding of concepts/skills • Make informed decisions on relevant content for students and apply that content knowledge to differentiate and deliver instruction in additional areas of assessed student needs • Make associations between the strategies and components of each content area to create brain compatible learning experiences • Provide complexity in the students' thinking processes, to appropriately increase the level of difficulty in order to affect critical thinking skills • Use program, supplemental materials, and resources to create a lesson plan to enhance student learning and deliver a 10 minute lesson based on specific content areas	Administrators will be able to apply the knowledge gained in the principal's training during observations of the 10 minute lessons to: • Recognize the components of each content area connected to the "Reading Process" to determine if they are present in the lesson • Distinguish between appropriate and inappropriate content and strategies for enhancing brain compatible learning • Determine the presence of those instructional skills that are basic to delivering a successful structured lesson • Provide accurate, relevant (as measured by teacher objective for lesson) feedback on observed lessons that supports a teacher's growth in being able to deliver lessons that result in student learning • Select and provide appropriate support resources for teachers to achieve the goal of student learning

District-Based Resource Development

Resource development through coaching has the potential to build instructional capacity and can become a powerful vehicle for improving teaching performance and as a result, student learning (Neufield and Roper, 2003). District-based coaching can be used as a vehicle to support school-based resources serving as coaches to classroom teachers.

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The purpose of the ***District-Based Resource Development*** training is to create a resource at the district level with the professional development, content based knowledge and coaching capacity to manage and support school-level resource in producing change in teachers' instructional practice while supporting their continued acquisition of knowledge and skills needed to ensure they function as an effective, quality resource for teachers and staff. A district-based resource designed to support school-level resources facilitates the building of a common, consistent coaching system designed to meet the needs of teachers across a district.

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District level administrators, curriculum specialists and/or any other district level support personnel can benefit from this training by acquiring professional development and coaching practices and strategies and the necessary content knowledge needed to support school-level resources. School-level resources also benefit indirectly from this training by having a district-level resource designed to meet their needs and assist their efforts at the site level and in classrooms.

Develop and support district-level personnel responsible for professional development in literacy in the knowledge and skills necessary to/for

District-level Personnel Knowledge and Skills

By the end of this training, Personnel will be able to:

- Articulate the connection between the Reading Process, State Content Standards and the Instructional Reading Tool
- Develop a level of trust with school-based resource so they feel comfortable communicating the areas of reading in which they would like additional professional development
- Support the implementation of the programmatic tool
- Develop school-based resources' capacity to effectively deliver focused differentiated lessons that are learning outcomes based
- Foster and facilitate regular and ongoing feedback sessions related to lesson delivery and student outcomes that are measureable
- Facilitate the process of school-based resource developing a deeper understanding of their own practices through self-reflection
- Facilitate the collaboration of school-based resource in the development of informal assessments, data analysis, curriculum development and the use of effective instructional practices & strategies

Professional Learning Communities

Dufour, Dufour and Eaker (1998) define a true professional learning community as a place where there is:

- A shared vision of the school's mission and a clear articulation of what good teaching looks like in the school
- A shared understanding that teaching is complex intellectual work and learning to teach well takes time, collaboration, and on-going professional development
- A shared commitment that the school should provide for the serious learning of adults and students alike, and that teachers should take collective responsibility for the development of their colleagues and students.

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The purpose of Smar²tel's implementation support for **Professional Learning Communities** is to build the capacity of teachers to participate fully in a PLC environment. Smar²tel focuses on the knowledge and skills teachers must possess to build a collaborative culture and conduct collective inquiry, create a results-oriented culture, develop common formal assessments, create systematic interventions for student, and reflect upon their own practice to affect student learning outcomes. Smar²tel support will help schools both sustain and extend the growth they will make in becoming true professional learning communities, in which all teachers and their students can thrive. The support will directly affect the knowledge and skills of teachers as they learn to implement the key concepts of a PLC, such as building consensus and sharing knowledge, data analysis and assessment, defining essential curriculum, differentiating instruction, responding to interventions and celebrating success.

Teachers in grades K-12 will benefit from this in-depth level of support as it provides a forum for practical application of the concepts of a PLC and allows teachers to ask questions, share concerns, learn together and gain a greater sense of self-efficacy in the process.

