Struggling Readers: Diagnostics to Instruction

Northern Kentucky Cohort (Region 4)

Syllabus

CCLD Contacts	
Carrie Davis, Staff Support 120 Quinton Court, Suite 200 Lexington KY 40509 Phone: 859-257-5917 Fax: 859-323-2824 E-mail: crgrat2@uky.edu	**Dawn Hanzel**, Adult Literacy Director 120 Quinton Court, Suite 200 Lexington KY 40509 Phone: 859-257-6095 Fax: 859-323-2824 E-mail: Dawn.Hanzel@uky.edu
Meghan Borough, Adult Literacy Coordinator 120 Quinton Court, Suite 200 Lexington KY 40509 Phone: 859-257-5917 Fax: 859-323-2824 E-mail: tobeconfirmed@uky.edu	

Instructors	
Donna Elder National Center for Family Literacy 325 West Main Street Louisville, KY 40202 E-mail: delder@famlit.org Phone: 502-584-1133 extension 143 Donna is a reading specialist at the National Center for Family Literacy where she uses her experiences from teaching adults and children on several projects. Donna has taught both in the elementary school and the community college setting. At Spoon River College in Canton, IL, she provided instruction for adult students enrolled in ABE and GED® reading classes as well as reading instruction for community college students in reading and study skill classes.	**Judi Rawlings** E-mail: rawlings120@gmail.com Judi.Rawlings@harrison.kyschools.us Judi taught high school and, after receiving an elementary endorsement to her teaching certificate, taught third and fourth grade. While raising her three children she did private tutoring. Judi started the Reading Partners Program in Harrison County in 1984. She started the current Harrison County Adult Education Program as a pilot project with Community Action Council and the Housing Authority of Cynthiana. The Harrison County School District wrote a grant and absorbed the successful program in 1992. Judi served them as instructor as well as program manager until her retirement. She now works with remedial students at Maysville Community College/Licking Valley Center in Cynthiana.
Instructor To be confirmed	**Instructor To be confirmed**

Overview

This workshop is one of four tracks within the Experienced Instructor Institute and is designed for KYAE adult education full-time instructors and instructor's aides of reading and writing who teach students in a classroom environment.

Prerequisites

This workshop is intended for KYAE adult education full-time instructors and instructor's aides who were hired before July 1, 2007. In order to participate in this workshop, you must have taken Foundations in Reading and Writing Instruction, formerly titled Orientation to Reading and Writing, in either FY 2006-2007, 2007-2008 or 2008-2009. KAELI graduates are exempt from this prerequisite. The Foundations in Reading and Writing Instruction is being replaced by Reading and Writing Instruction: Best Practices which is also offered in this institute. You must have also taken Orientation to Adult Education online course (student orientation/intake/goal setting and adult learning theory). Additionally, you will be more fully prepared to participate in the workshop if you have participated in TABE and OPT, Assessment to Instruction and Effective Instructional Strategies.

Workshop Description:

This workshop is in two segments over the course of the year: (1) reading diagnostics and (2) strategies for the struggling reader. The workshop builds upon the knowledge and skills in the Reading and Writing Instruction: Best Practices and provides participants with the latest research-based strategies in reading instruction.

The purpose of this workshop is to introduce adult education instructors to various tools that will assist them in identifying students' reading strengths and weaknesses beyond the information the TABE has to offer. Participants will be able to target instructional strategies more effectively once individual reading needs are identified.

Reading Diagnostics

The Adult Reading Components Study (ARCS) Web site, developed by the National Institute for Literacy, provides various diagnostic tools. Some may be downloaded for free and some may be purchased. Each assessment tool provides information on student needs based on the components of reading. Once they are administered with a student, the educator may enter scores to obtain a profile of suggested instructional strategies.

The ADRI is a reading inventory that allows an instructor to observe a student's oral and silent reading performance. The instructor will use the tool to identify reading miscues and make informed decisions on instructional strategies, curriculum and materials to use with a student. The ARCS and ADRI may be used in conjunction with one another or as separate tools to gain more understanding of student needs.

Participants will be introduced to the tools and given information and practice on administering the tools with students. Participants will administer the tools with students, evaluate the results and reflect on their effectiveness.

Strategies for the Struggling Reader

In the second segment of the workshop, participants will receive hands-on practice in implementing strategies based on student needs. Participants will attain understanding of the struggling reader as well as research-based, hands-on practical strategies in instruction in the components of reading. Participants will receive strategies to improve student's word

recognition, fluency with emphasis on vocabulary and comprehension development. Comprehension strategies will focus on strategies needed to succeed on the current GED® and the GED® 2012. Participants will review barriers and solutions in delivering instruction with this challenging student population.

