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# Excellence in Online Reading Professional Development

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# Who Can Make a Difference?

- The one factor that can make the most difference in improving student achievement is a "knowledgeable, skillful teacher" in the classroom. (*National Commission on Teaching & America's Future*)



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## How do we help build and support teacher expertise in reading?



# Florida's Plan for Developing & Supporting Teacher Expertise in Reading

## 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)



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# FOR-PD Mission

- Florida Online Reading Professional Development (FOR-PD) is designed to help teachers improve reading instruction for learners in grades preK-12.
- FOR-PD functions as a one delivery mechanism for improving teaching methods in preK-12 reading instruction to teachers across the state, has served over 20,000 teachers in five years.



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# Content

- Scientifically-based Reading Research
- 14 Lessons
- Online Text
- Online Support Materials & Resources
- Online Literacy Log
- Lessons include Discussion, Quiz, and Literacy Log
- Updates on a semester basis
- Some face to face components have been implemented



# What are FOR-PD Participants Learning?

- Scientifically-based reading research (preK-12)
- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension
- Struggling readers, diverse readers
- Assessment
- Differentiated instruction
- Engaging readers with text
- Selecting appropriate materials
- Effective reading instruction for all readers
- Comprehensive literacy program (reading, writing, literature)
- Literacy leadership



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# How do we assess what teachers are learning?



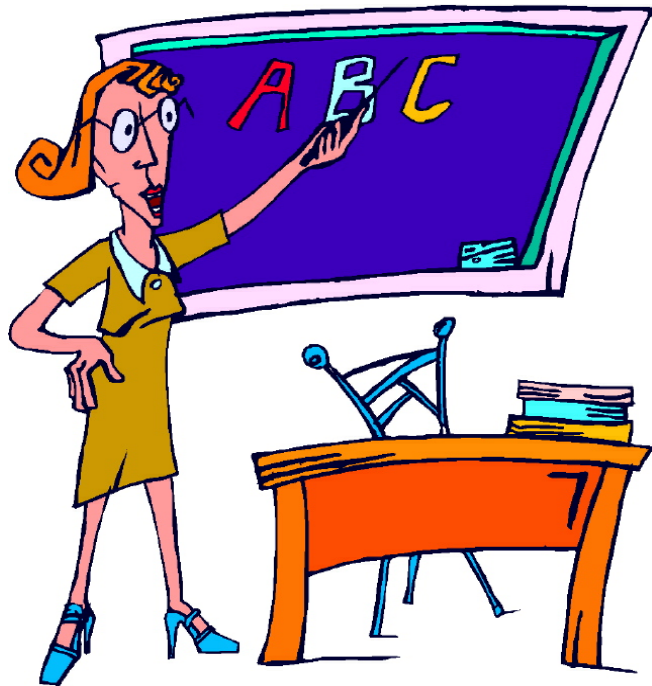
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# FOR-PD Evaluation

- Pre- and post-test of reading knowledge (TREKA)
- Classroom Implementation Surveys
- Focus Groups (facilitator and participant)
- On-line Surveys (facilitator, participant, QACs, non-completer and non-starter...)
- Phone Interviews (district leaders, participants)
- Facilitator Discussion Board
- Help desk surveys
- School-level student achievement
- Analyze participant work samples
- Data-base analysis
- Facilitator Training Course Survey



# Teacher



- Knowledge of scientifically-based reading research.
- Implementation of scientifically-based reading research.



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# Test of Reading Knowledge (TREKA)

- Designed to measure participant's knowledge of scientifically-based reading research.
- Used as a Pre and Post assessment.



