REAL

READING
ENGAGEMENT
for
ADOLESCENT
LEARNING

Professional Development for Adolescent Engagement in Information Text: Year 2 Culminating Training – CORI2

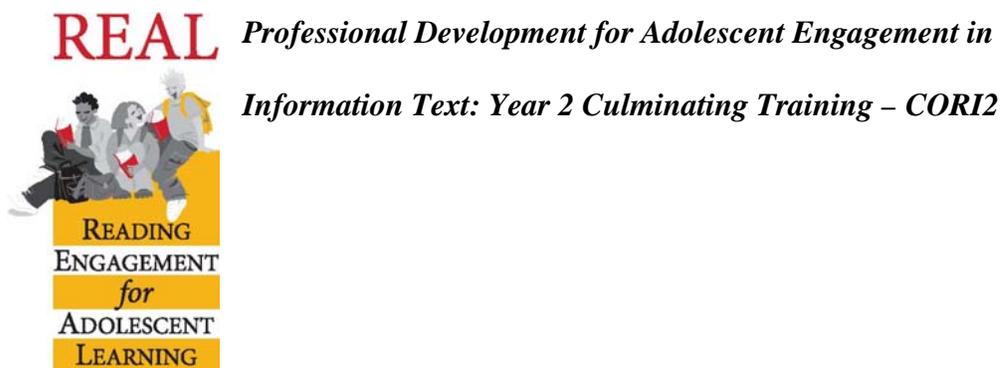## Mary Blakely, John T. Guthrie, Jennifer McPeake,

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REAL *Professional Development for Adolescent Engagement in*

Information Text: Year 2 Culminating Training – CORI2

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I. Background

The REAL Project staff provided three previous professional development

trainings that taught the participating classroom teachers and school system central office

staff the practices and strategies of: Concept-Oriented Reading Instruction (CORI) for

Adolescent Students, Strategy Instruction for Information Text (SIIT), and five targeted

middle school reading motivation strategies The presenters of these professional

development workshops carefully designed them to progressively deepen and extend the

teachers' knowledge and understanding of the cognitive and motivation instructional

practices that engage adolescent readers in gaining, understanding, and applying

knowledge acquired by reading and interacting with information text. Each of these

workshops was part of the ongoing implementation of the best practices professional

development model endorsed by national and state teacher professional development

standards.

Once again, the presenters delivered the CORI2 professional development

sequence using a one-day, interactive, hands-on workshop format. The workshop focused

on providing teachers an opportunity to explore and use the CORI2 Teacher's Guide and

supporting materials. In addition, the activities allowed for collaborative school level

planning for the six-week spring implementation of CORI2. The primary facilitator was the Professional Development Specialist for the University of Maryland.

Participants included all seventh grade reading/language arts teachers from each of the four middle schools, a minimum of one inclusion special educator from each middle school, and the instructional reading support teacher from each of the middle schools. Two of the four middle schools also included a school-based administrator on the team of participants. The school system central office supervisor of reading/language arts and the instructional support teacher for special education were active participants. Through attendance at the previous workshops, the participants shared a common level of experience with and knowledge of the targeted concepts, practices, and strategies.

II. *Setting the Stage – Why CORI2 - The Rationale for Implementation*

As a first step in setting the stage for the workshop, the Dr. John Guthrie, Principal Investigator for the Project, reintroduced teachers to the guiding principles of CORI2.

1. Student reading in high school and college is highly focused on being able to read, understand, synthesize, and apply information and learning gained from information texts. These texts include, but are not limited to, Biology, Physics, Chemistry, Algebra, Geometry, World and American History, Political Science, Economics, Contemporary Issues, etc.

2. Reading is literary and informational. In school, both nationally and at the local level, students engage most frequently in literary reading. This reading is oftentimes at a rate of 80% literary to 20% informational. Yet, students over their secondary, post-secondary educational and working lifetime will predominately be required to engage in and make meaning from informational texts.

3. The comprehension strategies that allow students to gain knowledge and make meaning from these genres vary in importance depending on whether the reading is literary or informational.

4. Informational reading is a Maryland State Department of Education instructional priority.

5. The St. Mary's County Public Schools' reading/language arts curriculum guide for seventh grade students places an emphasis on informational reading at the close of the spring semester. This timing is consistent with the implementation of CORI2. Therefore, CORI2 is not in addition to or in place of the instructional program, but a critical instructional process designed to expand and strengthen the school system's informational text emphasis.

6. CORI2 teaches the cognitive and motivation processes that are essential for adolescent readers to successfully navigate content reading.

As a second essential step in linking all previous project work and professional development to this culminating professional training and to the successful implementation of CORI2 in the spring, Dr. Guthrie shared with the school teams several initial bits of early but significant research findings that grew out of interviews and assessments conducted on the local school system's seventh grade students. While he reminded the school teams that the results were preliminary, he reinforced that the data is from over 9000 interview analysis points and from reading comprehension, fluency, and motivation assessment data gathered from the over 1000 fall assessments administered to these teachers' seventh grade students. With this as the backdrop, it was clear that he had

engaged and motivated the school teams. Participants attended to and discussed the following information.

Processes of Content Reading - Cognitive

1. Information text comprehension correlates most highly with summarizing and inferencing ability. While fluency proficiency plays a role, it is not as critical for information text comprehension as it is for literary text comprehension.

2. Literary text comprehension correlates most highly with fluency proficiency, followed by inferencing and summarizing ability.

Processes of Content Reading – Motivation

1. Information text comprehension correlates with the amount of textbook reading.

2. Amount of textbook reading correlates with:

    a. The motivations of efficacy – Can I read it?

    b. Valuing – Is it important to me?

    c. Enjoyment – Do I like reading?

    d. Peers – Do my peers value it?

    e. Success - I want to be seen as competent in reading.

    f. Non-avoidance – I do not actively avoid reading.

3. Avoidance due to low self-efficacy, devaluing, dislike, and peer agreement is most significant for struggling African American readers.

4. Avoidance is significant for no reading equals no knowledge gain.

    As the final step for setting the stage to link knowledge, and increase the school teams' understanding of the dynamic goals of CORI2, Dr. Guthrie reiterated for the

participants the desired outcomes of the project. He reminded them that the project is designed to:

1. Increase students' content reading engagement:

    a. Expand the amount of reading students engage in, especially for struggling readers.
    b. Extend students' interest for reading, especially for advanced readers.
    c. Nurture students' valuing of reading, especially for struggling readers.
    d. Increase students' self-efficacy for reading, especially for struggling readers.

2. Increase students' content reading skills of:

    a. Inferencing
    b. Summarizing
    c. Concept Mapping

See Appendix A – Professional Development for CORI2 Overview p.2.

III. Building a Common Purpose - Goal Setting

At the conclusion of Dr. Guthrie's presentation, the primary presenter provided the school teams with the overarching goals of the workshop. She highlighted for the participants that the day would again be an interactive, hands-on learning experience designed to:

- Provide teachers time to interact with, become familiar with, and increase their knowledge and understanding of the CORI2 Teacher's Guide:

    o Organization and overall framework
    o Weekly frameworks
    o Daily lesson plans
    o Whole group and guided reading strategies and structures
    o Sequence Instructional Components

- o Support materials (books, charts, supplemental resources)
- • Provide teachers time for working within school teams to plan implementation of CORI2 with a focus on:
    - o Daily goals and activities
    - o Books for whole group instruction, guided reading (on-grade level, above-grade level, and struggling readers)
    - o Instructional supports
    - o Scheduling
    - o Adapting Teacher's Guide to classes

As in previous workshops, the professional development staff provided the participants with a structured workbook that guided the day's activities and encouraged ownership. *See Appendix B – CORI2 Professional Development Workbook pp. 28-37.*

IV. Interacting with the Teacher's Guide to Gain Knowledge and Understanding: Building Teacher Self-Efficacy

Anyone who has ever provided professional development to school-based teacher staffs during the school year knows that delivering an engaging, meaningful, positive, and productive workshop that stimulates teachers to carry-over the knowledge learned into their instructional environment is both a challenge and a concern. While past workshops had encouraged teachers to try out the skills and practices taught, the teachers' processing of and embracing of this professional development was essential to the successful implementation of the reading project. This workshop had to result in teachers acquiring self-efficacy in their ability to use successfully the CORI2 Teacher's Guide.

