
Welcome, Advisory Boards!

**FLORIDA ONLINE READING
PROFESSIONAL DEVELOPMENT**

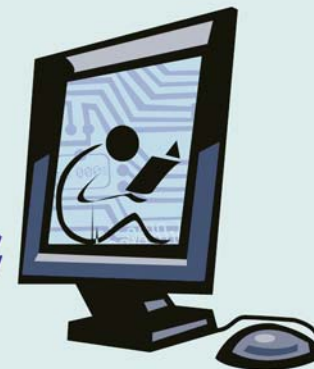


Advisory Board Meeting Objectives

FOR-PD Visioning

- Provide project overview
- Obtain input from Advisory Council on course content and technical considerations
- Examine advisory council members' roles as FOR-PD advocates

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Current Focus on Reading



by **Vicky Zygouris-Coe, Ph.D.**
University of Central Florida

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Current Focus on Reading

Reading is essential to a child's success in schools, in life, and in our society.

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Current Focus on Reading

- **Because children learn differently, and have different needs, teachers must have knowledge of a wide range of proven methods for helping children gain these skills.**
- **Students must acquire the knowledge, skills, and strategies that will allow them to read, write, and think critically.**

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Current Focus on Reading

- **Teachers must provide a balanced literacy instruction.**
- **Balanced literacy instruction is a multi-faceted approach designed and implemented by informed teachers.**
 - *Teachers plan assessment-based instruction that incorporates research-based strategies.*

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Current Focus on Reading

- **Programs do not teach—teachers do!**
- **Teaching children involves a lot more than just imparting knowledge about letters and sounds.**
- **Effective and powerful reading instruction from knowledgeable teachers is the key to early reading achievement.**

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Current Focus on Reading

Five essential components of reading instruction for K-3 (National Panel Report):

- **Phonemic awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

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Current Focus on Reading

- **Content Area Literacy**: the level of reading and writing skill needed to read, comprehend, and react to instructional materials in a given subject area.

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Current Focus on Reading

Content Area Literacy involves:

- **Content knowledge base**
- **Subject matter knowledge**
- **Strategies for reading, writing, vocabulary, comprehension, study skills, technology, media, test preparation, and time management.**
- **Social context**

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Current Focus on Reading

Misconceptions about content area literacy:

- Students learned how to read in elementary school.
- Students have a developed background knowledge to deal effectively with content area textbooks.
- There is no difference in understanding books used in the elementary school and content area books.
- Content reading means teaching phonics and other skills, in general.
- The teacher's role is to distribute information to students.

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Current Focus on Reading

Effective teachers:

- Understand how children learn;
- Know their students' characteristics, needs, and reading levels;
- Have a wide knowledge of strategies;
- Provide extensive modeling and scaffolding (support);
- Provide frequent instruction in skills and strategies;
- Provide extensive content coverage;

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Current Focus on Reading

Effective teachers:

- Provide extra instruction for struggling readers;
- Assess on an ongoing basis;
- Provide instructional balance;
- Engage students;
- Use small group instruction when needed;
- Establish home communication;
- Use a wide variety of materials to teach literacy;

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Current Focus on Reading

Effective teachers:

- Connect instruction and assessment;
- Integrate reading and writing across the content areas;
- Have high expectations of all students;
- Create a learning community in their classrooms;
- Reflect on their practice;
- Continue to learn about literacy;

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Current Focus on Reading

Effective teachers:

- Have administrators who support their efforts to improve reading instruction; and
- Create partnerships with parents and the community to help that all children value reading inside and outside of school.

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Current Focus on Reading

All Learners Can Benefit From:

- Expert reading instruction
- Well-informed teachers
- Multi-leveled reading instruction
- Explicit instruction in reading and comprehension
- Having a repertoire of reading strategies
- A variety of books they can read
- Quality literature
- Having time to read
- Ongoing Assessment

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Current Focus on Reading

What does exemplary reading instruction look like?

- **Research-based reading instruction**
- **Balanced word identification instruction**
- **Balanced comprehension instruction**
- **Emphasis on small and flexible reading groups**
- **Ongoing Assessment**
- **Many Opportunities for independent reading**
- **Back-up plans for struggling readers**
- **High Level of student involvement**

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It's About Time!