# Test of Reading Knowledge (TREKA)

## Pretest

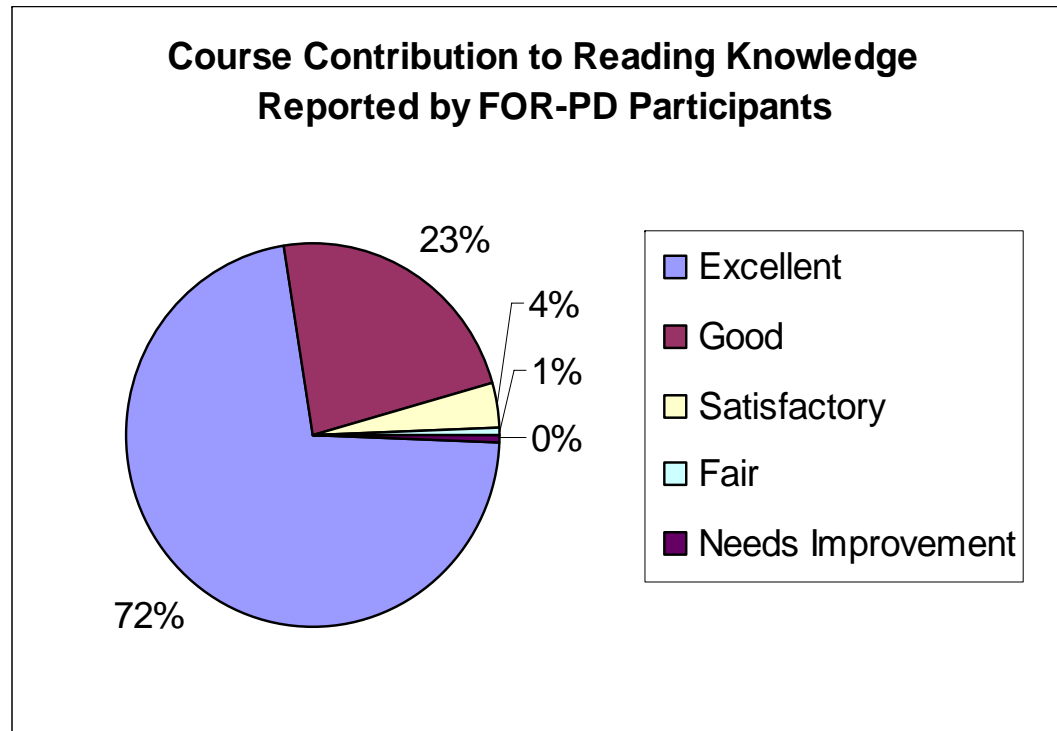
MEAN Score	Scored 24 or less	Scored 30 or more
27	25%	25%