Therefore, the presenter carefully scripted the day to sequentially introduce teachers to and allow them to interact with, become familiar with, and increase their knowledge and understanding of the CORI2 Teacher's Guide. Collaborative work with

presenter support and frequent checkpoints to assess understanding and provide feedback were key features of the workshop.

Overall Framework

As an important first step in building the teacher's self-efficacy and relevance with the implementation of CORI2, the presenter initiated the day with the teachers working in a think-pair-share activity designed to allow them to explore the overall framework of the guide. Individually, the teachers spent time browsing the guide. The presenter required that each teacher list in the workbook "Five Things I Noticed." The teachers identified key features of the guide such as book linkages, strategies covered, topics, etc.

Once the teachers accomplished this individual learning task, they worked collaboratively in school teams and used their notes to review and to discuss the overall framework of the guide. As a group, the collaborative teacher teams posted on large chart paper their observations and questions. Each team presented their findings to the whole group for discussion and feedback. *See Appendix C – Teacher Charts for Overall Framework p. 38.*

Teacher's Guide – Weekly Framework

The presenter's second step in the building of teachers' knowledge and understanding for CORI2 moved teacher teams into exploring the weekly framework for each of the first five weeks. This step was critical in establishing an introduction to the overall organization of the guide, as well as to the whole group and leveled texts used each week.

To facilitate this process, the presenter conducted an "each one teach one" lesson. The presenter randomly assigned each school team one week from the five weeks of lesson plans. The presenter required the teams to work collaboratively to prepare a whole group presentation that would identify the main points of instruction for the assigned week. The presenter provided the school teams with a scaffold for the presentations that included:

1. Write five important points about the weekly framework on chart paper.

2. Consider in your discussions points such as use of videos, titles of texts, how titles relate to topic, use of guiding questions, use of charts, etc.

3. Write your group answers on chart paper and be prepared to report back to the whole group.

See Appendix D – Teacher Charts for Weekly Frameworks pp. 39-40.

Browsing the Books

The third step toward building teacher self-efficacy that the presenter designed and implemented enabled the teachers to explore the leveled and primary instruction texts used in CORI2. The presenter gave teachers the choice of whether or not to work with a partner or in small groups. The teachers browsed the books and discussed within the selected collaborative structure the qualities of the books. The presenter guided the teachers' thinking for linking the texts to whole group, guided, and independent reading instruction.

After the teachers browsed and familiarized themselves with the texts, the presenter facilitated teachers thinking more in depth about the texts. The teams removed the whole group texts from the collection and focused on the leveled supporting texts.

The teams discussed which titles would be appropriate for their students. Teachers were required to place post it notes on the texts to indicate the level: on-grade, above-grade, or struggling. The presenter provided guiding questions/statements that structured the teachers' interactions and thinking.

1. Which books should my students use? Why?

2. How should I match my students and these books?

3. Be prepared to share your thoughts and decisions with the whole group.

The final browsing activity gave teachers the opportunity to select and to read the books. This proved to be a powerful tool in building the teachers' desire to transfer their learning into the classroom. Teachers were thrilled to have uninterrupted time to read and discuss the books. Their comfort with, focus on, and desire to implement CORI2 were building.

V. Working Within Collaborative School Teams to Plan Implementation of CORI2: Building Knowledge and Success

Collaboration is one of the cornerstone motivation strategies that is central to CORI2. While teachers had experienced extensive opportunities in previous workshops to interact in collaborative pairs and teams, it was vital that they be given time to work together to plan for CORI2 implementation. Therefore, a significant portion of the day was devoted to collaborative school teams exploring the Teacher's Guide and supporting materials with the purpose of planning for specific site- and classroom-based implementation.

Weekly Lesson Plans and Motivation Support

As time was not an unlimited resource for the day, the presenter carefully scripted another "Each one teach one" collaborative school team lesson. Through the use of this strategy, each school team became an expert on one week of lessons. In the end, each school team left the workshop with five weeks' worth of collaborative planning for CORI2 implementation.

In the continuing process of modeling core instructional processes, the presenter provided the teams with a scaffold that supported and shaped their work. The scaffold included team structure and guiding questions as follows:

1. Teacher teams were assigned a week of lessons.

2. Teachers were required to pull out the books they would use during that week.

3. Teams were required to read and discuss the week's lessons.

4. Each team member was required to respond to 1 to 2 questions and to share the responses with the person's team.

    a. What are the main goals for the week? (science, motivation, and comprehension)

    b. What are the supporting materials available for teaching the week?

    c. What are the supports for motivation this week?

    d. How are you going to match the books to your students?

    e. How are you going to prepare to teach this week?

    f. How can you adapt the lessons to meet the needs of your classes?

5. Teams brainstormed, discussed, and wrote responses to the questions.

6. Teams prepared to share their learning with the whole group.

During the whole group presentations, one of the workshop support staff typed the teams' weekly lessons responses to each of the questions and they were shown on the LCD projector. Follow-up workshop communication provided each teacher with these summaries of the weekly lessons, thus facilitating future implementation planning. *See Appendix E – Collaborative Teachers' Responses to Weekly Lessons Scaffold pp. 41-44.*

Once the sharing was complete, the support staff provided a brief demonstration of how to use the LCD projector and speaker with the jump drive that contained the relevance and connection building United Streaming video clips from the Discovery Channel. Ever cognizant of the teachers need for ongoing support, the University staff in partnership with the school system staff, arranged for school-based media specialists to provide, as needed, the follow-up individual training.

As a final step to building success and transfer of learning, the presenters informed the teacher teams that the school system staff agreed to provide each school team with additional collaborative planning time between the workshop and the spring implementation. This partnership strengthens teachers' knowledge and understanding through grade level support and planning. The school-based instructional support staff will be facilitating this important follow-up.

VI. Making Connections and Building Relevance

One of the challenges that occurs when an "outside" agent, such as a university, provides professional development linked to new targeted concepts, strategies, processes, and/or lessons is that of building teachers' connections and relevance. The implementation of CORI2 is no exception to this.

Throughout the previous workshops and the implementation of the Strategy Instruction for Information Text (SIIT), a significant portion of the teachers failed to see the relevance of the information text work and the connection of it to the Maryland State Department of Education Voluntary State Curriculum (VSC). Feedback from earlier professional developments indicated that staff, while admittedly noting that students loved the reading and strategies, questioned the value of the project for their students. The underlying questions continued to be:

1. What am I giving up that I should be teaching?

2. How is this supporting the VSC that I am required to teach?

3. How does this fit with the school system's pacing guide that I must follow?

4. Am I going to be held accountable for teaching the "missing VSC" at another time? When would I do this?

5. This is all great stuff but why should I teach it?

While Dr. Guthrie's initial slide presentation provided the background knowledge for building understanding of and relevance for the answers to these ongoing questions, it was essential that this workshop answered and made the appropriate connections to put to rest these concerns. Therefore, the presenter, in partnership with the school system's supervisor of instruction for reading/language arts, shared with the teachers and school-based support staff a *Linkage Chart for St. Mary's County Public Schools' Reading Pacing Guide the Voluntary State Curriculum and the CORI2 Implementation.* Through sharing and discussing this linkage chart, there was an audible sigh of relief from the participants. Connections and relevance were clear. The participants' moment of understanding and linking of previous project learning was evident and welcomed. The

participants' comments reinforced that they had gained knowledge, linked relevance, and made connections. It was evident that based upon this "Aha Moment" they would transfer the learning to their instructional environment.

- Now I understand.

- Wow! We should be doing this more.

- Thanks, I am not worried anymore.

- I see how they connect.

- This is great!