Teacher Knowledge	Teacher Skills
- Professional learning communities require a paradigm shift – a change in perspective and culture - Professional learning communities focus on student learning - Professional learning communities work to close the knowing-doing gap - The key ideas, concepts and common language/vocabulary of a professional learning community (e.g., definition of a mission vs. vision, building shared knowledge, consensus, collaboration, norms, etc.) - The difference between an attainable goal and a stretch goal - The collaborative process, including roles, expectations and parameters	- Create a mission, vision, value statements and SMART goals - Work in collaboration with others - Respect and trust colleagues - Conduct conversations about students in regards to teaching and learning (reflective dialogue) - Identify and solve problems - Engage in informed decision-making - Create a pyramid of interventions - Engage in learning opportunities
Have a clear understanding of what a professional learning community is and how to implement at the school site	Willingness to participate in a PLC
The change process	- Utilize the common vocabulary and key concepts of a PLC - Advocate change and support the work - Engage in small group dialogues to address school wide concerns - Implement the "Plan, Do, Check, Act" cycle to be action-oriented

Teacher Knowledge	Teacher Skills

• A clear definition of consensus that promotes fluid and efficient decision-making, where:
  • All points of view have been heard
  • The will of the group is evident even to those who most oppose it
	• How to gain consensus (i.e. Fist to Five strategy)

• Best practices for group norms that increase the emotional intelligence of the team
• A clear definition of collaboration and the systematic process that promotes teachers working interdependently that will lead to better results for students, their team and the school
	• Establish/set norms for team collaboration
	• Hold team members accountable for honoring norms
	• Willingness to accept feedback and work toward improvement
	• Respect and trust colleagues
	• Engage in collective inquiry in order to develop their capacity to improve student and adult learning
	• Use and respond to the guiding questions:
	  • What is each student expected to learn?
	  • How will they demonstrate that learning?
	  • How will we respond when some students do not learn it?
	  • How can we extend/enrich the learning for students who have demonstrated proficiency?
	• Engage in collective decision-making
	• Participate in reflective dialogue
	• Assess team progress

• Strategies and activities as motivators and fostering success	• Incorporate celebration into the culture of their school
• The plan, system or course of action to target students in need of intervention	• Diagnose during instruction and again after assessment in order to "prescribe" and differentiate instruction • Provide and monitor intervention strategies
• Grade level curriculum and the relationship to standards • Content knowledge that enables effective teaching and learning • Learning theory • What motivates students to learn • Effective elements of lesson design/delivery	• Examine the standards students are required to master and identify essential learning (identify power standards/eliminate non-essential) • Make informed decisions about teaching and learning • Design and implement instructional strategies/methods that enhance student learning • Sharing of personal classroom practice • Apply new ideas and information to problem solve • Plan and deliver more effective lessons
• Clear definition of types of assessment (formative/summative) • Essential learning/power standards – common learning outcomes • Test formatting options • Process for analyzing assessments and student work samples	• Create common formative assessments • Analyze data from formative assessments • Analyze additional student work samples • Use assessment information to identify and address: • Students who need additional time and support for learning • Individual teacher strengths and weaknesses

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School-Based Resource Development

The most fundamental responsibility of schools is teaching students to read (Moats, 1999). Her research also reveals that practicing teachers must have an extensive knowledge base and master essential skills if they are to be successful in teaching all children to read.

The purpose of the **School-Based Resource Development** training is to provide school-based support resource with the in-depth knowledge needed to teach reading content. Five major areas - phonemic awareness, phonics, fluency, vocabulary, and text comprehension - along with critical skills (word-attack, spelling, listening, speaking and writing) are the focus of the training. Each area is correlated with the California State Academic Content Standards and teachers are provided useful strategies and materials that can be immediately used in the classroom. This training will also provide the research base that is needed to understand how the brain learns, how children learn to read inside of the "Reading Process" and how to meet students' needs in a balanced, comprehensive manner.

School-based support resource will benefit from this training because it will enable them to become skilled in making informed decisions about relevant content to support teachers in their ability to teach the reading/language arts standards and instructional program. They will learn recognize implementation problems through informal observation and data, and subsequently identify and deliver appropriate interventions and/or professional development opportunities.