## Post-test

MEAN Score	Scored 28 or less	Scored 33 or more
30	25%	25%

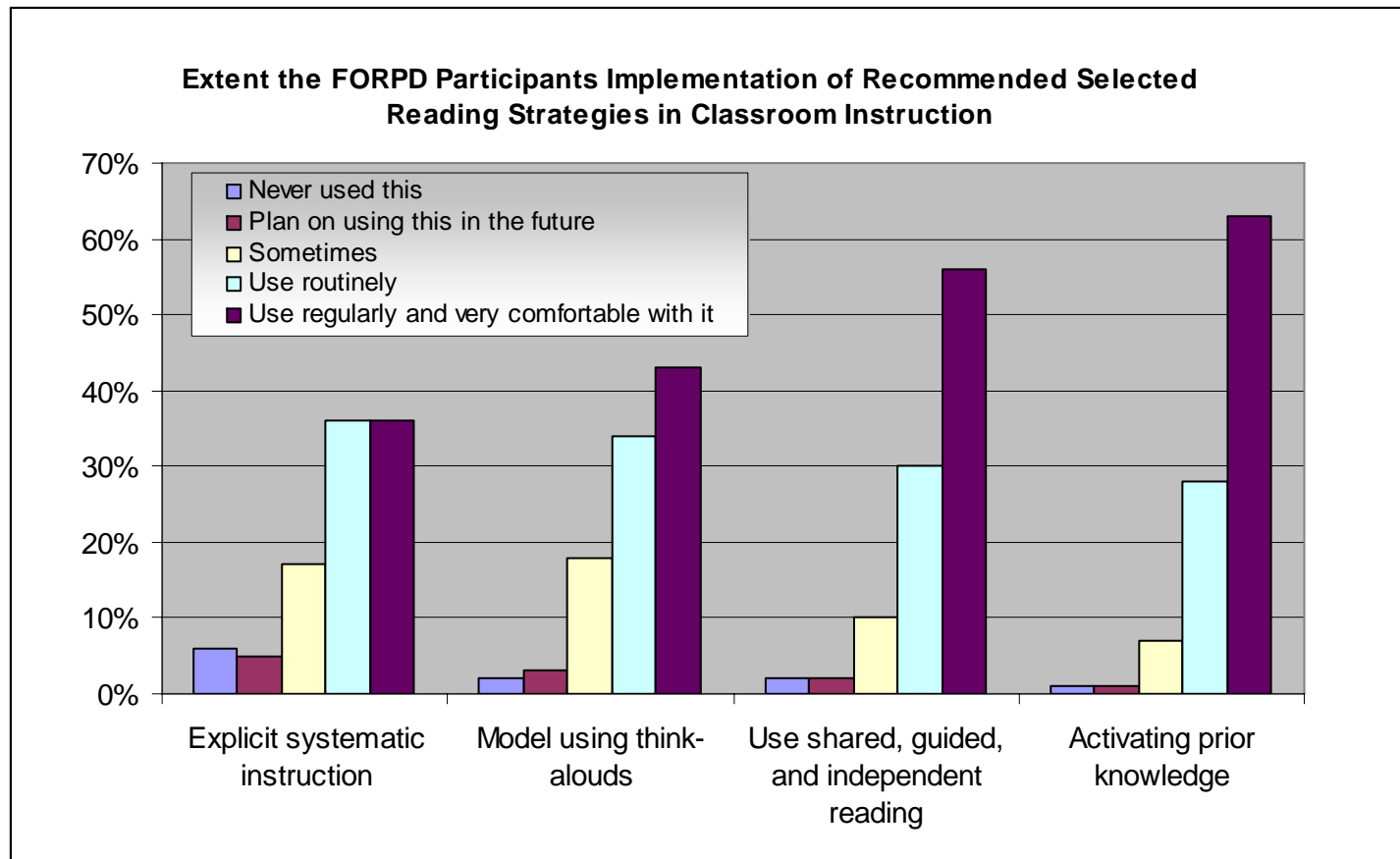


# FOR-PD & Teacher Knowledge



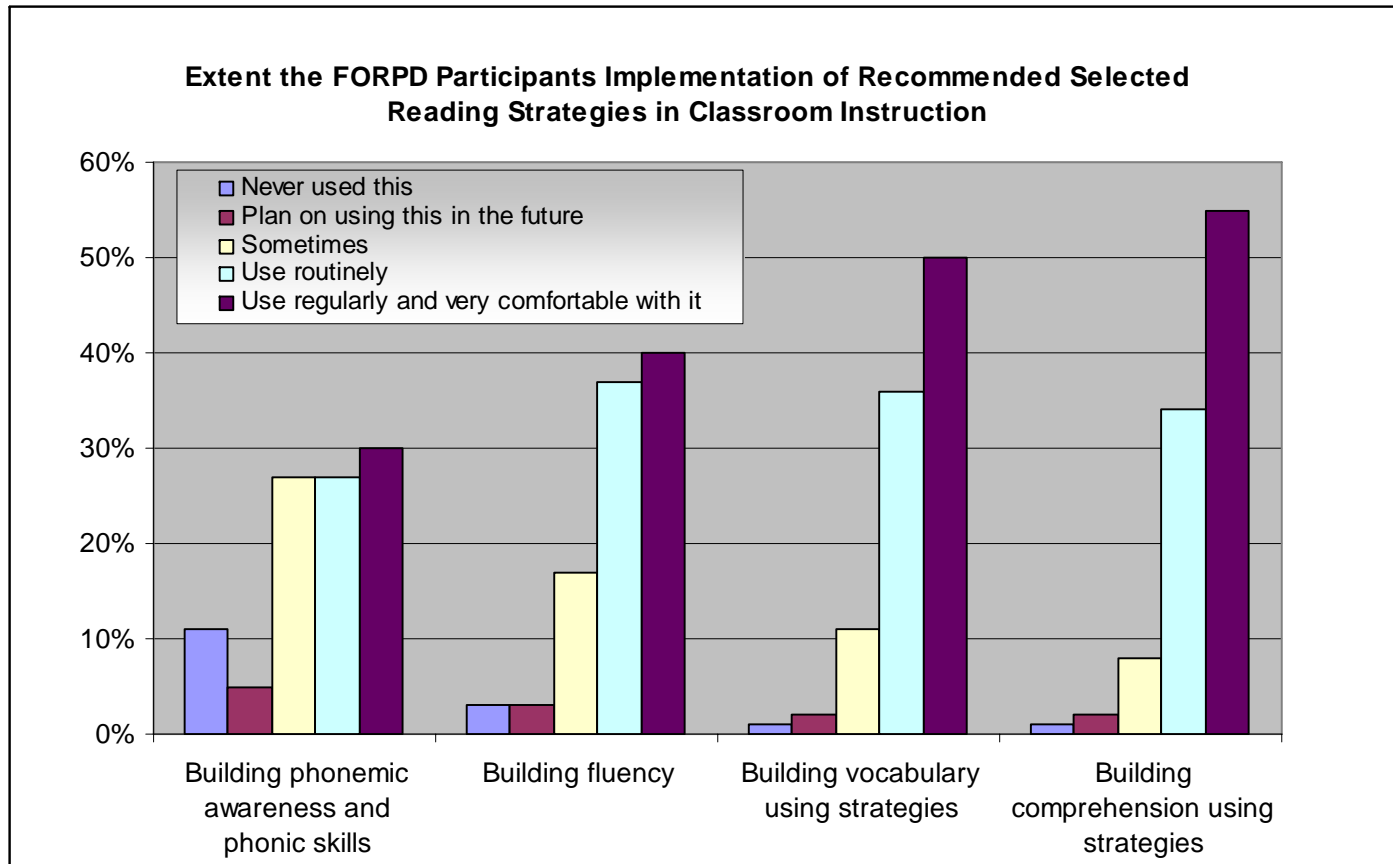
# FOR-PD Teachers—Reading Strategies

## Results from Classroom Implementation Surveys



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## Results from Classroom Implementation Surveys