See Appendix F - Linkage Chart for St. Mary's County Public Schools' Reading Pacing Guide, the Voluntary State Curriculum, and the CORI2 Implementation pp. 45-50.

VII. Evaluation

The culminating test of whether or not the professional development workshop built teachers' self-efficacy, relevance, and feeling of success with the implementation of CORI2 was the completion of the structured evaluation and feedback form. As in previous workshops, the presenters asked the participants to complete an evaluation form that contained both quantitative and qualitative feedback. The rating scale was from 1 (low) to 5 (high). The charts that follow illustrate the composite feedback for this phase of the workshop evaluation.

REAL Professional Development Evaluation Questionnaire Composite Feedback Summary		
Area Rated	**Range of Responses**	**Mean of Responses**
Workshop Content	4.76-4.86	4.81
Workshop Design	4.60-4.93	4.79
Workshop Results	4.70-4.90	4.80
Workshop Delivery	4.70-5.00	4.80

Two open-ended questions guided the qualitative responses:

- What were some of the activities that were valuable to you in this workshop?

  - Going through the lesson plans to ensure readiness for implementation
  - The lesson breakdown was extremely helpful.
  - Working with my team to preview the lesson plan guide and being able to discuss it
  - The time to look at lessons and what to do and need for my class
  - Work with school team was invaluable
  - Weekly lesson plans – when we went over the main goals, support motivation, supporting materials, etc. of each weekly lesson
  - Having time to review the texts as well as the weekly/daily lesson plans
  - Reading plans in depth
  - Talking about how to assess materials
  - Looking at materials
  - LCD projector opportunity
  - Instruction on how to use the LCD
  - Being able to work with team members from my school to collaborate was great!
  - Cooperative planning
  - Previewing the texts
  - Review of the six-week program
  - Review of materials while in the presence of the facilitator
  - The time spent on the binder was awesome! Very explicit and welcomed!
  - I need to study more but a super head start was given.
  - Many thanks! So much time and work went into this binder with 2 months to prep- ample time to review is given to teachers. I'm excited to get started with the materials as my students have been very much engaged and interested thus far. Nice job and thank you!
  - Planning week lessons with team
  - Materials
  - Guidance using the materials
  - Insight from others
  - The weekly lesson plan presentations
  - Going through lessons and recording pertinent information
  - Group discussion on assessment feedback
  - Walking through a lesson plan
  - Oh, yes! I am impressed with everything being provided.
  - Step-by-step lesson overviews
  - Previewing materials
  - Looking through lesson plans
  - Having time to spend with the lessons
  - Excellent teacher's guide per lesson
  - Very prepared, clear, concise
  - Alignment to VSC – very important!

- o This was great!
- o Wow! What a fantastic program, I am excited to be involved!
- o This program will definitely help our students learn and improve

- What suggestions do you have for improving this workshop?

  - o Longer lunch
  - o None! We just need time to digest it all!
  - o None!!
  - o More time
  - o Wanted to see one of the videos, however, it will give me something to look forward to!
  - o None that I can think of…
  - o I missed the fun, goofy activity at the end!
  - o None!

Evaluation results substantially indicated that the teachers were highly engaged and receptive to the professional development. The results confirmed that the teachers feel successful and ready to implement CORI2. It was evident that through the delivery of four strategic, interactive, professional development workshops delivered throughout the first three quarters of the second year of the project, teachers left the culminating professional development ready to implement the cognitive and motivation information reading strategies designed to inform our adolescents' reading of and knowledge building from information text. *See Appendix G – Professional Development Evaluation Questionnaire pp. 51-52 and Appendix H– Professional Development Evaluation Questionnaire Feedback Composite Summary pp. 53-55.*

In addition to the teacher feedback, during the course of the workshop, one of the graduate assistants for the project evaluated the presenters using a structured rating scale that allowed for quantitative and qualitative feedback. The evaluation provided feedback on a scale of 1 (Item is not applicable to this workshop) to 4 (The presenters were highly

effective in implementing this aspect of the training. The majority of the participants were highly engaged and responsive during the activities.). The responses are as follows:

- Workshop Content **4**

- Workshop Design **4**

- Workshop Results **4**

- Workshop Delivery **4.6**

Observer comments are included in *Appendix I- Workshop Evaluation by UMD Graduate Assistant pp.49-56.*

VIII. Summary

During this workshop, the teachers interacted with, became familiar with, and increased their knowledge and understanding of the CORI2 Teacher's Guide. In addition, they worked within school teams to plan specific school site implementation of CORI2. The concepts, skills, strategies, materials, and processes presented in the Teacher's Guide that they interacted and planned with today form the background, relevance, and self-efficacy for CORI2 implementation. Their successes today are the building blocks of the effective implementation of CORI2 in the spring.

Appendix A (pp. 26-27)

Professional Development for CORI2 Overview
Saint Mary's County Public Schools
February 10-11, 2009

Objectives for professional development
- Review the rationale for CORI2
- Overview findings from project: related to cognitive and motivational processes of content reading
- Examine the CORI2 framework
- Plan the implementation of CORI2

Rationale for CORI2
- Student reading in high school and college
  - English, Biology, Physics/ Chemistry, World History, American History, Math, Political Science, Economics…
- Reading is literary and informational
- Informational reading is state priority (Web site) and national trend
- SMCPS goals for informational reading—in Unit 5
  - 20 goals are covered by SMCPS pacing guide and CORI2
  - 36 additional goals are covered by CORI2
- Teach cognitive and motivational processes for content reading

Findings for Content Reading- Cognitive
(Based on September 2008 assessments)
1. Information text comprehension correlates
       Inferencing (.35)
       Summarizing (.40)
       Fluency (.08)
   - Literary text comprehension correlates (other)
       Fluency (.30)
       Inferencing (.15)
       Summarizing (.10)

Appendix A (cont.)

Processes of Content Reading- Motivation

(Based on September 2008 assessments and May 2008 interviews)
> 2. Information text comprehension correlates with *amount* of textbook reading.*
> 3. *Amount* of text reading correlates with motivations of efficacy, value, enjoyment,
peers, non-avoidance
> 4. Avoidance due to low self-efficacy, devaluing, dislike, peer agreement, *
> 5. Avoidance implications—no reading gain; no knowledge gain

Overview CORI2 goals

- Increase content reading engagement
  - Expand amount of reading (esp. struggling readers)
  - Extend interest (esp. advanced readers)
  - Nurture valuing of reading (esp. struggling readers)
  - Increase self-efficacy (esp. struggling readers)
- Increase content reading skills
  - Inferring,
  - Summarizing,
  - Concept mapping

Workshop Objectives and Activities: Planning implementation

Interact with the Teachers Guide for CORI2:
- Overview total and weekly frameworks
- Daily lesson plans
- Books for all levels
- Instructional supports
- Student charts and portfolios
- Scheduling
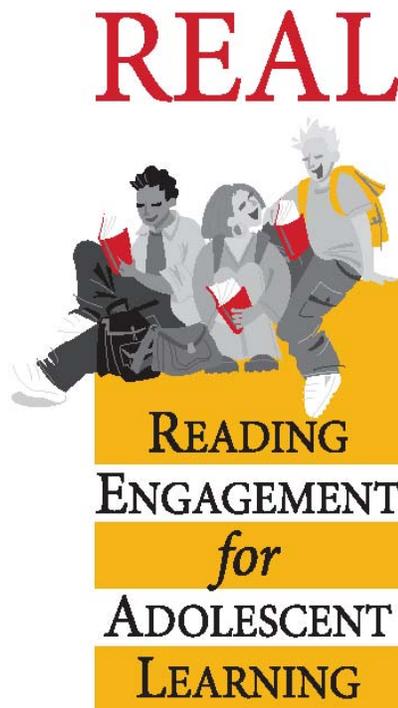
CORI2 Professional Development Workbook

University of Maryland
St. Mary's County Public Schools

February 2009

Appendix B (cont.)