Learning Goals

Participants will:

1. Develop an understanding of what good readers do and characteristics of the struggling reader
2. Understand the components of reading and reading instruction and how they contribute to reading-skill development
3. Understand the need for reading-component assessment and apply various reading diagnostics to go beyond the TABE in identifying student needs
4. View video demonstrations of fluency assessment and reading-strategy instruction in vocabulary and comprehension
5. Practice using the research-based strategies
6. Practice planning individualized and classroom instruction-based on assessed needs
7. Consider and discuss options for instructional planning in multi-level groups

Performance Objectives

This workshop will enable students to:

1. Develop a definition of reading
2. Identify characteristics of a struggling reader
3. Describe the components of reading and reading instruction and explain how they interact and contribute to reading-skill development
4. Explain the need for diagnostic assessment of the reading components
5. Use diagnostic reading assessment results to develop individual and classroom learning plans
6. Develop lesson plans with instructional activities based on the reading research related to developing word recognition, fluency, vocabulary and comprehension strategy skill development
7. Develop, implement and evaluate lesson plans using “explicit instruction” to teach reading skills and strategies to individuals and classes
8. Identify/locate sources of materials, guidelines, examples and suggestions related to scientifically based reading assessment and instruction to facilitate their own continuing professional development

Workshop Design

The workshop will combine face-to-face sessions, demonstrations of instructional strategies, distance learning, classroom application of learning and an opportunity to receive feedback from an instructional coach. The components of the workshop are listed below. Specific instructions related to each are found in the Institute Schedule section of the syllabus.

- Pre-work – the following will be made available on ANGEL two weeks prior to workshop and must be completed no later than three days before the institute:
  - Pre- Assessment of Prior Knowledge online survey—to determine participant’s familiarity with the content of the workshop
  - Online Assignment—to prepare participants for workshop participation

- First Face-to-Face Session – One and one-half days that include an overview of the workshop syllabus, timeline, expectations and instruction in the characteristics of a struggling reader and in reading diagnostics
- Interim # 1 – a four-week session that includes:
    - Assignment—participants complete an assignment during which knowledge acquired in the First Face-to-Face Session will be implemented in the classroom
    - Web conferencing—participants meet for one to two hours via Microsoft Live Meeting to ask questions that have arisen during the assignment
- Second Face-to-Face Session – one and one-half days including a debriefing of assignments and instruction in word recognition strategies
- Interim #2 – a four- to six-week session that includes:
    - Assignment—participants complete an assignment during which knowledge acquired in the Second Face-to-Face Session will be implemented in the classroom
    - Web conferencing—participants meet for one to two hours via Microsoft Live Meeting to ask questions that have arisen during the assignment
- Third Face-to-Face Session – one and one-half days including a debriefing of assignments and instruction in vocabulary and comprehension
- Interim #3 – a 10-12 week session that includes:
    - Classroom Project—an interim project during which knowledge acquired in the first two face-to-face sessions will be implemented in the classroom resulting in formal lesson plans and a classroom instruction plan
    - Coaching Visits/Teaching Observations—an opportunity to practice instructional strategies, receive constructive feedback and ask questions
- Culminating Event Session – a final one-day session including a showcase of classroom projects, literacy circles and learning stations
- Post-training – includes a Post-Assessment of Knowledge Gained online survey—to determine the effectiveness of the workshop overall and the knowledge gained as a result of participation

Provided Books and Materials

- Participant binder complete with handouts
- Books/Articles

Billmeyer, R. & Barton M.L. (1998). *Teaching reading in the content areas: If not me, then who?* Denver, CO: McREL.

Campbell, Pat (2001). *Adult Diagnostic Reading Inventory.* Edmonton, Alberta: Grass Roots Press.

Campbell, P. (2003). *Teaching reading to adults: A balanced approach.* (2nd ed.) Edmonton, Alberta: Grass Roots Press.

Cromley, J. (2005). "Metacognition, cognitive strategy instruction and reading in adult literacy" in *Review of Adult Learning and Literacy.* (Vol. 5) National Center for the Study of Adult Learning and Literacy.

Ellery, V. (2005). *Creating strategic readers: Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension.* Newark, DE: International Reading Association.