# FOR-PD Teachers–Reading Strategies

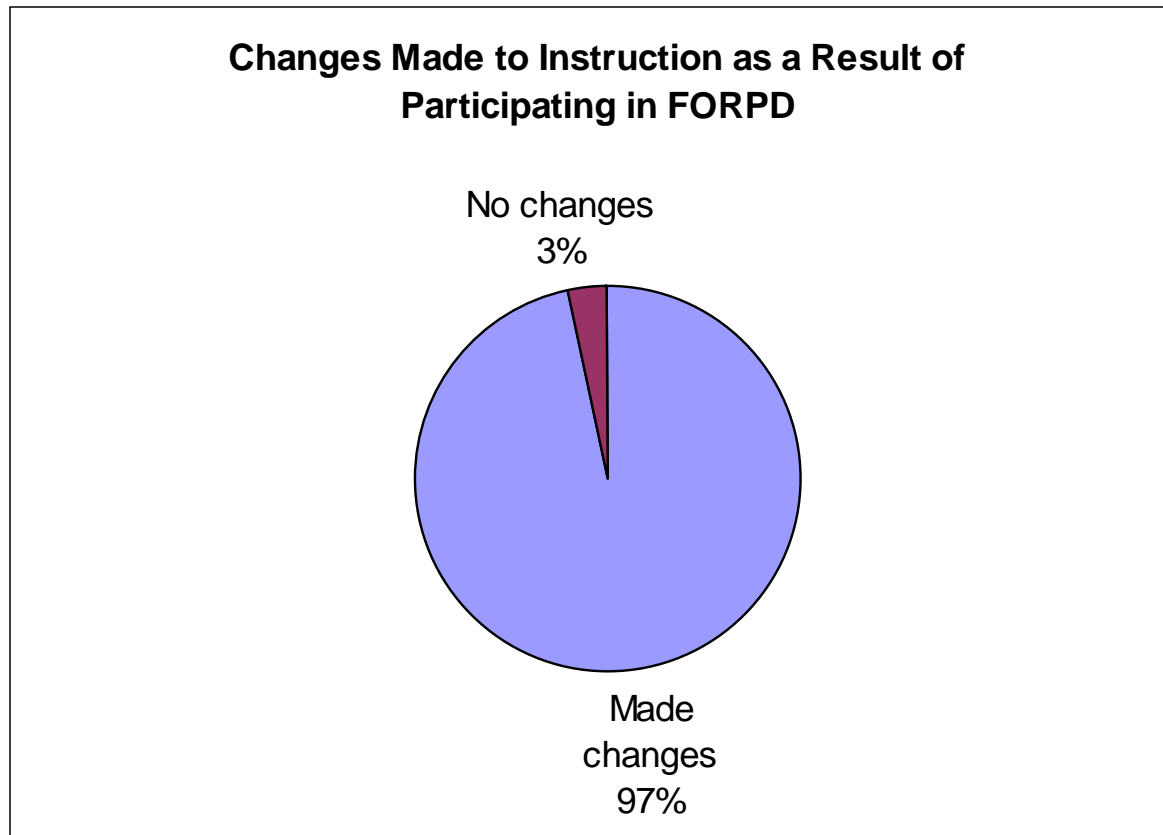
## Results from Classroom Implementation Surveys

- Most respondents (83%) indicate that they now implement **instructional strategies** they learned from FORPD before, during, *and* after reading related instruction on a regular basis.
- **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.