CORI2 Professional Development

Workshop Goals:

- To review the rationale and overall goals of CORI2

- To interact with the CORI 2 Teacher's Guide and become familiar with:
    - Guide organization
    - Overall framework and weekly frameworks
    - Daily lesson plans
    - Materials

- To plan implementation of CORI2 with school team with a focus on:
    - Daily goals and activities
    - Books for all levels
    - Instructional supports
    - Scheduling
    - Adapting Teacher's Guide to classes

Overall Framework

Five Things I Noticed:

1.

2.

3.

4.

5.

Appendix B (cont.)

Framework for Week _____

Review and discuss your framework with a partner and team. Note use of videos, strategy instruction and goals, topics, books, activities. Show the books used for instruction during this week.

Important points to share:

-

-

-

-

-

Books

Three reactions:

Three titles that would be appropriate for my class:

Three ideas for matching texts and students:

Weekly Lesson Plans
Week _____

1. **What are the main goals for this week (science, motivation, comprehension)?**

2. **How will you support motivation this week?**

3. **What are the supporting materials available for instruction this week?**

4. **What other materials are needed for this week? What will you use?**

5. How will you prepare to teach this week? What will need to be done ahead of time?

6. How can you adapt the lessons to meet the needs of your students?

Appendix B (cont.)

My Questions

Week 6

1. What are the main goals for this week (science, motivation, comprehension)?	
2. How will you support motivation this week?	
3. What are the supporting materials available for instruction this week?	
4. What other materials are needed for this week? What will you use?	
5. How will you prepare to teach this week? What will be done ahead of time?	
6. How can you adapt the lessons to meet the needs of your students?	

Student charts/portfolio

1. What is the purpose/goals of the chart(s)

2. What procedures would work for management of the charts (handing out/collecting/storing, etc.)

3. How will you use the charts for grading/assessment?

4. Other ideas regarding the use of student portfolios during CORI2?

Appendix C (p. 38)

Teacher Charts for Overall Framework

- Differentiated strategies for struggling readers and overachievers
- Starting with success
- Three separate reading groups based on reading level
- Fluency component included
- Separate team activities
- Explicitly taught; then a culminating activity
- BIG content knowledge – students introduced to science concepts being taught in science during the implementation.
- Different motivational strategy each week
- Different reading skill focused on each week
- Tiered lessons - basic to more complex with lessons and motivations, topics, skills, and motivations build on each other
- Videos to motivate readers
- Scaffold lessons
- Choice of text – leads to independent readers
- Specific detailed lessons for curriculum map. Thanks!
- Books identified with reading levels, leveled readers
- Strategies build on each other
- Continued integration of strategies to Week 6, builds up to choice, Week 6 offers choice
- Use of scaffolding
- Motivation tied to topic
- Inferencing as a strategy before summarizing
- What is "class (expressive)?"
- Starting with animals- good motivator
- Concept mapping for all levels
- Incorporates writing component
- Reviews each strategy (Weeks 1-3); incorporates strategies (Weeks 4-6)

Appendix D (pp. 39-40)

Teacher Charts for Weekly Frameworks

Week One

- Video everyday
- Guided questions for each day – warm-ups
- Goal – Inferencing
- Each level uses one book all week
- Writing that focuses on inferencing
- Independent reading
- Question to answer while watching video sets purpose for reading
- Class share notes about ecosystem – teacher record findings on chart
- Scaffold lessons
- Students take notes while reading, share with group, share with class – JIGSAW
- Reading/writing component

Week Two

- Focus is on choice
- Summarizing is main strategy
- Topic is plant survival
- Students will have opportunity to choose text on plant survival
- Videos are used to expand comprehension
- Comprehension equals summarizing
- Plant survival in habitats (topic)
- Three videos – Monday, Tuesday, and Friday
- Advanced readers have two textbooks
- Struggling readers have one textbook
- Survey at end of week
- Writing organizer

Week Three

- Anticipatory daily question sets the purpose and the mind on a quest
- Three reading levels – demonstration of their own knowledge
- Love the peer feedback/visual/concept map/fluency/vocabulary
- Two fluency days and two video days
- Book talk
- Concept is food chains and webs
- Each leveled text group uses the same text throughout the week
- Focus is on collaboration
- Writing skills lead to concept mapping, which leads to creating their own
- Comprehension instruction relates to writing skills

Appendix D (cont.)

Week Four

- Topic – Symbiosis
- Whole class and struggling readers using same book
- Guiding questions scaffold also reinforces conceptual theme
- Writing piece allows for release of independence eventually used to compose
- Questions target BIG ideas
- Content questions help set a purpose for reading – could be used for assessments
- On-grade level readers text – *Perfect Partners*; Struggling readers text – *You Scratch My Back*; Above-level readers text – *Coastal Habitats*
- Uses concept maps each day (links to inferencing)
- Fluency (for expressive reading)
- Guided and independent reading each day
- Two videos

Week Five

- Moves from understanding text to drawing conclusions
- Scaffolding/releasing of teacher responsibility by the end of the week
- Extension for advanced readers
- Teacher can easily see readers' understanding at end of the week with the writing piece
- Two videos this week to "hook" readers
- Writing assignment different each day – student choice Day 4
- Reviewing strategies (3); have choices on Days 4 and 5
- One book for on-grade level readers; two books for struggling readers; and two books for above-grade level readers
- Content questions build on prior knowledge
- Independent reading with no talking

Week Six

- More independence
- Choice, choice, choice – text and fluency, and at every opportunity
- Different motivation each day – all motivations addressed – reviews and reinforces concepts – ties together the motivations
- Different text
- No videos
- Promotes higher order thinking
- Emphasis on community

Appendix E (pp. 41-44)

Collaborative Teacher Responses to Weekly Lesson Plans Scaffold

Week One

1. What are the main goals for this week?
    a. Science – Diversity of Habitats
    b. Motivation - Success
    c. Comprehension – Comprehension of informational text – Inferencing

2. How will you support motivation this week?
    a. Appeal to "newness" – journals, textbooks, information
    b. Themed bulletin board centered around habitats and bio-diversity; ecosystems
    c. Supporting background knowledge and new information that they find
    d. Building background knowledge and confidence by using what they already know
    e. Peer recognition and table-talk scaffolds support for confidence
    f. Proving to them that they know more than they think they do
    g. Videos build background knowledge and interest; helps with predictions
    h. Feedback from peers and teachers about inferences

3. What are the supporting materials available for instruction this week?
    a. Three inferencing charts
    b. Overhead activity with inferencing
    c. Books and videos for each day
    d. Reading journals

4. What other materials are needed for this week? What will you use?
    a. LCD projector and screen
    b. Chart paper/markers
    c. Post-it notes
    d. Journals
    e. Baskets for organization of materials

5. How will you prepare to teach this week? What will need to be done ahead of time?
    a. Titles of texts – preview
    b. Four videos – preview
    c. Independent books – 15 min. every day – consider color coding the books by level
    d. Organization of materials
    e. Data – grouping kids; how will we partner and design groups?
    f. Time management
    g. Defining roles in groups – Assigning roles to students
    h. IEPs – accommodations and goals
    i. Independent reading log – Featuring the titles that are available and creating enthusiasm for the books
    j. Record keeping – index cards, chart to make sure that everyone is on track

Appendix E – (cont.)

