

**UNIVERSITY OF CENTRAL
FLORIDA
COLLEGE OF EDUCATION**



**Vision and Large-Scale Action:
Building and Sustaining the
Teacher Expertise of 20,000
Educators in Reading**

**Vicky Zygoris-
Coe, Ph.D.**

National Policy

The national goal is clear:

- to place a ***qualified teacher*** in every classroom in order to help all students become literate and successful in school and in life.



National Policy cont'd

- What do teachers need to know about literacy?



What Does the Research Say? (cont'd)

- A recent analysis by Rivkin, Hanushek, and Kain (2001) attributes at least 7% of the total variance in test-score gains to differences in teacher preparation.



What Does the Research Say? (cont'd)

- The value of teacher expertise is so great that, after controlling for socioeconomic status, the large disparities in achievement between black and white students were almost entirely accounted for by differences in the qualification of their teachers" (Linda Darling-Hammond, 2000).



What Does the Research Say? (cont'd)

- Certain critics support that many teachers are not adequately prepared to teach reading. Most intensive reading classes in secondary schools are taught by young alternatively certified teachers or teachers who have no specialized preparation in reading (Snow, Griffin, & Burns, 2005).



What Does the Research Say? (cont'd)

- Teaching reading requires specialized knowledge about language, how children learn and acquire literacy skills, and a variety of instructional strategies. To ensure that teachers are adequately trained to teach reading, changes are needed in pre-service teacher preparation and professional development.



Reform

- Reform requires that teachers learn new ways of teaching. Professional development must address the ongoing challenges of implementing educational policy, standards, working with diverse student populations, and the ever changing forms of student assessment.



Florida's Response to Teacher Reading Quality

FL Reading Endorsement

Competency 1: Foundations in Language and Cognition

Competency 2: Foundations of Research-Based Practices

Competency 3: Foundations of Assessment

Competency 4: Foundations of Differentiation

Competency 5: Application of Differentiated Instruction

Competency 6: Demonstration of Accomplishment (Practicum)



Florida and Qualified Teachers

- Florida Online Reading Professional Development
- Launched on January 21, 2003
- Funded by FL DOE *Just Read, Florida!* Initiative
- Large-scale online professional development
- Project named in US Secretary's National Technology Plan (2004-05) as innovative model for preparation of qualified teachers
- Meets **Competency 2** of FL Reading Endorsement



What is FOR-PD?

Florida Online Reading Professional Development (FOR-PD) is Florida's **first** large scale online professional development project designed to help teachers improve reading instruction for learners in grades preK-12. The project is funded through the Florida Department of Education.



FOR-PD Mission

The purpose of FOR-PD is to offer a *free, intensive, robust, current, interactive, effective, and efficient* multimedia professional growth program in reading for teachers in preK–12 classrooms.



How is FOR-PD Meeting Teacher Reading Capacity?

- FOR-PD & Competency 2 of Florida's Reading Endorsement/Certification
- FOR-PD & RE-ESOL
- FOR-PD & ACP
- FOR-PD & FL Community Colleges (EPI Initiative)



Current Numbers

- **26,863** K-12 educators
- **67** participating districts
- **7** participating universities
- **6** participating community colleges



FOR-PD Lessons

- Lesson 1: Introduction to the FOR-PD Course
- Lesson 2: Reading and Learning to Read
- Lesson 3: Exemplary Reading Instruction
- Lesson 4: Language and Print-Rich Environments
- Lesson 5: Phonemic Awareness and Phonics
- Lesson 6: Bringing Students and Text Together
- Lesson 7: Strengthening Vocabulary Development
- Lesson 8: Fluency & Comprehension
- Lesson 9: Integrating Reading and Writing across the Curriculum
- Lesson 10: Teaching for Understanding in Content Areas
- Lesson 11: Literacy Instruction and Non-native Speakers of English
- Lesson 12: Literacy Learning for Struggling Readers
- Lesson 13: Assessment
- Lesson 14: Becoming an Effective Literacy Leader