The ultimate goal of this training is to develop school-based support resource that can diagnose teacher need; prescribe and deliver explicit, systematic, professional development; and provide immediate and appropriate support to teachers in need of assistance in the classroom, particularly with the transition from the current instructional tool to their new adoption.

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Develop and support administrators and teachers in the knowledge and skills necessary to/for

School-Based Support Resource Knowledge and Skills	Administrator Knowledge and Skills
By the end of this training, the SBS resource will be able to use the "Reading Process" to: • Articulate how knowing the connection between content and the "Reading Process" influences what reading behavior students possess and/or need to learn • Recognize the relation between the "Reading Process" and the State Content Standards. • Recognize the components of each content area and • utilize his/her extensive content knowledge to deepen and extend teachers' understanding of concepts/skills • Make informed decisions on relevant content for teacher professional development and apply that content knowledge to differentiate and deliver instruction in additional areas of assessed needs • Make associations between the strategies and components of each content area to create brain compatible learning experiences • Provide complexity in the teachers' thinking processes, to appropriately increase the level of difficulty in order to affect critical thinking skills • Use program, supplemental materials, and resources to create professional development opportunities for teachers • Diagnose reading problems and prescribe appropriate interventions	Administrators will be able to apply the knowledge gained in the principal's training through observations of lessons to: • Recognize the components of each content area connected to the "Reading Process" to determine if they are present in the lesson • Distinguish between appropriate and inappropriate content and strategies for enhancing brain compatible learning • Determine the presence of those instructional skills that are basic to delivering a successful small-group literacy lesson • Provide teachers with appropriate tools to recognize early reading problems and the prescribe and implement appropriate interventions

Creating Learning Environments for Second Language Acquisition

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English Learners are a diverse group of students that present challenges and opportunities to U.S. education and to English language arts teachers in particular Nieto, 2000). An in depth understanding of how students acquire a second language is essential for the effective teaching of English Language Learners. While many teachers hold a CLAD credential and many more have been "trained" in strategies and activities designed to increase second language acquisition, districts still find themselves failing to move English Learners to proficiency in an effective and efficient manner.

The purpose of the *Creating Learning Environment for Second Language Acquisition* training is to build the capacity of classroom teachers so that they can effectively address the language and academic needs of English Learners. It is designed to develop teachers' knowledge of the process of second language acquisition and its implication for curriculum and instruction in order to increase English proficiency for students in today's classrooms. Using professional development curricula based on the most current second language acquisition research and methodology, our training will focus on the knowledge and skills a teacher needs to promote oral language development and academic vocabulary. In addition, another key facet of effective instruction for English Language Learners is the awareness of the cultural backgrounds of these students and how cultural differences can support and affect their learning (Gonzalez, Moll, & Amanti, 2005). To support this component, *CLESLA* will expand teachers' knowledge of how to deliver equitable and culturally responsive instruction to English Language Learners.

Teachers in grades K-12 can benefit from this training as it will provide significant information for teaching the English language while ensuring students simultaneously learn English language arts as specified by the English Language Development Content Standards and the Reading/English Language Arts Framework (2007).

 In addition, teachers in grades 7-12 will also need training in those strategies and skills unique to the adolescent learner. CLESLA's overarching purpose is to build and sustain administrators' and educators' capacity and internal accountability for the success of their English Language Learners.

Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
- Distinguish between Oral Language Proficiency and Academic English Proficiency - Define the Stages of Language Acquisition - Monitor the progress of student proficiency for growth and movement - Utilize knowledge of the non-transferable sounds from Spanish to English to increase successful transition to the English Language - Provide phonological awareness instruction - Develop the skills and strategies to provide structured academic vocabulary instruction and academic background knowledge - Identify their students' needs and create a culture of success - Improve curricular, instructional, and assessment practices to effectively assist EL students - Implement research-based instructional practices - Ensure that all students are held to high standards and have access to challenging and culturally responsive academic materials and programs	- Articulate and support the Title II NCLB requirements including: - Monitoring student progress in English - Monitor student movement from one proficiency level to the next - Monitoring the AMAO for ELs - Analyze EL data and develop an action plan for the implementation of the EL program - Support and monitor the systematic, school-wide ELD program - Improve their assessment, evaluation and accountability policies, practices and systems for English Language Learners - Foster collaboration between linguistically diverse classrooms and EL teachers - Ensure teachers' needs are met through appropriate professional development opportunities (e.g., GLAD strategies, scaffolding, Thinking Maps, etc.)