6. How can you adapt the lessons to meet the needs of your students?
    a. Amount of writing – word processing devices for those who need help writing; adapting lessons to make the writing shorter
    b. Using support people for struggling reader group – creating smaller groups
    c. Help with note taking for those who need it; explicit instruction on note taking
    d. Encouraging leadership roles in groups

Week Two
1. What are the main goals for this week?
    a. Science – Plant survival and habitats
    b. Motivation – Choice - ownership
    c. Comprehension – Summaries; Plant survival activity

2. How will you support motivation this week?
    a. Pick text to read
    b. Pick partners
    c. Choose who to share with
    d. Choose which section to read, which project, independent reading
    e. Teacher helping with the choice – making a match

3. What are the supporting materials available for instruction this week?
    a. three videos
    b. *Scranimals* for fluency
    c. Independent reading books
    d. Summarizing checklist, transparency, poster

4. What other materials are needed for this week? What will you use?
    a. Transparency of text for modeling
    b. Highlighters or markers
    c. Summarizing organizer
    d. Chart paper or bulletin board paper
    e. Copies of the texts

5. How will you prepare to teach this week? What will need to be done ahead of time?
    a. Preparing to teach for the week
    b. Technology check
    c. Setting goals for independent reading groups
    d. Groupings
    e. Guiding questions – overhead, LCD, board, sentence strips, themed corner
    f. Management plan for folders and books
    g. Grouping choices – heterogeneous groups for fluency especially

6. How can you adapt the lessons to meet the needs of your students?
    a. Word bank of text features
    b. Popsicle sticks so everyone has a chance to share
    c. Matching groups by assigning low achievers one number, high achievers another number and still letting them choose a partner of the other number
    d. Adapting charts – decide which charts match your students, regardless of who the chart was created for

Appendix E – (cont.)

Week Three
1. What are the main goals for this week?
   a. Science – Plants and animals are interdependent; interrelationship between them that creates a healthy ecosystem
   b. Motivation - Collaboration
   c. Comprehension – Fluency increased; develop skills to create a concept map and summarizing ability

2. How will you support motivation this week?
   a. Cooperative learning strategies – Think, pair, share, jig-saw, or larger group activities
   b. Starter, adder, adder structure for collaboration

3. What are the supporting materials available for instruction this week?
   a. Video food chains and webs and ocean alive the food web
   b. *Scranimals* for fluency
   c. *Earth's Ecosystems* – whole class
   d. *What are Food Chains and Webs?* for on grade
   e. *Forest Food Chains* for intervention
   f. *Feeding Relationships* – advanced
   g. Individual books
   h. Concept mapping guide, expectations for collaboration, concept mapping organizer, planner, concept map, independent reading map – two self-checks – reactions to the activity and how they felt about the activity

4. What other materials are needed for this week? What will you use?
   a. Books, LCD, jump drive
   b. Overhead, marker
   c. Paper
   d. Materials for larger concept map

5. How will you prepare to teach this week? What will need to be done ahead of time?
   a. Review previous weeks – key ideas from the books to be used
   b. Transparencies and charts
   c. Anticipate answers to the guiding questions
   d. Appropriate handouts
   e. Organize the books to be handy
   f. Model the collaboration – show the students what a productive group looks like; index cards with roles for collaborative structure

6. How can you adapt the lessons to meet the needs of your students?
   a. *Scranimals* – identify the passages that may be easier for lower readers (pp. 11, 19, 21, & 31)
   b. Grouping – matching groups that are less drastic than high-high with low-low; more low-medium, medium-high
   c. Concept map – filling in some information beforehand, leaving gaps for them to fill in the blanks – blank spaces are the keywords and concepts; break down the concept map more for them

Appendix E – (cont.)

    d. Focus questions – create a copy for the students to have at their desks

    e. Adding additional information to the handouts and questions for students who need help focusing

Week Four

1. What are the main goals for this week?
    a. Science – Partnership between plants and animals – mutualism and symbiosis
    b. Motivation – Conceptual Theme
    c. Comprehension – Links in relationships with concept maps, inferencing, fluency, and main idea

2. How will you support motivation this week?
    a. Using guiding questions and videos
    b. Appeal to background knowledge (previous weeks)
    c. Let them be the experts
    d. Lots of feedback as the teacher and from peers

3. What are the supporting materials available for instruction this week?
    a. Books
    b. Concept map
    c. Monitor for concept mapping checklist
    d. Graphic organizer on mutualism
    e. Worksheets on concept map building
    f. Reactions to week's activities and reactions to the students' reading

4. What other materials are needed for this week? What will you use?
    a. Poster board, poster paper
    b. Markers
    c. LCD, projector screen
    d. Materials area
    e. Student portfolios

5. How will you prepare to teach this week? What will need to be done ahead of time?
    a. Groups pre-assigned
    b. Pre-read the texts
    c. Know the vocabulary
    d. Have handouts ready
    e. Preview the videos

6. How can you adapt the lessons to meet the needs of your students?
    a. Leveled text – make the right match
    b. More scaffolding for some kids
    c. Enrichment activities for high achievers – library time for more research
    d. IEP modifications – writing accommodations, etc.

Appendix F (pp. 45-50)

VSC	SMCPS Covered in Units	SMCPS Covered in Unit 5	Covered in CORI2 Spring Implementation
Standard 2.0 Comprehension of Informational Text **Students will read, comprehend, interpret, analyze, and evaluate informational text.**		*	+
Indicator 2. A. 1. Apply comprehension skills by selecting, reading, and interpreting a variety of print and non-print informational texts, including electronic media.		*	+
Objective 2. A. 1. a. Read, use, and identify the characteristics of primary and secondary sources of academic information such as, textbooks, trade books, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials, and online materials, other appropriate content-specific texts.	2, 4	*	+
Indicator: **2. A. 2.** Analyze text features to facilitate understanding of information texts.		*	+
Objectives: a. Analyze print features that contribute to meaning	1, 2	*	+
b. Analyze graphic aides that contribute to meaning	4		+
c. Analyze informational aids that contribute to meaning	4	*	+
d. Analyze organizational aids that contribute to meaning	4		+
e. Analyze online features that contribute to meaning			+
f. Analyze the relationships between text features and the content of the text		*	+
Indicator 2. A. 3. Apply knowledge of organizational patterns of informational text to facilitate understanding		*	+
Objectives: a. Analyze the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solutions, similarities/differences, description, main idea	1, 3, 4	*	+

VSC	SMCPS Covered in Units	SMCPS Covered in Unit 5	Covered in CORI2 Spring Implementation
and supporting details, order of importance, transition or signal words and phrases that indicate the organizational pattern - Assessment limit: in the text or a portion of the text			
b. Analyze the contribution of the organizational patterns to clarify or reinforce meaning and support the author's purpose and/or argument– Assessment limit: in the text or a portion of the text			+
c. Use organizational structure to locate specific information			+
Indicator 2. A. 4. Analyze important ideas and messages in informational text		*	+
Objectives: a. Identify and explain the author's/text's purpose and intended audience	1, 3, 4	*	
b. Identify and explain the author's argument, viewpoint, or perspective	1, 2, 3, 4	*	
c. State and support main ideas and messages	1	*	+
d. Summarize or paraphrase		*	+
e. Identify and explain information or ideas peripheral to the main ideas or message			+
f. Explain relationships between and among ideas	1, 4		+
g. Synthesize ideas from text			+
h. Distinguish between a fact and an opinion		*	
i. Explain how someone might use the text			
j. Connect the text to prior knowledge or experience	1,2		+
Indicator 2. A. 5 Analyze purposeful use of language		*	+
Objective: b. Analyze specific language choices to determine tone – Assessment limit: in the text or a portion of the text	4		
Indicator 2. A. 6. Read critically to evaluate informational text		*	+
Objectives: a. Analyze the extent to which the text fulfills the reading purpose	1		+
b. Analyze the extent to which the structure			+

VSC	SMCPS Covered in Units	SMCPS Covered in Unit 5	Covered in CORI2 Spring Implementation
and text features clarify the purpose and the information			
c. Analyze the text and its information for reliability	1, 2	*	
d. Analyze the author's argument or position for clarity and/or bias	3		
e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint	3		
f. Analyze additional language and other techniques intended to persuade the reader	3		
Standard 1.0 General Reading Processes – Fluency and Vocabulary			
Indicator 1. C. 1. Read orally at an appropriate rate		*	+
Objective 1. 1. a. Read familiar text at a rate that is conversational and consistent			+
Indicator 2.0 Read grade level text with both high accuracy and appropriate pacing, intonation, and expression			+
Objectives: a. Apply knowledge of word structures and patterns to read with automaticity			+
b. Demonstrate the appropriate use of phrasing - Attend to sentence patterns and structures that signal meaning in text - Use punctuation cues to guide meaning and expression - Use pacing and intonation to convey meaning and expression - Adjust intonation and pitch appropriately			+
c. Increase sight words read fluently			+
1. D. Vocabulary - Topic		*	+
Indicator 1. D. 1. Develop and apply vocabulary through exposure to a variety of texts			+
Objectives: a. Acquire new vocabulary through listening			+