Learning Disabilities Association of Minnesota. (2007). *The adult reading toolkit: A research-based resource for adult literacy.* Minneapolis, MN: author.

Strucker, J. "What Silent Reading Tests Alone Can't Tell You: Two Case Studies in Adult Reading Differences." *Focus on Basics*, Vol. 1, Issue B, May 1997, pp. 13-16.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers.* Portland, ME: Stenhouse Publishers.

Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12.* Portland, ME: Stenhouse Publishers.

- Additional handouts
  - *Resource & Tool Packet*
  - Workshop Supply Kit

Assignments

The workshop includes four assignments: a pre-assignment, two online assignments and a classroom-embedded project. Assignments are designed to assist participants in incorporating knowledge, strategies and tools learned in the workshop into their classroom instruction. All assignments must be completed in a satisfactory manner (see scoring rubric) and submitted prior to the published deadlines in order to receive credit for the workshop.

ANGEL Web site

ANGEL is KYAE's online course management system. Using ANGEL you will be able to access the pre-test and pre-work assignment that is required to be completed three days prior to the First Face-to-Face Session. Additionally, you can download the workshop syllabus, submit assignments, obtain course information, access resources and participate in discussions.

How to get to online courses in ANGEL:

After you have registered for this workshop, you will receive an e-mail on how to complete the online pre-work and pretest in ANGEL. You will also get an e-mail from kyvc@kyvc.org indicating that an ANGEL account has been created for you giving you your username and password so you can begin taking your online courses.

When you are ready to take your course, please go to the following Web site: http://kyvae.ky.gov or http://www.kyvc.org. You will see the login area in the middle of the page. If you are a new student, you will be prompted to change your password the first time you log into the system. After you successfully login, your course(s) will show up on the left hand side of that page under "Courses". To get started, click the name of the course. You may also update your personal information by clicking "Update Personal Information" under the "My Information" area.

If for some reason, your courses do not show up under "Courses" after you have logged into the system, please contact Toni Quire at 502-573-5114, ext. 113, or e-mail her at toni.quire@ky.gov.

Please note: If you cannot remember your username and password of your ANGEL account, please contact Toni Quire at 502-573-5114, ext. 113, or e-mail her at toni.quire@ky.gov.

Successful Completion of PD Requirements

In order to fulfill professional development requirements, participants must attend all required workshop days, including face-to-face workshops, Web conferences and conference calls, as well as, successfully complete all projects and tasks. A scoring rubric will be used to assess all projects and tasks. Projects will be evaluated by the facilitator.

Facilitators will work with participants when extenuating circumstances, such as a serious illness or a death in the family, occur that prevent a participant from attending a required component of a workshop or training.

Expectations

Assignments: In order to maximize the content of the institute, participants are expected to also complete all additional components—pre-work, interim work, classroom-embedded project and coaching—prior to the assigned deadline.

Attendance: Attendance is expected at all face-to-face sessions and the Web conferencing events. If a serious situation, such as a serious illness or a death in the family, prevents attendance at any session, participants are asked to notify Carrie Davis at 859-323-2824 in advance of the scheduled session.

Feedback form: Following each face-to-face session and each Web conferencing event, participants will complete an online survey to give feedback on the session. Participants are expected to complete the form in an open and honest manner within one week of completing the session.

Participation: Participants are expected to participate in lectures, discussions and activities in a manner that respects the beliefs, attitudes and feelings of fellow participants, facilitators and instructors.

Policies

Cohorts: Participants join a cohort when they sign up for the workshop in PDtrack at https://pdtrack.kyvae.org/. Cohort participants will remain as a group throughout the length of the workshop. Participants may not change cohorts once the workshop has begun.

Inclement Weather Policy: Face-to-face sessions will be cancelled due to inclement weather only when the local county (county in which the session is to be held) school board closes schools. Please check area news channels for school closings. Should you have an immediate concern on the day of the session, please contact Dawn Hanzel via cell phone at 859-230-5703.

KYAE Professional Development: For updated information regarding KYAE professional development policies and information, visit http://www.kyae.ky.gov/educators/pd.htm.

INSTITUTE SCHEDULE

Pre-work (Posted by October 22, 2009)
 	
Location: Online (ANGEL)
 	
Tasks to complete:
• Log onto ANGEL
• Set up introduction
• Print off and review syllabus and checklist
• Complete pretest
• Complete assignment #1:
  ○ Download from ANGEL and read article "What Silent Reading Tests Alone Can't Tell You" by John Strucker
  ○ Complete a KWL chart
  ○ Submit answers
  ○ Print off and bring to First Face-to-Face Session
• Complete assignment #2:
  ○ Complete "Literacy Histories" sheet and answer questions.
  ○ Submit answers
  ○ Print off answers and bring to First Face-to-Face Session
	Due by
	November 2, 2009
	at 11:59 p.m.