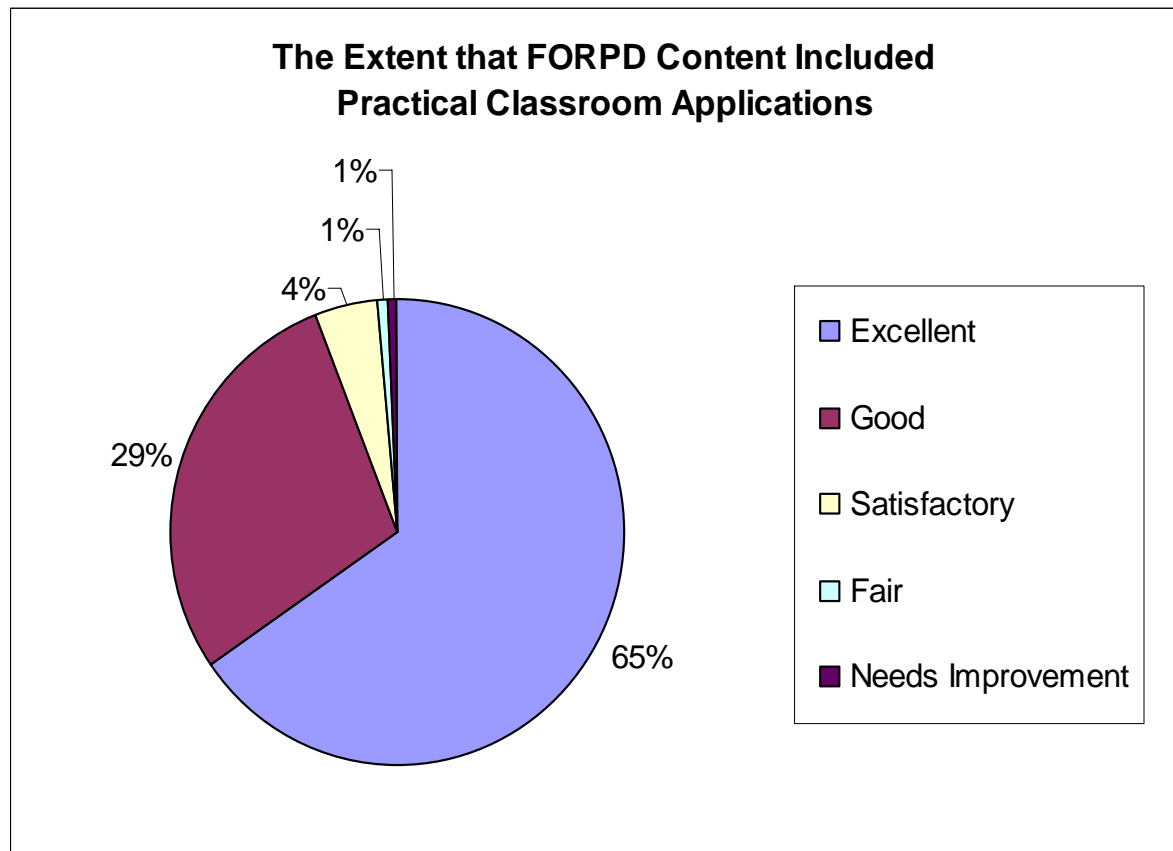
# FOR-PD Teachers

## Results from End of Course Surveys



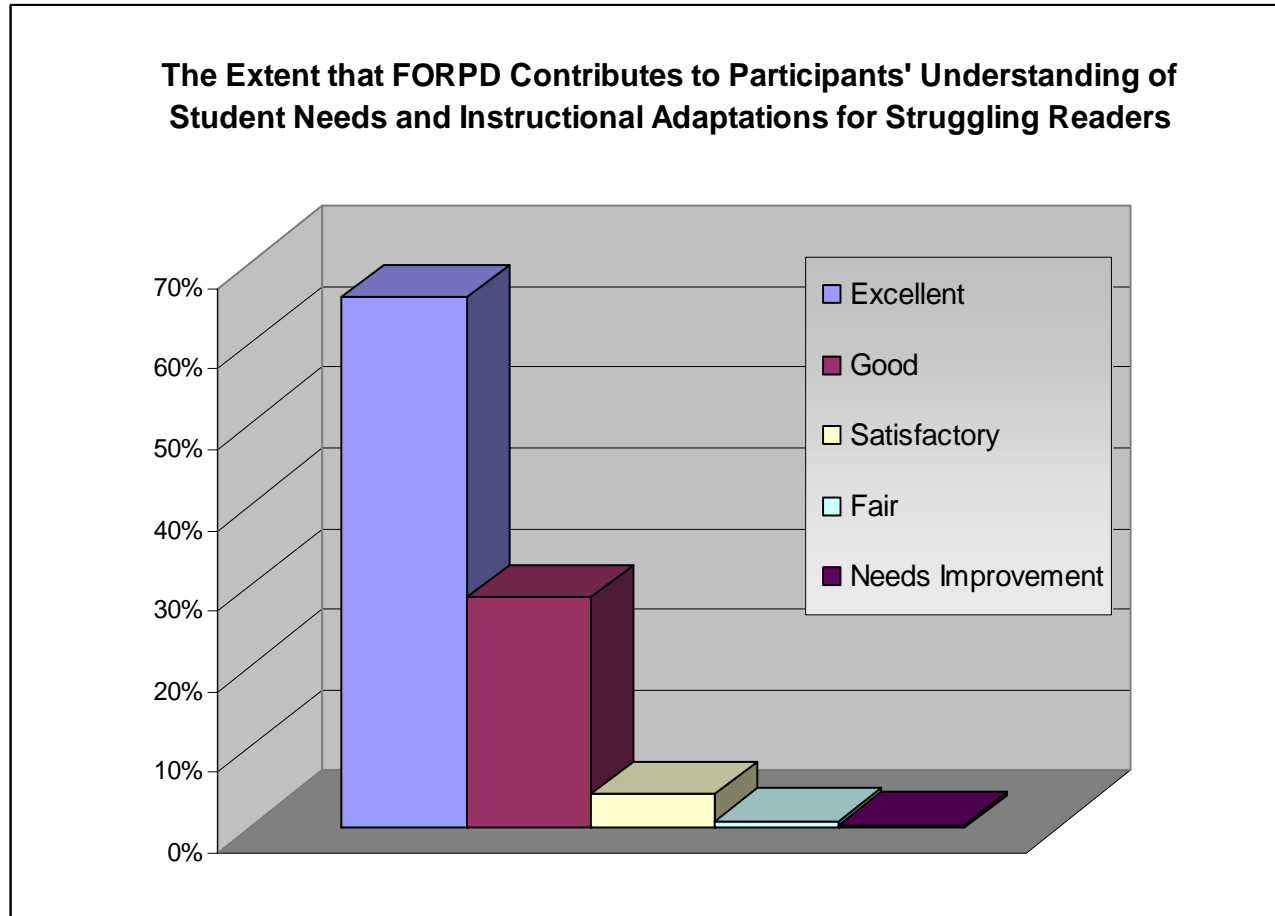
# FOR-PD Teachers

## Results from End of Course Surveys



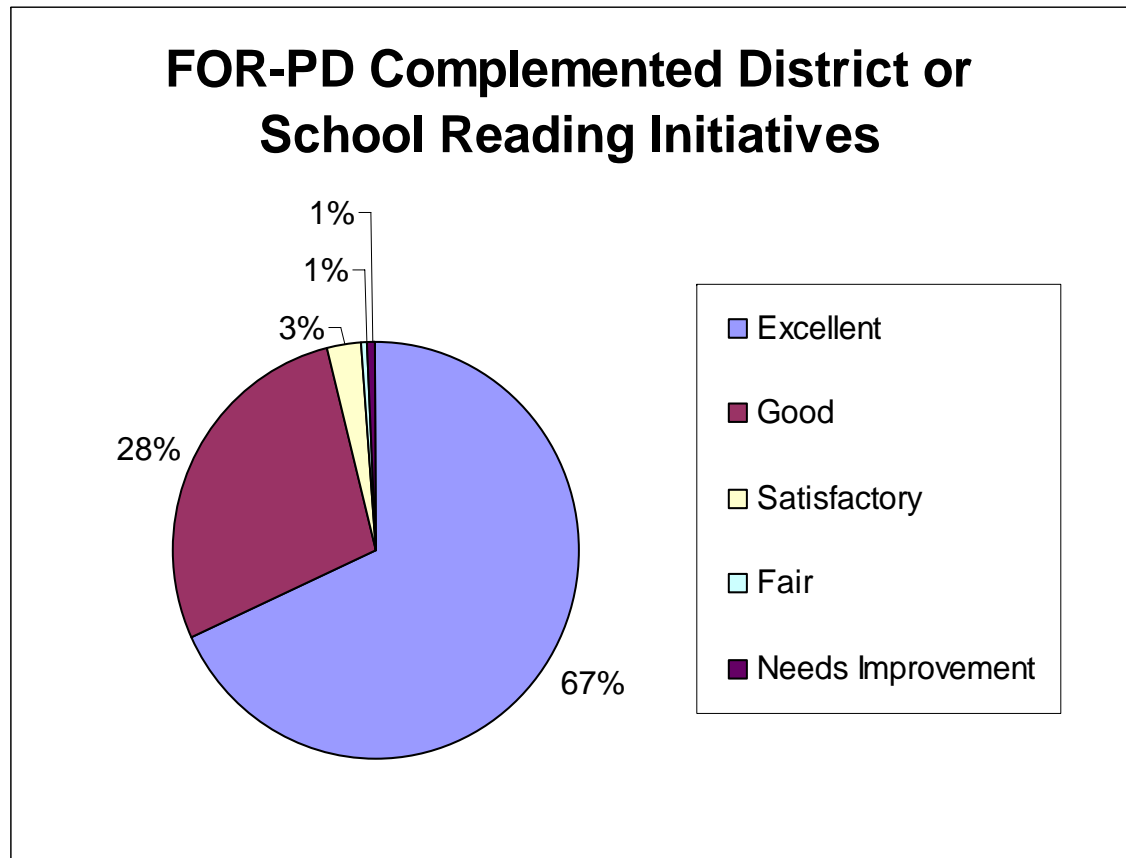
# FOR-PD Teachers

## Results from End of Course Surveys



# FOR-PD Teachers

## Results from End of Course Surveys



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*Research has shown that professional development that supports ongoing, collaborative learning is vital for improving student outcomes.*



# What Teachers Are Saying...

- *I fully believe [this course] has made me a more effective instructor/facilitator and my students more successful learners.*



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# Focus Groups

- “I know that everything is data driven. They’re [my students] not taking the FCAT, but their reading level, and I’ve got all the data, has gone up on average of my eleven kids, two grade levels. It is working for my kids.”