VSC	SMCPS Covered in Units	SMCPS Covered in Unit 5	Covered in CORI2 Spring Implementation
to, independently reading, and discussing a variety of literary and informational texts			
b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation			+
Indicator 1. D. 2. Apply a conceptual understanding of new words		*	+
Objectives: a. Classify and categorize increasingly complex words into sets and groups			+
b. Explain relationships between and among words	3		+
Indicator 1. D. 3. Understand, acquire, and use new vocabulary			
Objectives: a**.** Use context to determine the meaning of new words – Assessment limit: - Above grade-level words used in context - Words with multiple meanings	1, 2, 3		+
b. Use word structure to determine the meaning of words	1, 2, 3		+
c. Use resources to confirm definitions and gather further information about words			+
d. Use vocabulary in speaking and writing to gain and extend content knowledge and clarify expression			+
1. E. General Reading Comprehension - Topic		*	+
Indicator 1. E. 1. Apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts			+
Objectives: a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background			+
b. "Read a minimum of 25 self-selected and/or assigned books or book equivalents representing diverse genres			+

VSC	SMCPS Covered in Units	SMCPS Covered in Unit 5	Covered in CORI2 Spring Implementation
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations			+
Indicator 1. E. 2. Use strategies to prepare for reading (before reading)			+
Objective a. Select and apply appropriate strategies to prepare for reading the text			+
Indicator 1. E. 3. Use strategies to make meaning from text (during reading)			+
Objective a. Select and apply appropriate strategies to make meaning from text during reading			+
Indicator 1. E. 4. Use strategies to demonstrate understanding of the text (after reading)			+
Objectives: a. Identify and explain the main idea – Assessment limit: of the text or a portion of the text	2, 3, 4		+
b. Identify and explain information directly stated in the text – Assessment limit: in the text or a portion of the text	2,3,4	*	+
c. Draw inferences and/or conclusions and make generalizations – Assessment limit: From the text or a portion of the text	1, 2, 3, 4	*	+
d. Confirm, refute, or make predictions – Assessment limit: The development, topics, or ideas that might logically be included if the text were extended	3		+
e. Summarize or paraphrase – Assessment limit: The text or a portion of the text	1		+
f. Connect the text to prior knowledge or personal experience – Assessment limit: Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text	4		+
3.0 Comprehension of Literary Text			
3. A. 2. a.	1, 3	*	

VSC	SMCPS Covered in Units	SMCPS Covered in Unit 5	Covered in CORI2 Spring Implementation
3. A. 3. a. b. d.	1, 2,3,4	*	
c.	1, 2, 3	*	
e.	1, 3, 4	*	
f.	1		
h.	1, 3		
i.	1, 3, 4		
g. j.	1, 2, 3, 4		
3. A. 4. a.	2		
b.	1, 2, 3	*	
c.	2, 3		
d.	2	*	
3. A. 5. a.	3, 4		
b. c.	2, 3		
3. A. 6. a. d.	1, 2, 3, 4		
b.	1, 2,	*	
c.	1, 4		
e.	1		
3. A. 7. a. b	1, 3, 4		
c.	1, 2, 3, 4		
d.	2		
e.			
3. A. 8. a.	3		
b.	1, 2 3		
c.	3	*	
d.			

Connecting Linkages

Science 6. B. 1 Recognize and describe that environmental changes can have local, regional, and global consequences

Listening 6.0 Students will demonstrate effective listening to learn, process, and analyze information
6. A. 1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes

Speaking 7.0 Students will communicate effectively in a variety of situations with different audiences.

Appendix G (pp. 51-52)

REAL

READING
ENGAGEMENT
for
ADOLESCENT
LEARNING

Professional Development Evaluation Questionnaire

Workshop Name: CORI-2 Professional Development

Dates: February 10, 2009 and February 11, 2009

Location: Hampton Inn

Participant's Name (Optional):

Job Title: __Reading/Language Arts Teacher   ____Special Education Teacher

____Instructional Resource Teacher for Reading

_____Other Please Specify_____

Circle Years in Present Position: <1   1-3   3-5   5+

INSTRUCTIONS:

Please circle your response to the items. Rate aspects of the workshop on a scale of 1 to 5.

5="Strongly agree," or the highest, most positive impression
3= An adequate impression
1="Strongly disagree," or the lowest, most negative impression
Choose N/A if the item is not appropriate or not applicable to this workshop.
Your feedback is sincerely appreciated.   Thank you!

WORKSHOP CONTENT (Circle your response for each item.)

1. The workshop objectives were clear to me.   1   2   3   4   5   N/A

2. The workshop reading content is relevant to my job.   1   2   3   4   5   N/A

WORKSHOP DESIGN (Circle your response for each item.)

3. The balance of lecture, large group, small group, individual, and partner activities was appropriate.
                                                          1   2   3   4   5   N/A

4. The workshop activities stimulated my learning.   1   2   3   4   5   N/A

5. The workshop activities gave me adequate practice and feedback. 1   2   3   4   5   N/A

6. The level of difficulty of this workshop was appropriate.   1   2   3   4   5   N/A

7. The pace of this workshop was appropriate.   1   2   3   4   5   N/A

8. The instructors/facilitators were well prepared.   1   2   3   4   5   N/A

9. The instructors/facilitators provided additional assistance, as needed.
                                                          1   2   3   4   5   N/A

Appendix G (cont.)

WORKSHOP RESULTS (Please circle your response to each item.)

10. I accomplished the objectives of this workshop.　　　1　2　3　4　5　N/A

11. I will be able to use what I learned in this workshop.　　1　2　3　4　5　N/A

WORKSHOP DELIVERY (Please circle your response to each item.)

12. In this workshop, I increased my knowledge and understanding of the following components of the CORI-2 teacher's guide.

Guide Organization	1	2	3	4	5	N/A
Overall Framework of Guide	1	2	3	4	5	N/A
Weekly Framework	1	2	3	4	5	N/A
Daily Lesson Sequence	1	2	3	4	5	N/A
Instructional Components	1	2	3	4	5	N/A
Materials (books, charts, supplemental resources)	1	2	3	4	5	N/A

13. In this workshop through review of the motivation supports of CORI-2, I increased my comfort level with implementing these practices.　　　1　2　3　4　5　N/A

14. In this workshop, I was provided time to work in my school team to plan for the implementation of CORI-2 in my classroom.　　　1　2　3　4　5　N/A

15.　What were some of the activities that were valuable to you in this workshop?

16. What suggestions do you have for improving this workshop?

Appendix H (pp. 53-55)

REAL

READING ENGAGEMENT *for* ADOLESCENT LEARNING

Professional Development Evaluation Questionnaire

Workshop Name: CORI2 Professional Development

Dates: February 10, 2009 and February 11, 2009

Location: Hampton Inn

Participant's Name (Optional): Composite Feedback Summary

Job Title: __19_ Reading/Language Arts Teacher __9___ Special Education Teacher

__5__ Instructional Resource Teacher for Reading

__2___ Other (_Academic Dean, Spring Ridge, Assistant Principal, Margaret Brent) Please Specify

Circle Years in Present Position: <1 1-3 3-5 5+

INSTRUCTIONS:

Please circle your response to the items. Rate aspects of the workshop on a scale of 1 to 5.

5="Strongly agree," or the highest, most positive impression
3= An adequate impression
1="Strongly disagree," or the lowest, most negative impression
Choose N/A if the item is not appropriate or not applicable to this workshop.
Your feedback is sincerely appreciated.   Thank you!

WORKSHOP CONTENT (Circle your response for each item.)