First Face-to-Face Session
 	
Location:
• University of Louisville, Shelby Campus
• Networking luncheon at 11:00 a.m., Thursday
 	
Learning:
• Characteristics of the Struggling Reader
• Reading Diagnostics
 	
Resources to be given:
• Participant Binder
• Workshop Supply Kit
• Campbell, Pat (2001). *Adult Diagnostic Reading Inventory.* Edmonton, Alberta: Grass Roots Press.
• Campbell, P. (2003). *Teaching reading to adults: A balanced approach.* (2nd ed.) Edmonton, Alberta: Grass Roots Press.
 	
Items to bring:
• Assignment #1:
  ○ Article "What Silent Reading Tests Alone Can't Tell You"
  ○ Completed KWL chart
  ○ Printed answers to questions
• Assignment #2:
  ○ Completed "Literacy Histories" sheet and answered questions
	November 5, 2009
	12:00 p.m. -
	4:00p.m.
	
	November 6, 2009
	9:00 a.m. - 4:00p.m.

Assignment (Due at Second Face-to-Face Session)**:** • Read chapters 2-4 in Teaching Reading to Adults: A Balanced Approach and complete an anticipation guide. Submit. Print off to bring to session • Answer questions on discussion board on ANGEL • Complete a diagnostic profile on at least two students. Complete an ADRI, word meaning test, spelling and fluency test and match a profile • Complete the reflection sheet • Complete an informal interview	

Interim #1
 	
Location: Online (ANGEL and Microsoft Live Meeting)
 	
Tasks to complete:
• Complete the feedback form on ANGEL
• Web conferencing
  ○ Q & A on assignment
 	
Items to bring:
  ○ Participant Binder
  ○ All resources given at First Face-to-Face Session
	TBD

Second Face-to-Face Session **Location:** • Bluegrass Community & Tech College, Regency Rd Campus, Room 207/209, Lexington; Contact: Shannon 246-6555 • Networking luncheon at 11:00 a.m., Thursday **Learning:** • Sharing and discussion on assignments • Word Recognition Strategies • Fluency Strategies **Resources to be given:** • Billmeyer, R. & Barton M.L. (1998). *Teaching reading in the content areas: If not me, then who?* Denver, CO: McREL. • Ellery, V. (2005). *Creating strategic readers: Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension.* Newark, DE: International Reading Association. • Learning Disabilities Association of Minnesota. (2007). *The adult reading toolkit: A research-based resource for adult literacy.* Minneapolis, MN: author. • Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers.* Portland, ME: Stenhouse Publishers. • Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12.* Portland, ME: Stenhouse Publishers.	***December 10, 2009*** ***12:00 p.m. -*** ***4:00p.m.*** ***December 11, 2009*** ***9:00 a.m. - 4:00p.m.***

Items to bring:
• Answers from readings
• Reading profile assignment
• Informal interview results
• Resources:
  ○ Participant Binder
  ○ Workshop Supply Kit
  ○ All resources given at First Face-to-Face Session
 	
Assignment (Due at Third Face-to-Face Session)**:**
• Download from ANGEL and read article "Metacognition, cognitive strategy instruction and reading in adult literacy" by Jennifer Cromley
  ○ Complete the before, during and after reading questions
  ○ Submit and print off copy to bring to class
• Apply a word recognition or fluency strategy with a student based on reading diagnostic results	

Interim #2
 	
Location: Online (ANGEL and Microsoft Live Meeting)
 	
Tasks to complete:
• Complete the feedback form on ANGEL
• Web conferencing
  ○ Q & A on assignment
 	
Items to bring:
  ○ Participant Binder
  ○ All resources given at previous sessions
	Scheduled during the interim

Third Face-to-Face Session
 	
Location:
• Berry Mansion, Frankfort
• Networking luncheon at 11:00 a.m., Thursday,
 	
Learning:
• Vocabulary
• Comprehension
 	
Items to bring:
• Article "Metacognition, cognitive strategy instruction and reading in adult literacy" by Jennifer Cromley
• Completed before, during and after reading questions
• Resources:
  ○ Participant Binder
  ○ Workshop Supply Kit
• All resources given at previous sessions
	February 4, 2010 12:00 p.m. - 4:00p.m.
	