Academic Vocabulary Instruction

Academic vocabulary refers to content-specific terms which compose the language of textbooks, academic discussion, and formal writing (Dutro and Moran, 2003). For students who are English Learners, teachers must provide explicit instruction in vocabulary development if they are to build a "store of academic background knowledge" that enhances their achievement (Marzano, 2005)

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The purpose of the *Academic Vocabulary Instruction* training is to provide teachers with a systematic way to ensure that English Learners can read and understand subject-area content. The training is designed to give teachers a research-based instructional methodology with various routines and strategies that give students both the receptive and expressive abilities to use the vocabulary they learn. They will also learn about the eight characteristics of effective vocabulary instruction to support both teacher and student behaviors. Research is very clear about one thing: Teachers must develop the English Learners' academic proficiency consistently and regularly as part of the lessons and units they plan and deliver (Echevvaria, Graves and Short, 2003, 1994).

Teachers in grades K-12 will benefit from this training because it will give them a process and tools for enhancing the academic achievement of English Learners. By the end of the training, they will be able to develop, prioritize and sequence which words will be taught in the four core areas, based on state frameworks and standards, as well as schedule when the instruction will be most appropriate. Most importantly, they will walk away with creative research-based strategies to use that address all language acquisition levels and learning styles present in today's classrooms.

Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
• Understand the research regarding academic background knowledge and vocabulary development • Articulate the considerations that need to be taken into account for English Learners • Discuss the eight characteristics of effective vocabulary instruction • Use a six-step process (Marzano, 2005) to provide effective vocabulary instruction • Scaffold instruction • Use various student tools for providing access • Create an appropriate list of content-specific words to teach in a year-long sequence • Select relevant times to teach vocabulary lessons • Use a variety of assessments to monitor student progress • Monitor student progress for English language proficiency	• Support and monitor a systematic, school-wide action plan for effective vocabulary instruction • Plan appropriate and relevant support for teachers as they implement • Assist teachers with all aspects of planning, delivering and assessing

Articulation of English Phonemes for Teachers of English Learners

The beginning phase of the reading process involves rapid and automatic matching of phonemes (sounds) with graphemes (written representation of sounds). Phoneme awareness provides the foundation for understanding these sound/spelling relationships. Scientific studies document that 80%-90% of struggling readers and many English learners have difficulty with phoneme awareness (Moats, 2006). Given this critical component of learning to read, teachers of English learners must have a firm command of the phonemes in English and the ability to assist students who are struggling in the development of phoneme awareness. Smar²tel has trained thousands of teachers in reading over the last 10 years, and articulation/production of English phonemes is one of the most neglected areas of training provided to teachers and one in which they consistently ask for more assistance.

The purpose of the training **Articulation of English Phonemes for Teachers of English Learners** is to provide teachers with explicit, systematic strategies for developing articulation and production of English phonemes. This training will also assist teachers in developing additional phoneme awareness skills and strategies that will assist them in being able to deliver high quality, explicit instruction for English learners who are struggling with phoneme awareness.

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Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
By the end of this training, teachers will be able to: • Articulate the importance of developing these skills and how this information links to developing reading skills in English learners and other students who may be struggling with reading • Clearly articulate 44 English phonemes • Teach phoneme production explicitly • Use contrastive analysis of primary language to draw comparisons to scaffold and build an understanding of English phoneme production • Learn strategies to assist students in being able to segment words into phonemes and syllables with ease • Learn ways of providing supportive and instructional corrective feedback	By the end of this training, administrators will be able to support teachers in their ability to: • Articulate the importance of developing these skills and how this information links to developing reading skills in English learners and other students who may be struggling with reading • Clearly articulate 44 English phonemes • Teach phoneme production explicitly • Use contrastive analysis of primary language to draw comparisons to scaffold and build an understanding of English phoneme production • Reflect on teaching strategies used and monitor and adjust instruction as appropriate • Learn strategies to assist students in being able to segment words into phonemes and syllables with ease • Learn ways of providing supportive and instructional corrective feedback