FOR-PD Facilitators

- Online literacy coaches
 - Application and qualifications
 - 7-week online training course
 - Facilitate a 14-week course (receive stipend)
 - FOR-PD provides a facilitator support system
 - Ongoing professional development
 - Monthly sustainability
 - Focus groups meetings
 - Facilitator support specialist
 - Monthly e-newsletter
 - Online chats
 - Asynchronous discussions



FOR-PD Resources

- Effective literacy strategies
 - Course-embedded in 13 lessons
 - Literacy Log
 - Reading Strategy of the Month
- Instructional posters
- Monthly Literacy Newsletter
- Resource Database
- Interviews with Experts
- Reading Reminders



Reading Strategy of the Month

- Word Builder
- Making Connections
- Vocabulary Word Box
- Prediction Wheel
- Modified QAR
- Reciprocal Teaching
- Think-Alouds
- Text Structure
- Reader's Theater
- DRTA
- Text Sets
- Inquiry Chart
- Visualization
- Questioning the Author
- Summarization
- Tea Party
- Etymology

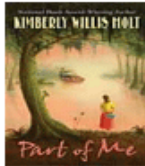


Instructional Literacy Posters

- Used for course follow-up
- Designed to assist teachers during reading instruction
 - Teacher modeling
 - Small group instruction
- Can be Ordered by Florida Literacy Coaches, Teachers, and Principles
 - <http://forpd.ucf.edu/publications/estore.html>



Monthly Literacy Newsletter



Part of Me
Stories of a Louisiana Family
By Kimberly Willis Holt
(Intermediate - Middle School)

From the publisher: The lives of four generations of one Louisiana family, woven together by a master storyteller

Tracing a family's roots is like taking a journey through the years. In the case of one Louisiana family, that journey can be charted by the books they read and loved.

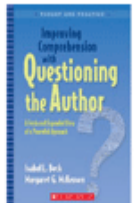
The journey begins in 1939 with Rose, who moves with her mother and siblings from rural Texas to live with their estranged grandfather in the Louisiana bayou. Rose connects with this flavorful community through her love of books and by driving a bookmobile. Two decades later, Merle Henry, Rose's son, is more passionate about trapping a mink than about reading, although there is a place in his heart for Old Yeller. In 1973, Merle Henry's daughter, Annabeth, feels torn between reading fairy tales and a crush on a real-life knight in shining armor. And in the present day, Annabeth's son, Kyle, finds himself in a bind: he hates reading, but the only summer job he can get is at the library.

In her people-smart way, Kimberly Willis Holt introduces us to a Louisiana family: touching, lyrical, and always intriguing, their stories reveal the powerful connections between four generations.

Improving Comprehension with Questioning the Author

by Isabel L. Beck and Margaret G. McKeown

From the Publisher: In this fully revised and expanded edition of a classic, Isabel L. Beck and Margaret G. McKeown share their new findings on Questioning the Author, the approach that galvanized the research field to look at comprehension instruction in a new way. What's the big idea? What is the author telling us now? That's what the author says, but what does the author mean? By using queries such as these during reading, at strategic points in a text, students learn how to build meaning and consider and converse with an author's ideas. These queries help focus discussions on important understandings. They also embolden struggling readers to work through the ideas in a text rather than skim over them.



The book includes how-to's on planning and orchestrating the Questioning the Author approach as well as a practical trouble-shooting guide based on classroom transcripts of 25 common challenges to discussion.



Monthly Literacy In-Focus

Preparing for Discussion

Getting your class ready to participate in discussions should involve creating a classroom environment based on trust and one that is inquiry driven. Helping students understand that they should be inquisitive in nature and that the fellow-classmates, plus themselves, are a community of sorts are both key to the success of engaging discussions.

Teachers need to also consider the background knowledge needed, the vocabulary will need to be taught or reviewed, and the overall goal or purpose of the discussion. Providing students with a background knowledge quiz or using exclusion brainstorming can be very helpful in gaining insight into what your students do and do not know.

Exclusion Brainstorm Example

Teacher Directions:

Choose five words that relate directly to the topic, five words that are unrelated, and five words that are ambiguous.

Student Directions:

1. Choose the words you think do not relate to the topic and explain why.
2. Choose words you do think relate to the topic and explain why.
3. Discuss the remaining words and how they may or may not be related to the topic.