# Focus Groups

- “Even though I am not a reading teacher, I needed to have a base understanding of reading so that I could make sure I support the classroom teacher and get the appropriate accommodations for the students in my class. And it helped me do that – get a stronger base of my own knowledge.”



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- It remains a troubling phenomenon that although many elementary students are deemed as being at a proficient level, by the time they get to high school they often struggle or fail.
  - The most recent public school NAEP results (USDOE, NCES, n.d.) for 2005, show some improvement over the last two years for mathematics for 4<sup>th</sup> grade, but not for 8<sup>th</sup> grade reading.

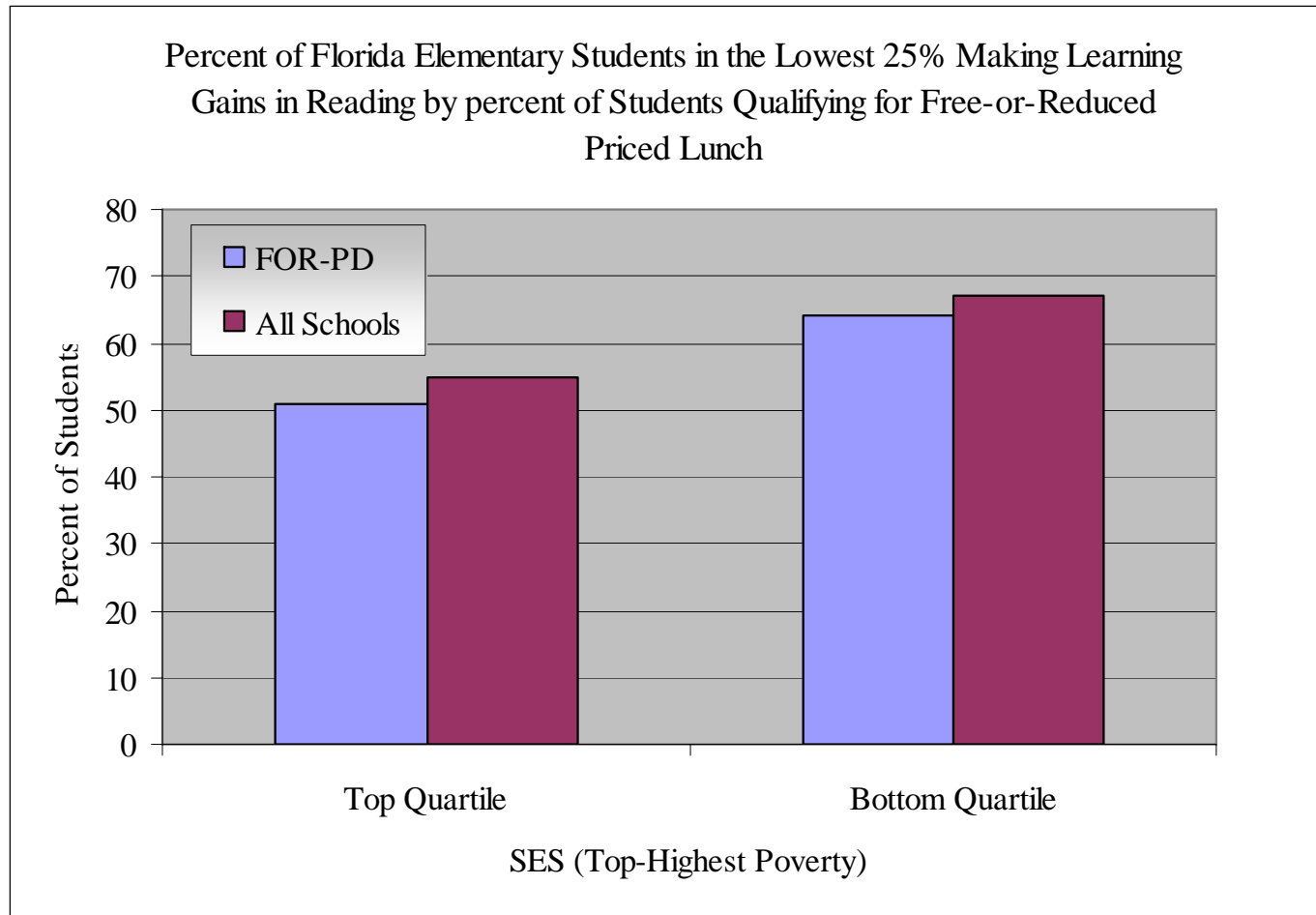


*Florida FCAT Sunshine States Standards Test Reading Scores:  
Statewide Comparison for 2001 to 2006*