1. The workshop objectives were clear to me. 1 2 3 4 5 N/A **4.76**

2. The workshop reading content is relevant to my job. 1 2 3 4 5 N/A **4.86**

WORKSHOP DESIGN (Circle your response for each item.)

3. The balance of lecture, large group, small group, individual, and partner activities was appropriate.
1 2 3 4 5 N/A **4.83**

4. The workshop activities stimulated my learning. 1 2 3 4 5 N/A **4.63**

5. The workshop activities gave me adequate practice and feedback. 1 2 3 4 5 N/A **4.60**

6. The level of difficulty of this workshop was appropriate. 1 2 3 4 5 N/A **4.73**

7. The pace of this workshop was appropriate. 1 2 3 4 5 N/A **4.73**

8. The instructors/facilitators were well prepared. **Wow!** 1 2 3 4 5 N/A **4.90**

Appendix H (cont.)

9. The instructors/facilitators provided additional assistance, as needed.   **Very Supportive!**

                                                                  1   2   3   4   5   N/A   **4.93**

WORKSHOP RESULTS (Please circle your response to each item.)

10. I accomplished the objectives of this workshop.   1 2 3 4 5 N/A   **4.70**

11. I will be able to use what I learned in this workshop.   1 2 3 4 5 N/A   **4.90**

WORKSHOP DELIVERY (Please circle your response to each item.)

12. In this workshop, I increased my knowledge and understanding of the following components of the CORI-2 teacher's guide.

	1	2	3	4	5	N/A	
Guide Organization	1	2	3	4	5	N/A	**4.86**
Overall Framework of Guide	1	2	3	4	5	N/A	**4.86**
Weekly Framework	1	2	3	4	5	N/A	**4.80**
Daily Lesson Sequence	1	2	3	4	5	N/A	**4.76**
Instructional Components	1	2	3	4	5	N/A	**4.70***
Materials (books, charts, supplemental resources)	1	2	3	4	5	N/A	**4.76***

*will take time

13. In this workshop through review of the motivation supports of CORI-2, I increased my comfort level with implementing these practices.   1 2 3 4 5 N/A   **4.70**

14. In this workshop, I was provided time to work in my school team to plan for the implementation of CORI2 in my classroom.   1 2 3 4 5 N/A   **5.0**

15. What were some of the activities that were valuable to you in this workshop?

- Going through the lesson plans to ensure readiness for implementation
- The lesson break down was extremely helpful.
- Working with my team to preview the lesson plan guide and being able to discuss it
- The time to look at lessons and what to do and need for my class
- Work with school team was invaluable
- Weekly lesson plans – when we went over the main goals, support motivation, supporting materials, etc. of each weekly lesson
- Having time to review the texts as well as the weekly/daily lesson plans
- Reading plans in depth manner
- Talking about how to assess materials
- Looking at materials
- LCD projector opportunity
- Instruction on how to use the LCD
- Being able to work with team members from my school to collaborate was great!
- Cooperative planning
- Previewing the texts
- Review of the six week program
- Review of materials while in the presence of the facilitator
- The time spent on the binder was awesome! Very explicit and welcomed!
- I need to study more but a super head start was given.

Appendix H (cont.)

- Many thanks! So much time and work went into this binder with 2 months to prep- ample time to review is given to teachers. I'm excited to get started with the materials as my students have been very much engaged and interested thus far. Nice job and thank you!
- Planning week lessons with team
- Materials
- Guidance using the materials
- Insight from others
- The weekly lesson plan presentations
- Going through lessons and recording pertinent information
- Group discussion on assessment feedback
- Walking through a lesson plan
- Oh yes! I am impressed with everything being provided.
- Step by step lesson overviews
- Previewing materials
- Looking through lesson plans
- Having time to spend with the lessons
- Excellent teacher's guide per lesson
- Very prepared, clear, concise
- Alignment to VSC – very important!
- This was great!
- Wow! What a fantastic program, I am excited to be involved! This program will definitely help our students learn and improve.

16. What suggestions do you have for improving this workshop?

- Longer lunch
- None. We just need time to digest it all!
- None!!
- More time
- Wanted to see one of the videos however, it will give me something to look forward to!
- None that I can think off…….
- I missed the fun, goofy activity at the end!
- None!

The following table summarizes the results of the evaluation and feedback.

REAL Professional Development Evaluation Questionnaire Composite Feedback Summary		
Area Rated	**Range of Responses**	**Mean of Responses**
Workshop Content	4.76-4.86	4.81
Workshop Design	4.60-4.93	4.79
Workshop Results	4.70-4.90	4.80
Workshop Delivery	4.70-5.00	4.80

Appendix I (pp. 49-56)

Workshop Evaluation by UMD Graduate Assistant

Workshop Content

- The teachers seem engaged in talking about the guide and exploring it with their teams. Some are thinking through it more than others are.
- Some are trouble shooting and immediately moving to classroom implementation and the reality of their kids.
- Some are still discussing the findings that Dr. Guthrie went over. Wondering about whether their answers would be different over time. They are more in tune to the realities that teens change from day to day and are worried that their answers may change from day to day.
- Some are wondering about getting chart paper. They really want chart paper.
- I'm still not sure if the teachers are totally buying the connection between the science content and their job as reading teachers. They are much further along than this summer, but there was not a direct mention of this issue by presenters.
- The teachers seem to be connecting more with the "this is still text" attitude that is assumed by the presenters, but maybe it would still be good to be explicit about this.
- Presenter matching the county guidelines to CORI2 provided a nice reference to prior knowledge from June. How does this mesh together?
- Chart with connections across CORI2, St. Mary's County Public Schools (SMCPS), and Maryland State Department of Education Voluntary State Curriculum Standards and Indicators was very clear and provided a precise presentation relating this material to SMCPS. I think that this discussion bumps this item from a 3 to 4. This is the connection that they need to reinforce that they are not off the deep end doing CORI2. It matches with the county objectives and they can see that clearly in the chart.
- Some are murmuring and head nodding studying the charts.

Appendix I (cont.)

- The presenter provided a good opportunity for them to express their concerns too**.** Interesting, I am also hearing mumblings that "If the county did not get worried about this, why should I be worried?"

- Presenter does a good job of keeping the pace and cueing going; reminding them to put their thoughts on post-its so that they are all ready to go when time is up. She keeps prompting in a good way. I think that is what is missing during the other long group work sessions, reminders to stay on topic and focus.

- Reactions: Fact vs. opinion is not covered. The presenter agreed that this is not explicitly addressed in CORI, but could be imbedded into the instruction. Guided reading would be a good opportunity to talk about that piece. As good teachers, they have probably already been doing that. The primary presenter introduces that during the parasite week would be a good time to address fact vs. opinion. No literary texts used during the week.

- School system supervisor of reading/language arts speaks to the language arts Anthology being very weak on expository texts. She okayed an exchange to cover expository texts – she is okay with it. She provided a nice reinforcement for the teachers that this is okay. – Covers all of the objectives and standards that would have been taught in Unit 5. "Covers it all – does a good job." "CORI addresses everything in a nice, clear concise unit. Anything that's covered would have already been covered during the year."

- What do you notice about science? Are you teaching science? You are teaching to make the connections, but not teaching the Unit 5 Science content.

- The teachers made interesting comments about using the technology.

Workshop Design

- The presenters made an effort to specify throughout the workshop to "work with your partner," "work with your team," "appoint someone as the chart writer for the team."

- They definitely are enjoying looking at the books and the guide.

Appendix I (cont.)

- They are pretty focused on spending time making the connection that they need to. They seem to want to understand better how this all works together

- I think in some cases the activities are going slightly too long, not by much though. I think it is probably better to give them enough time to really play with the texts, than risk cutting them short.

Workshop Delivery

- The primary presenter anticipated the teachers' concerns about not having dividers by asking them to use Post-Its before the workshop really got underway. They used post-its to mark the weekly frameworks so that later in the workshop they could easily flip from Week 1 to Week 4. Seems like Post-It notes are taking a really long time to get everything divided. May be worth getting dividers.