Subject: Astronomy

Topic: Planetary science

celestial	interstellar	limit cycles
micrometeoroids	Edge of chaos	exoplanet
axiomatic formulation	morphisms	pulsar
genes	moon	comets
species	asteroid	Charles Darwin

Based on Spiegel, D. L. (2005). *Classroom discussion: Strategies for engaging all students, building higher-level thinking skills, and strengthening reading and writing across the curriculum*. New York: Scholastic, page 63.



Resource Database

Search the FOR-PD Links by entering a keyword or selecting a subject.
Click the start search button to begin the search.

Keyword:

OR

Subject:

OR

Lesson:

OR

*** BROWSE ALL THE LINKS BY SUBJECT**



Reading Reminders

FOR-PP READING REMINDERS

EXEMPLARY READING INSTRUCTION



- Reading skills and strategies can be taught effectively and efficiently when instruction is systematic and integrated with quality children's literature.
- A number of essential components are required for the effectiveness of every reading program:
 - Initial and ongoing professional development for reading
 - Administrative support for and commitment to reading
 - Instructional reading assessments
 - Comprehensive effective reading instruction in:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Balanced literacy instruction is a multifaceted process, which involves teachers planning assessment-based instruction that incorporates research-based practices.
- Effective and powerful instruction from knowledgeable teachers is the key to early reading achievement.
- Significant time must be dedicated to reading instruction and reading practice.



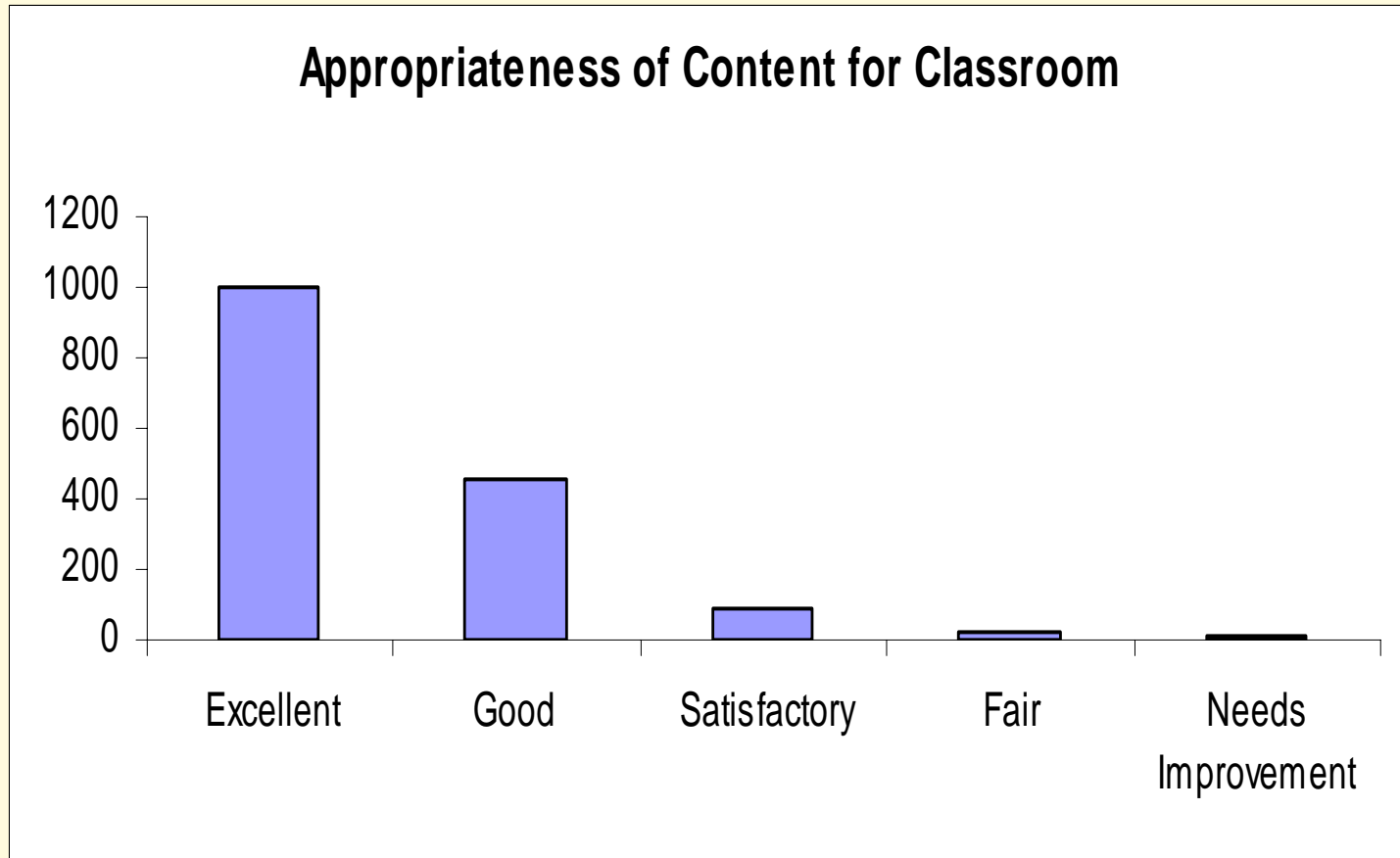
- The successful implementation of balanced reading instruction requires quality professional preparation and continuous professional growth.
- Secondary teachers should integrate reading and writing across the curriculum.