Oral Language Development for English Learners

As children enter school, they bring diverse levels of language acquisition to the learning process. Therefore, teachers face the challenge of meeting the individual needs of each language learner, as well as discerning which methods work most effectively in enhancing language development (Aldridge, 2005). Oral language development provides the foundation in phonological awareness and allows for subsequent learning about the alphabetic structure of English (Snow, Burns, & Griffin, 1998). English Learners (ELs) need daily opportunities to learn and practice oral English in order for their literacy skills to flourish (Teaching diverse Learners). As they acquire their second language orally, teachers must be able to assess their level of proficiency, plan instruction that is comprehensible and appropriate, scaffold and support their learning, and offer opportunities for meaningful interactions and experiences.

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The purpose of the *Oral Language Development for English Learners* training is to build the capacity of classroom teachers so that they can effectively address the oral language needs of English Learners. It is designed to add to teachers' knowledge of how second language learners develop oral language in an effort to increase English proficiency. This training will focus on the knowledge and skills a teacher needs to assess and plan for the various stages of the acquisition of English in speaking and listening and provide teachers with practical information based on current and confirmed research, on how to teach students to listen actively by supplying comprehensible input, verbal interaction, contextualized language, reduction of anxiety, and active involvement.

Teachers in grades K-12 can benefit from this training as it will provide valuable tools for motivating students to listen and engage in dialogue, using various strategies and manipulatives that can be integrated throughout the curriculum and ways to improve receptive language, listening skills, expressive language, reading, and writing.

Develop and support administrators and teachers in the knowledge and skills necessary to teach and support second language learner as they acquire the skills necessary to listen, speak, read, and write in English

Teacher Knowledge and Skills	Administrator Knowledge and Skills
- Define the Stages of Language Acquisition - Monitor the progress of student proficiency for growth and movement - Utilize knowledge of the non-transferable sounds from Spanish to English to increase successful transition to the English Language - Provide phonological awareness instruction - Provide instruction in the alphabetic principle - Develop the skills and strategies to provide structured oral language development instruction - Improve curricular, instructional, and assessment practices to effectively assist EL students - Implement research-based instructional practices - Provide comprehensible input - Use contextualized language	- Articulate and support the Title II NCLB requirements including: - Monitoring student progress in English - Monitor student movement from one proficiency level to the next - Monitoring the AMAO for ELs - Analyze EL data and develop an action plan for the implementation of the EL program - Support and monitor the systematic, school-wide ELD program - Improve their assessment, evaluation and accountability policies, practices and systems for English Language Learners - Foster collaboration between linguistically diverse classrooms and EL teachers - Ensure teachers' needs are met through appropriate professional development opportunities (e.g., GLAD strategies, scaffolding, Thinking Maps, etc.)

Data Analysis - Moving from Assessment to Instruction

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In recent years, student testing—particularly from the point of view of the teacher—has become increasingly complex as classrooms have become inundated by growing numbers of mandated tests, new forms of student assessment, and a host of educational reform initiatives that demand accountability. (Cizek, 1995). No Child Left Behind (NCLB) states that by the year 2014, 100% of the students will score proficient in the areas of English Language Arts and Math. The implications of this act demand the individualization of every child's instructional program; therefore, teachers must be able to quickly and efficiently use data to guide the determination of a child's instructional program in the shortest period time.

The purpose of this Data Analysis training is to ensure that teachers have the ability to complete a process that focuses on four major areas: assessment, data collection, analysis and planning. Much like the Plan, Do, Check, Act in the business world, teachers must have a plan of action that calls for diagnosis and prescription. Smar²tel focuses on data-driven decision making which requires making choices based on appropriate analysis of relevant information to inform daily instruction. This training will focus on the critical concepts of how to evaluate and create appropriate formal and informal assessment, how to interpret and use data to track and monitor student performance, how to view student work samples in an objective and useful manner, how to make informed linkages to the curriculum, and how to plan for differentiated instruction.

Teachers in grades K-12 will learn how to discuss the learning needs of a child from a clinical perspective, use appropriate assessment tools, collect useful data, analyze a variety of student work samples and plan, as well as teach beyond the primary instructional tool in order to maximize each child's instructional time. The greatest benefits will be that teachers are more responsive to students' individualized learning needs, are able to tailor their teaching based on that information, and can create individual plans for students who are not meeting the ultimate goal - learning.