	February 5, 2010 9:00 a.m. - 4:00p.m.

Interim #3
 	
Location: On the job
 	
Tasks to complete:
• Complete the feedback form on ANGEL
• Confirm coaching visit with instructor
• Participate in coaching visit
  ○ Discussion
  ○ Modeling
  ○ Observation/Feedback
  ○ Resource Sharing
 	
Classroom Project (Due within two weeks of Culminating Event Session)**:**
• Classroom profile
• Lesson plan(s) and classroom instruction plan
• Evaluation/Reflection
	From March 8, 2010 through April 30, 2010

Culminating Event Session
 	
Location: Scott County (exact location to be determined)
 	
Learning:
• Share classroom projects
• Resource sharing
• Literacy Circles
• Learning Stations
 	
Items to bring:
• Classroom project which includes:
  ○ Student/Classroom profile
  ○ Lesson plan(s)—bring one copy for each participant
  ○ Classroom instruction plan
  ○ Project Evaluation/Reflection
  ○ Student work samples
• Resources:
  ○ Participant Binder
  ○ Workshop Supply Kit
  ○ All resources given at prior sessions
	May 7, 2010 9:00 a.m. - 4:00 p.m.

Post-Training **Location:** Online (ANGEL) **Tasks to complete:** • Complete course feedback form on ANGEL • Complete post-test	***Due by May 14, 2010 at 11:59 p.m.***

Additional Resources

Cheatham, J. B. Colvin, R, J. & Laminack, L. L. (1993). *Tutor: A collaborative approach to literacy instruction.* Syracuse, NY: Literacy Volunteers of America, Inc.

Culham, R. (2006). *100 trait-specific comments: A quick guide for giving constructive feedback on student writing.* New York: Scholastic, Inc.

Curtis, Mary E. & Kruidenier, John R. (2005). *Teaching adults to read: A summary of scientifically based research principles.* National Institute for Literacy.

Hager, B., Garner, B., Smith, C., Bingman, M.B., Balliro, L., Mullins, L., Guidry, L. A., & McShane, S. (2005). *Understanding what reading is all about: Teaching materials and lessons for adult basic education learners.* National Center for the Study of Adult Learning and Literacy.

Harvey, Stephanie & Goudvis, Anne (2000). *Strategies that work: Teaching comprehension to enhance understanding.* Markham, Ontario: Stenhouse Publishing.

Jacobson, Erik; Degener, Sophie; Purcell-Gates, Victoria. (2003). *Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners.* National Center for the Study of Adult Learning and Literacy.

Johns, J. L. & Lenski, S. D. (2005). *Improving reading: Strategies and resources.* (4th ed.). Dubuque, IA: Kendall/Hunt Publishing Company.

Kelley, M. J. & Clausen-Grace, N.. (2007). *Comprehension shouldn't be silent: from strategy instruction to student independence.* Newark, DE: International Reading Association.

Kerka, Sandra. (1988). "Strategies for retaining adult students: The educationally disadvantaged." *ERIC Digest No. 76*. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education.

Learning Disabilities Association of Minnesota. (2007). *The adult reading toolkit: A research-based resource for adult literacy.* Minneapolis, MN: author.

Lyon, George Ella. (1989). *Choices.* Lexington, KY: University Press of Kentucky.

Marzano, R. J. , Norford, J. S. , Paynter, D. E., Pickering, D. J. & Gaddy, B. B. (2001). *A handbook for classroom instruction that works.* Alexandria, VA:. Association for Supervision and Curriculum Development.

McShane, Susan. (2005). *Applying research in reading instruction for adults: First steps for teachers.* Washington, DC: National Institute for Literacy.

Oczkus, Lori. (2004). *Super six comprehension strategies: 35 lessons and more for reading success.* Norwood, MA: Christopher-Gordon Publishers, Inc..

ProLiteracy (1994). *Teaching adults: A literacy resource book.* Syracuse, NY: New Readers Press.

Purcell-Gates, V. "There's reading and then there's reading: Process models and instruction." *Focus on Basics*, Vol. 2, May 1997.

Quigley, B. Allan. (1997). *Rethinking literacy education: The critical need for practice-based change.* San Francisco, CA: Jossey-Bass.

Robb, L. (2008). *Teaching reading: A differentiated approach.* New York: Scholastic Inc.

Rylant, Cynthia. (1982). *When I was Young in the Mountains.* New York: Dutton Children's Books.