FLORIDA ONLINE READING PROFESSIONAL DEVELOPMENT

Instructional Technology Resource Center • College of Education • University of Central Florida
12443 Research Parkway, Suite 402, Orlando, FL 32826-3282 • www.itrc.ucf.edu/forpd/
(407) 207-4962 • (888) 227-7261 (FL only) • forpd@orion.itrc.ucf.edu

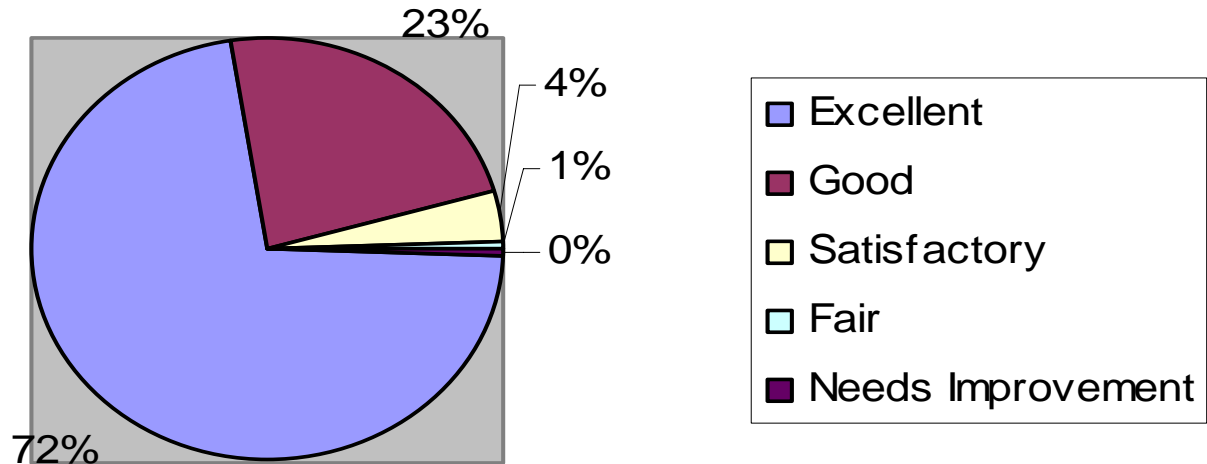


FOR-PD Content



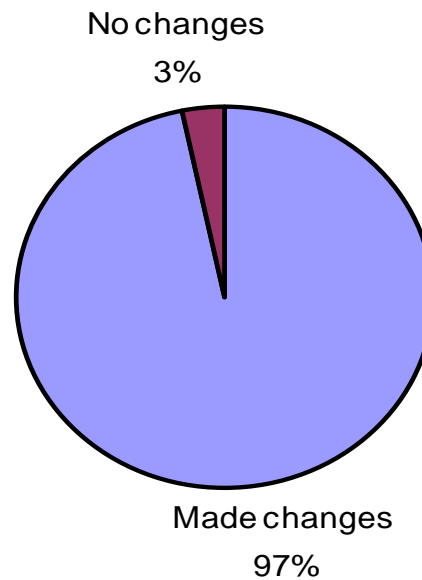
FOR-PD Course and Teacher Knowledge

Course Contribution to Reading Knowledge



FOR-PD and Instructional Changes

Changes Made to Instruction



FOR-PD Teachers Results from End-of-course Surveys