Develop and support administrators and teachers in the knowledge and skills necessary to apply information learned from formal and informal assessments to plan and teach specific and essential standards that will increase the performance of students on future assessments

Teacher Knowledge and Skills	Administrator Knowledge and Skills
- Target specific concepts and skills that students have not mastered - Choose an appropriate assessment - Analyze assessment questions and record the skill/concept being tested - Administer the assessment - Score the assessment - Identify data collection tool - Record assessment results on data collection tool - Review the protocol to determine the content of each question missed, and link the content to the standard(s) that needs to be addressed - Analyze student responses/work samples objectively - Articulate the results of the analysis - Develop a plan of action – instructional focus (e.g. lesson plan) - Gather primary and supplementary materials - Form flexible groups based on identified need - Monitor student progress frequently and regroup (if needed) - Differentiate instruction based on need - Identify personal professional development needs	- Principals model data use and encourage it by sharing the benefits and successes - Provide strategies to support staff in analyzing and using data to inform and improve instruction - Provide training in continuous improvement processes - Support staff members in learning how to read data and apply it to their goals and objectives - Support staff members in the use of different instructional strategies to apply when the data shows that traditional methods are not working - Support staff members in the analysis and use of data to develop assessment tools that are aligned to standards - Support staff members in the use data reports for intervention and planning - Support teachers in becoming data-driven decision makers by scheduling time for teams to meet, plan, train, and analyze student data - Provide the staff with a data system that helps track the changes that are occurring in practice and in achievement - Identify where extra resources and support are needed - Evaluate the effectiveness of new or continued curriculum

Partners for Life - Promoting Literacy at Home

A child's first learning takes place in the home, yet those beginnings are just as diverse as the families that we serve. Schools must make a concerted effort to support parents, because there are strong indications based on research that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. The United States Department of Education website shares additional research which states that "The family makes critical contributions to student achievement from preschool through high school. A home environment that encourages learning is more important to student achievement than income, education level or cultural background."

The purpose of the ***Partners for Life – Promoting Literacy in the Home*** training is to assist schools as they design their opportunities to communicate with parents regarding their children's academic proficiency levels, grade level standards, academic progress, and standardized test information. The training will be customized to the needs of the participating schools. Smar2tel will help schools develop specific trainings to conduct with parents in the area of literacy that include activities that can be done in the home regardless of the language spoken. Reading aloud to children, encouraging oral language and fluency are just a few of the areas that are easily supported by parents when given the appropriate guidance. Smar2tel can also assist schools in deciding how to identify parent needs, plan opportunities, gather resources, prepare presentations, and develop topics that are of interest to parents including, but not limited to: how to read the results from standardized test; how to monitor your child's progress in school, interacting with your child's teacher especially during parent/teacher conferences; intervention and retention; etc., at the school's request.

All school site personnel with a direct link to parents can benefit from this training because it takes a village to raise a child. Many parents must learn how to assist their children and given ample opportunities to do so. When the school environment welcomes parents, a valuable partnership is built that will promote student learning at home, as well as, in school.

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Differentiated Instruction for: African American Students

National data shows that a reading achievement gap still exists among African American students. According to test results from the 2007 National Assessment of Educational Progress, the percentage of African American fourth grade students scoring proficient was 14.36%, and those scoring at advanced a mere 1.88%. In contrast, their white counterparts scored 42.67% and 10.75% respectively. Reading scholars have focused on several key indicators related to the literacy achievement gap (H. J. Craig et al., 2003; J. L. Harris, 2003). Included in these are the language use of African American children, the literacy experiences of African Americans, and the methods of classroom teachers.

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The purpose of the *Differentiating Instruction: Affecting the Achievement of African American Students* training is to develop teachers so that they are able to provide culturally relevant and responsive literacy instruction that will increase reading proficiency for African American students in today's classrooms. It will focus on the knowledge and skills a teacher needs to address African American Vernacular English (AAVE). Research has shown that the structural, intonational and grammatical characteristics of AAVE can be traced to African languages. Therefore, AAVE is not to be considered a form of English slang, nor is it to be seen as an inferior language. AAVE, which is popular among some subgroups of African Americans, is a mix of the English and African languages (Smith, 1998). This training will prepare teachers to understand and support their student's language needs. The training will also promote awareness of cultural differences and how they can support and affect African American students' learning. In addition, it will develop teachers' knowledge of research based practices in effective classroom management strategies specific to African American students.