Project Overview

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Project Goals




- Align with “Just Read, Florida!”
- Provide reading methods course for all Florida educators
- Make quality instruction and research-based strategies and techniques available to all of Florida’s educators through an online course

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Project Goals

- Provide the capacity to reach 1/3 of Florida's teachers in the first year of the project
-  Improve Florida students' reading skills
- Provide a model for large-scale staff development projects

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Technology

- Online (web-based)
- WebCT--quizzes, surveys, password protected, multi-media
- Threaded discussions, hyperlinks
- Interactive lessons, rubrics, models
- Downloadable “job aids” & just in time materials
- Chats, feedback, support

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Content

- Balanced Program
- Based on Sunshine State Standards
- Diagnostic and Prescriptive
- Coordinated with Other State Initiatives
- 5 components of reading effective instruction
 - Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension
- Assessment
- Technology

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Statewide Participation

- Advisory Boards
- District (or Consortium or University)-based
- Area Centers for Educational Enhancement
ACEE
- District staff development, literacy and
technology teams
- Wrap around other initiatives, calendars,
training
- Facilitators from districts

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Required Elements for Success

- Technology
- +
- Content
- +
- Statewide participation
- =

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Critical Components

- District, Regional & Statewide Promotion/Awareness
- Quality Facilitators
 - Background
 - Training
 - Online Support
- Writing Teams
- School & Home Technology
- Tech Support

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Timeline

- Summer 2002
 - Content Writing Teams
 - Facilitator Training Component
 - Online Course Development
- Fall 2002
 - Pilot/6 districts
- Spring & Summer 2003
 - Full-scale implementation

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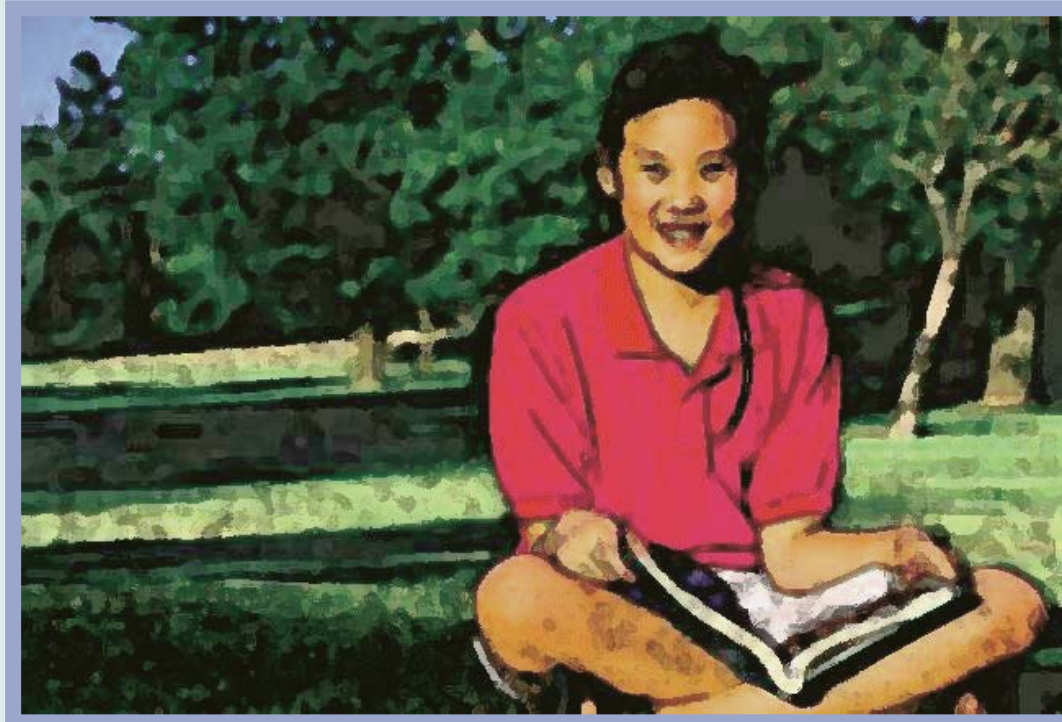
Advisory Boards

- Executive
- Content
- Technical

Provide input
Assist with promotion

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