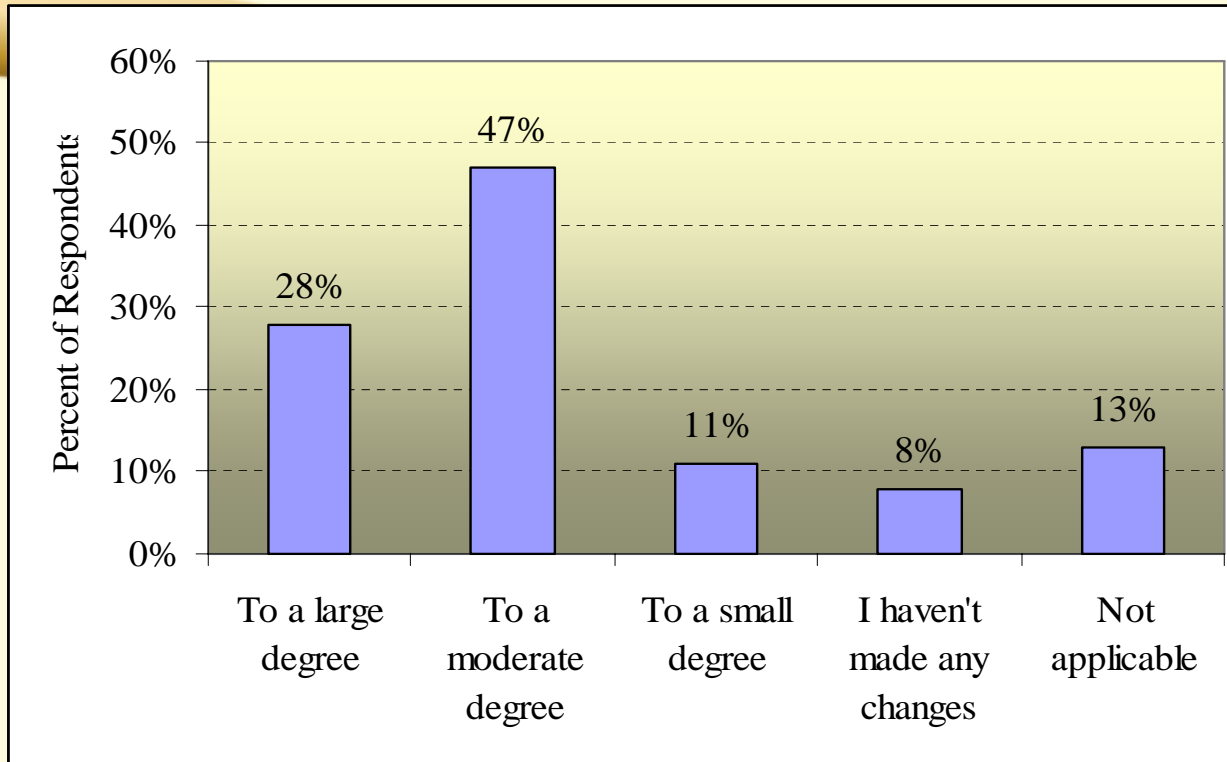
Participants Rate the Effectiveness of FOR-PD Course Content

Item	Scale	Strongly Agree	Agree	Disagree	Strongly Disagree
The course content was appropriate.		56%	41%	2%	1%
The course content was relevant to my job.		61%	34%	4%	1%
The course content was too extensive.		15%	30%	50%	5%
The course content increased my knowledge of scientifically based reading research.		60%	38%	2%	0%

Data were obtained from an end-of-course survey where 76% of spring 2006 participants responded to these items.
(n = 1,481)