Teachers in grades K-12 can benefit from this training as it will provide strategies and skills for providing African American students access to the Reading/English Language Arts curriculum with optimum engagement, as well as, the ability to convert AAVE to Standard English.

Differentiating Instruction: Affecting the Achievement of African American Students overarching purpose is to build and sustain administrators' and educators' capacity and internal accountability for the success of their African American students.

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Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
• Awareness of African American Vernacular English • Process for providing corrective feedback that converts African American Vernacular English to Standard English • Explicit instruction in grammar and syntax • Use a variety of student learning styles • Identify and use culturally relevant literature to support student learning • Awareness of cultural differences • **Infusing culturally responsive strategies into everyday practices** • Identify and properly address "nuisance" vs. disruptive behavior	• Awareness of African American Vernacular English • Awareness of culturally responsive teaching • Support and monitor a systematic, school-wide action plan to support African American students • Conduct parent literacy workshops

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Differentiated Instruction for: English Learners

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Differentiated Instruction for: Special Education

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Sousa's (2001) recent research has shown that learning disabilities do not stem from a single cause but from difficulties in bringing together information from different regions of the brain. Students with learning disabilities often exhibit a wide variety of traits including problems with spoken and written languages, reading, arithmetic, reasoning ability, and organization skills. Because each of these traits can run the gamut from mild to severe, it is necessary to assess each student's disabilities carefully to determine the best approach for effective instruction. Shaywitz (2003) states that the critical elements for differentiating instruction includes: individualization, feedback and guidance, and ongoing assessment.

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The purpose of the *Differentiated Instruction: Special Education* training is to provide teachers with an understanding of the brain connections that must occur in proficient reading so teachers can begin to link this information to what they know about learning disabilities. They will gain a better understanding of the Reading Process," and the content instruction that enables the brain to make the neural connections necessary to make meaning from text. They will learn how meet student's individual instructional needs, as stated in their Individual Education Plan, and become skilled in the early detection of reading problems. They will practice giving accurate corrective feedback and guidance to improve student performance by using the strategy of asking questions that are rooted in accurate content knowledge and research. They will develop the ability to use appropriate instructional strategies, make diagnoses during instruction and after assessment, in order to "prescribe" and differentiate instruction.

Teachers can benefit from this training because it prepares them to deal with the variety of problems their students may exhibit. They will be able to develop, reinforce, and strengthen, the patterns of neural connections necessary to make
meaning from text through the teaching of and repeated practice of appropriate skills to meet their students' assessed needs.

The ultimate goal of this training is to enable teachers to plan and deliver appropriate, systematic, explicit, differentiated instruction to special needs students.

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Develop and support administrators and teachers in the knowledge and skills necessary to/for

Teacher Knowledge and Skills	Administrator Knowledge and Skills
By the end of this training, teachers will be able to: • Utilize the Critical Brain Connections (the Reading Process) to determine what reading behavior students possess and/or need to learn • Make diagnoses during instruction, and again after assessment, in order to "prescribe" and differentiate instruction. • Distinguish between appropriate and inappropriate content and strategies based on students assessed needs • Apply content knowledge to deliver instruction in areas of assessed student needs • Give corrective feedback using the strategy of asking questions that are rooted in accurate content knowledge and research • Develop curricula from IEP's that contain a variety of research based strategies and address the State Content Standards and assessed student needs • Use program, supplemental materials, and resources to create a lesson plan and deliver a 10 minute lesson	Administrators will be able to apply the knowledge gained in the principal's training during observations of the 10 minute lessons to: • Recognize the components of each content area to determine if they are present in the lesson • Distinguish between appropriate and inappropriate content and strategies • Determine the presence of those instructional skills that are basic to delivering a successful structured lesson • Observe student responses to determine if the content and strategies are based on students assessed needs

Differentiated Instruction for: Early Literacy Skills for Struggling Readers

Teachers must possess a broad range of skills and knowledge about the structure of language, the process of learning to read and the teaching strategies that are effective for different children (Teaching All Children Read, 2000). In 2000, The National Reading Panel (NRP) issued a report identifying key skills and methods that are foundational, consistent and replicable in being successful in teaching students to read. Ensuring that all students master these skills as quickly as possible will most certainly begin to reduce the number of students that are failing in reading. However, even though programs have been designed to reflect these skills and methodologies, teachers have not received the in-depth training necessary to deliver instruction that centers on each student being able to acquire reading skills.