- The primary presenter gave them time to examine the overall framework and make observations in their workbook. Margaret Brent team seems to be doing the best of getting the whole team talking about the task and bringing it all together. The team seems to be interested in talking about the advanced readers. They are very interested in what John said about high readers being least interested. He should address this so they understand that finding better. Why would that be?

- Some people were confused now that they are writing on their charts. Thought they were commenting on the overall guide, not the framework itself.

- Most seemed to "get it" looking at what they wrote on the chart.

- They noticed the motivation components each week and the 3 different reader levels.

- They got the common theme of motivation, fluency, and leveled readers.

- I wish that the primary presenter had commented on some of the overall themes that each group noticed. It seemed like a good chance to summarize some of the organizational components that are consistent from week to week that they already noticed in the overall framework

Appendix I (cont.)

- The primary presenter identified the process the teams would use to teach the weekly framework to the group. Each team/table has a week to teach to the rest of the room.

- One team is very confused and spending most of the time talking about guided reading. What is guided reading? Vs struggling reading? Is guided reading on-grade level or a technique that each group uses? Spring Ridge (Week 3) cannot sort out what guided reading is and what it means. Is it a level of reading or a technique? For some reason, even though primary presenter walked by at the very beginning of the discussion, they have not asked her what it means – just keep going around in circles. They did finally ask for help when she asked them to start writing on their chart. She seems to be clarifying their confusion successfully. They cannot decide what to teach everyone about Week 3. Concept? The primary presenter came back by because they were the only ones not writing yet, but they are underway now.

- I am torn, because I understand the "exploring aspect of these activities," but going back to the overall framework, I feel like this confusion could have been avoided if the presenter had talked about some of the overall concepts and themes that are consistent from week to week throughout the guide: guided reading for all reading groups: 3 different reading groups; motivation goals for each week. That would have put everyone on the same page so that each team could comment on the deeper content aspects of the weekly framework instead of those surface features that are true from week to week. I think it would have lead to a better "teaching" session of each week.

- Yeah, now that they are presenting many of them are beginning with things that are consistent from week to week, such as the videos.

- The primary presenter is doing a good job of prompting for the connections between the videos and the guiding questions and concepts. No one is volunteering to make the connections on the similarities from week to week.

Appendix I (cont.)

- Nice! She is making a connection across weeks 1 and 2 about how the videos are used and when is the introduction of fluency.

- Another support presenter just jumped in to make a connection from weekly to daily lessons, such as making predictions. This was a nice connection for them.

- He defined choice for them and explained how it works in the classroom. Only problem is that I cannot remember why we are off on this topic of choice. It is nice to hear the teachers thinking and trying to come up with choices though. This seems less stagnant than what they were doing; more thinking, less regurgitating.

- The primary presenter just led them to connect and realize that the same whole class book is used from Week 1 to Week 2. Again, think this would be less like pulling teeth if they had already covered the fact that there were videos, books, and motivations for each week.

- By the third group, the teachers seem to understand what the presenter is looking for and are adding additional elements to what they wrote on the chart to meet her expectations. Things are moving much better now.

- One of the support presenters just cued a group to take notes in their guide or in a notebook. It is interesting that they were not already taking notes.

- By Week 6 discussion, all the teachers understand the point of the activity and are noticing the important points that the presenter wants to discuss.

- She is explaining and answering the questions in a great way.

- One of the support presenters just told them about High School Assessment Algebra testing on May 20th. It is interesting that this confused them somewhat. How do you adjust for the high-achieving readers?

- Daily plan sequence.

- Nice explanation of the chart. Integrated writing with the reading.

- Nice link back to the morning and Dr. Guthrie's talk on "time in text," setting goals with independent reading; daily log reading goals for each reading group.

Appendix I (cont.)

- One group missed the set up for this because they came back late from lunch.

- People are tuning in and engaged now that they are dividing up into weeks. 1-hour activity. Main goals for this week? Science and comprehension?

- Discussion on dividing up the questions is interesting. One of the groups is not going to do the whole lesson as a group. They are dividing up the questions to get things finished faster. Do not know if this is exactly what the primary presenter had in mind. Seems like they are grumbling about thinking about all of this. Want more structure?

- Each team has a collection of books to look at, with time to explore and examine them. Groups seem to be focused on looking through the books. "They're going to love these books. Maggots!" Showing each other the pictures. Lots of ewwwwws!

- High energy about the books. Sounds like all good comments. Lots of pointing at the pictures and reading out facts. Do not think they have a specific task right now, but they are definitely collecting different ideas and topics about the features of the books. I am also seeing a lot of cross-referencing with the guides. "Does everyone read this? *Scranimals*?" (flipping through the guide to see). One teacher is explaining about one of the animals being "tricky." Explaining the web that the animal creates and dangles to catch food. They really like *Scranimals*.

- More discussion of how the books flow in the guide. "Straight from ** to *You Scratch My Back*."

- Just heard a comment from the back of the room: "Alright. We're over it!" I am not sure, if they were referring to perusing the books on their own, or if they were mimicking what their students are going to do. Maybe both. They do still seem interested in flipping through the books so I must have missed the first part of the story.

Appendix I (cont.)

- Hmm. Probably should have asked them to write 3 reactions while they were looking at the books for 10 minutes instead of after they had been looking for a while.

- Reactions to books shared with group: "Pictures are good for drawing everyone in." "Differentiation between levels is good." "Intriguing – especially the *Rotters* book. Eww. Kids will say eww, but start reading." "Colorful books." "Catchy titles and subheadings." "Not intimidating for struggling readers b/c they are thin."

- The primary presenter is describing the class books -one copy for each student. She provided a nice explanation of fluency transition from poetry to non-fiction text (*Rotters*). Write down three titles you could see your students reading.

- Reactions again and linking to levels of students: struggling reader boys with forest habitat books – made a connection to their hunting prior knowledge. "*Rotters* – can hear their reaction to this. Writing is accessible, but the vocabulary is challenging."

- Pulled out some great leveling tools – vocabulary, interest (topic/pictures), length of text (book, passage), text features, and language difficulties. Words per page.

- The primary presenter made a nice connection to *You Scratch My Back* and the vocabulary words being on the same page.

- Dr. Guthrie interjected sentence length as a tool that teachers can use to level texts. Everything else has to be taken into account too, but sentence length is a simple tool to use. Teachers are nodding in agreement. Word difficulty and sentence length are also important. He made the point that this is something that is often overlooked because it is so simple.

- Dr. Guthrie is building nice efficacy for them by telling them which books to read to gain more knowledge on the topics that they will be teaching.

- They like that they have time specifically for reading specific books.

Appendix I (cont.)

- There has been more flipping and oowing over the pictures. Now they can really get into the meat and content.

- During the Weekly Framework discussion, Dr. Guthrie seems to have decided to cue the groups to pay attention to and define the motivation of the week. He did not start this until the 3rd group, but also prompted 4th group. This created a better understanding of collaboration and thematic unit. If this was not planned, it should have been. It fits well and helps to remind the teachers what each of these motivations mean and how they relate to instruction.

- Ah, now the primary presenter has noticed the motivation discussion. Therefore, she is anticipating talking about the motivation strategy for the week. She is asking the questions that Dr. Guthrie has been asking on the two previous weeks.

- Relevance for Week Five - I like that they have shifted their strategy to include this even though it was not really planned beforehand. The teachers are getting into the discussion and they really have to think because the answers are not in the guide

- I really liked seeing the teachers working together in teams by school. Some did it better than others, but the presenters definitely gave opportunities for it. I also like that she modeled different collaboration options instead of just saying, "Talk to your neighbor" she used different instructional options that they can use (if they are paying attention). She is not pointing it out explicitly to them. "Turn and Share" "Group Share" etc.

- There is more chitchat than I remember. The presenter does a good job of calling on the chit-chatters to bring them back in with the group. Some confusion on who is which week.