FOR-PD Teachers



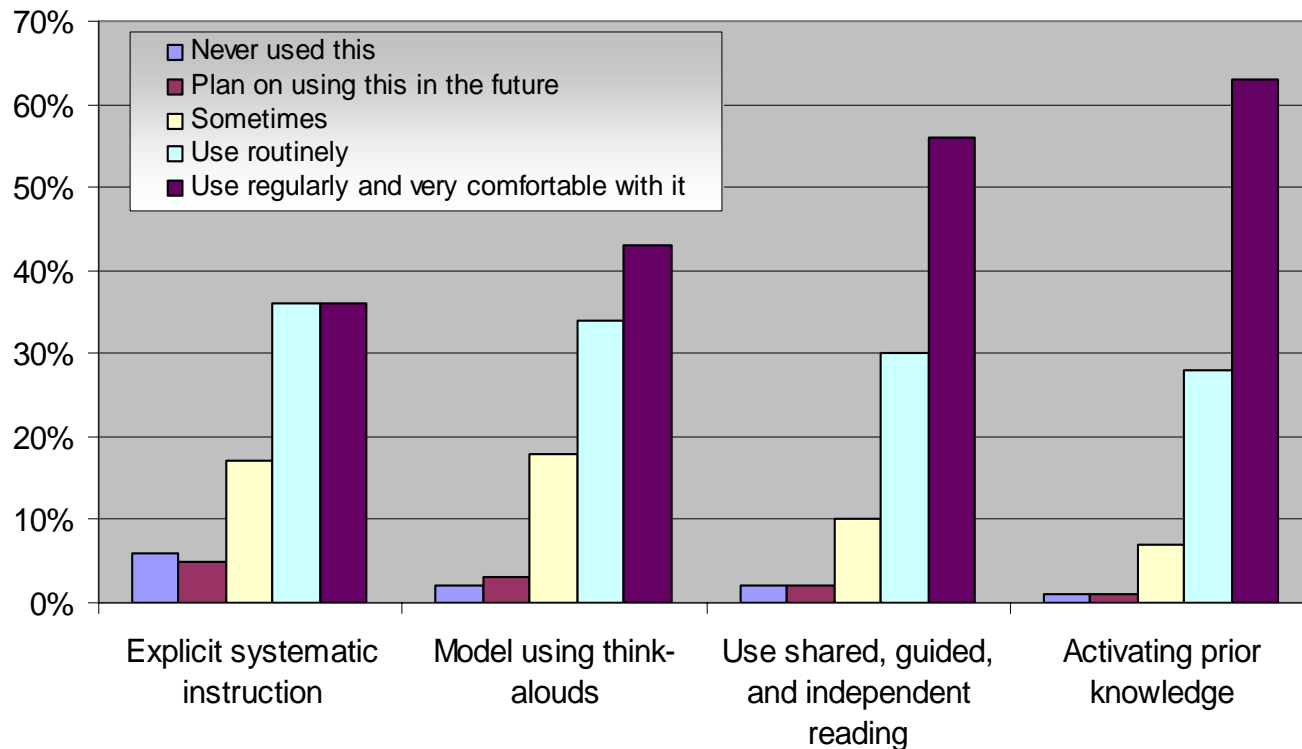
Participants Report the Degree to Which Participating in FOR-PD Caused Changes to Classroom Instruction

Note. Data were obtained from an end-of-course survey where 76% of spring 2006 participants responded to this item. (n = 1,479)