The purpose of the *Developing Early Literacy Skills for "Struggling Readers"* training is to provide teachers with the capability to identify, diagnose, and implement the acquisition of skills and methodologies necessary to support and teach the struggling reader. This will be a series of trainings that first identifies how the brain learns to read. Then, we will look at the critical attributes of these key skills – Oral Language Development, Phonemic Awareness, Concepts of Print, Alphabet Awareness, Phonics, and Fluency – and gain an understanding of.

Teachers can benefit from this training as it will support their efforts in teaching students to become fluent and efficient readers and writers who can make sense of and convey meaning in written language and to become thinkers and communicators who are actively reviewing and analyzing information.

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Develop and support administrators and teachers in the knowledge and skills necessary to teach every child the complex process of learning to read.

Teacher Knowledge and Skills	Administrator Knowledge and Skills

• Provide high-density skill instruction, including mini-lessons that address student needs
• Teach students to self-regulate
• Differentiate instruction - Flexible groupings
• Provide instruction using the "Reading Process" - phonological awareness, phonics, fluency, vocabulary, comprehension, composition
• Plan and deliver systematic, explicit instruction in reading
• Format instruction and activities to match the goals and needs of the children – assessment driven instruction
• Modify instruction and activities
	• Provide relevant professional development focused on:
	  • developing specific skills and filling identified gaps in skills and knowledge
	  • providing opportunities for experts to demonstrate effective teaching strategies in real classrooms
	  • gaining a basic understanding of reading and child development
	  • word study interventions that are appropriate for students at different levels
	  • comprehension strategies
	  • instructional conditions that could close the reading gap
	  • interventions that focus at both the word and text level

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Advanced

This five-day, 40 hour institute is designed for teachers who are already comfortable with the basic implementation of Open Court Reading, and who want to strengthen their knowledge of what it takes to teach children to read. They will learn to make stronger connections between content knowledge and Open Court Reading so that they can use and effectively implement the program as it was intended, especially in the areas of Getting Started, Concept/Question Board, Handing-Off, Inquiry/Investigation, and Workshop. Participants will engage in a variety of hands-on activities and simulated experiences that reflect all areas of the Reading Process.

It is designed to empower teachers with foundational knowledge and skills in:

- Data Analysis
- Lesson Planning
- Student Engagement
- Delivering Differentiated Instruction

All participants should bring the following:
- Grade K - Units 1 and 4
- Grade 1 - Units 1 and 5
- Grades 2 - 5 - Units 1 and 4

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Mastery

This five-day 40 hour institute is content focused and designed to help teachers achieve mastery in the use of Open Court 2002. Participants will be provided with the content knowledge and procedural expertise needed to effectively and efficiently use what works in the classroom. Teachers will consider and focus on the most complex components of Open Court Reading and its embedded teaching strategies, so that they can successfully move from implementation to the full utilization of the instructional program.

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During this five (5) day workshop, teachers will come to understand:

- The "Reading Process" and how it connects to State Content Standards and Open Court Reading
- How Open Court content and design correlates to State Content Standards (Lesson Connections)
- Explore the purpose and process of data analysis (Administer, Record, Analyze, Plan)
- The Key Instructional Practices that must be evident in an effective lesson (Observable Teacher Behaviors)
- Phonics, Fluency and Vocabulary and their connection to Comprehension
- Activities for student engagement and active participation
- How to extend student learning through Inquiry/Investigation and the Concept/Question Board
- How to use content knowledge to effectively interpret results of diagnostic, informal, or formal testing for planning differentiated instruction
- How to plan Workshop using the Teacher's Edition and a variety of resources

All participants should bring the following:
- Grade K – Unit 2
- Grades1 –5 – Unit 1