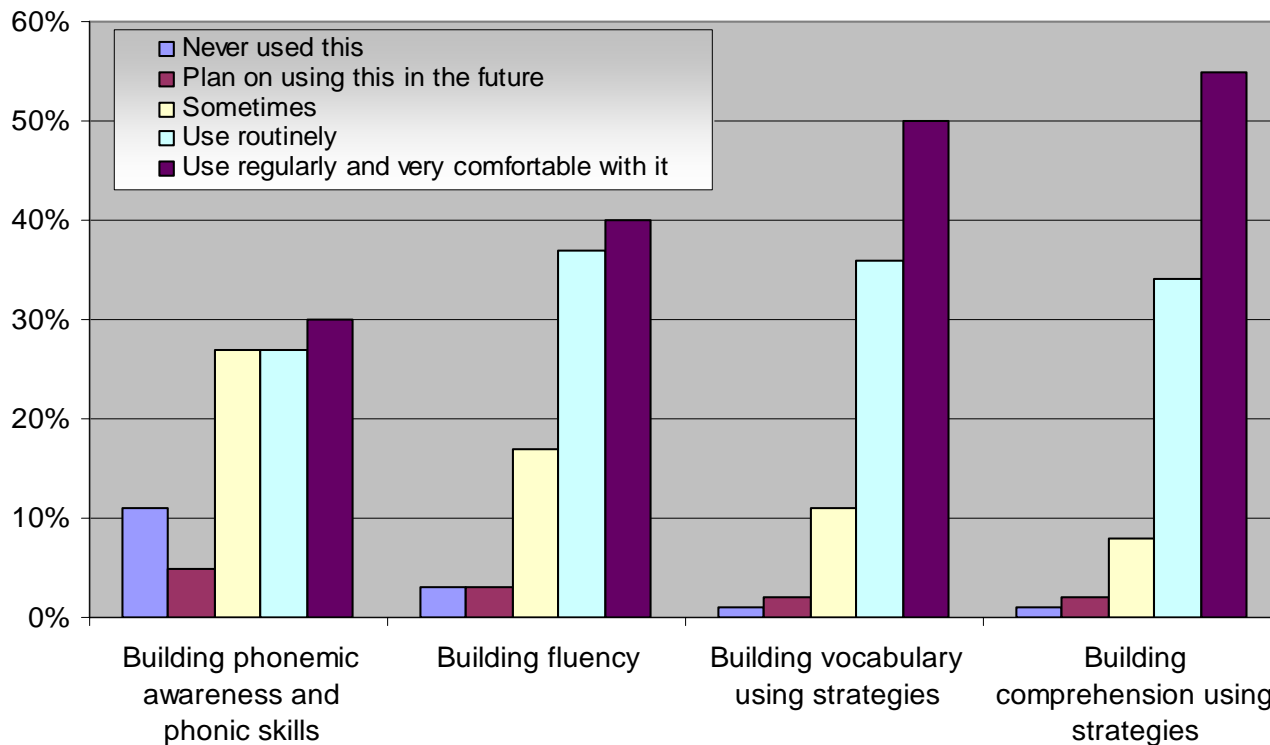
FOR-PD Teachers—Reading Strategies

Extent the FORPD Participants Implementation of Recommended Selected Reading Strategies in Classroom Instruction



FOR-PD Teachers—Reading Strategies

Extent the FORPD Participants Implementation of Recommended Selected Reading Strategies in Classroom Instruction



FOR-PD Teachers

- **Differentiated instruction** techniques learned in FOR-PD are regularly used by 74% of respondents.
- Many (77%) indicated their classroom environment was **print-rich**, and that they regularly made use a **classroom library** and **word walls**.
- Sixty-nine percent now use **screening diagnosis** and **progress monitoring** to better meet the needs of their students.



Testimonials

"Thanks so much-this material is just unbelievably good. I have sent out an email to our Reading Cadre members at each school with the new sign-up information, and have asked the Cadre folks to really give the course a plug. I am just amazed at not only the content of the basic lessons, but the abundance of excellent resources as well. And I love the practice games as we prepare for quizzes-we need to let our students learn like this!"

*Laurie Hays, FOR-PD Participant from **St. Johns County***



Testimonials

"Great Class!!! Very comprehensive course, which gave me many new methods and materials to use right away in my classroom. I would love a part two to this class. Great opportunity! I would welcome follow-up for this class.... or other opportunities like it.

Thank you!"

Another FOR-PD participant from
Pinellas County



Testimonials

"Monroe County is one of the smaller districts, but we had 87 teachers who signed up immediately to take the FOR-PD reading class and we have a waiting list for our next class. What an opportunity for our teachers to get current research-based reading best practices in an online format, providing them with opportunities to learn...at their own time! Thanks to all the contributors who made this free training opportunity available to all Florida teachers. In just the first three days we've had over half of our teachers complete the first lesson."

*Chris Yahn, FOR-PD District Contact in **Monroe County***



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