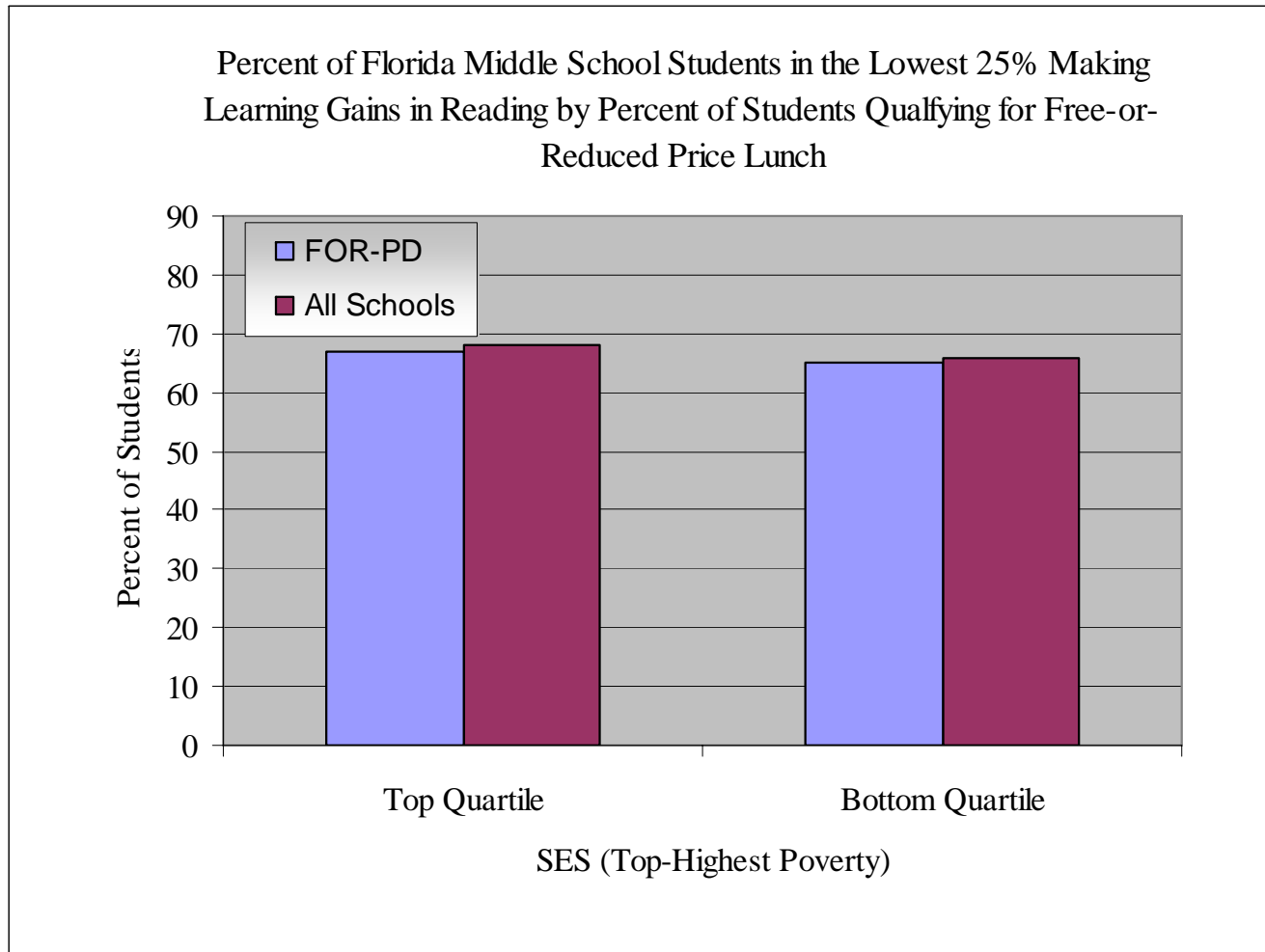
Grade	Percent "At or Above" Grade Level					
	2001	2002	2003	2004	2005	2006
3	57	60	63	66	67	75
4	53	55	60	70	71	66
5	52	53	58	59	66	67
6	52	51	53	54	56	64
7	47	50	52	53	53	61
8	43	45	49	45	44	46
9	28	29	31	32	36	40
10	37	36	36	34	32	32



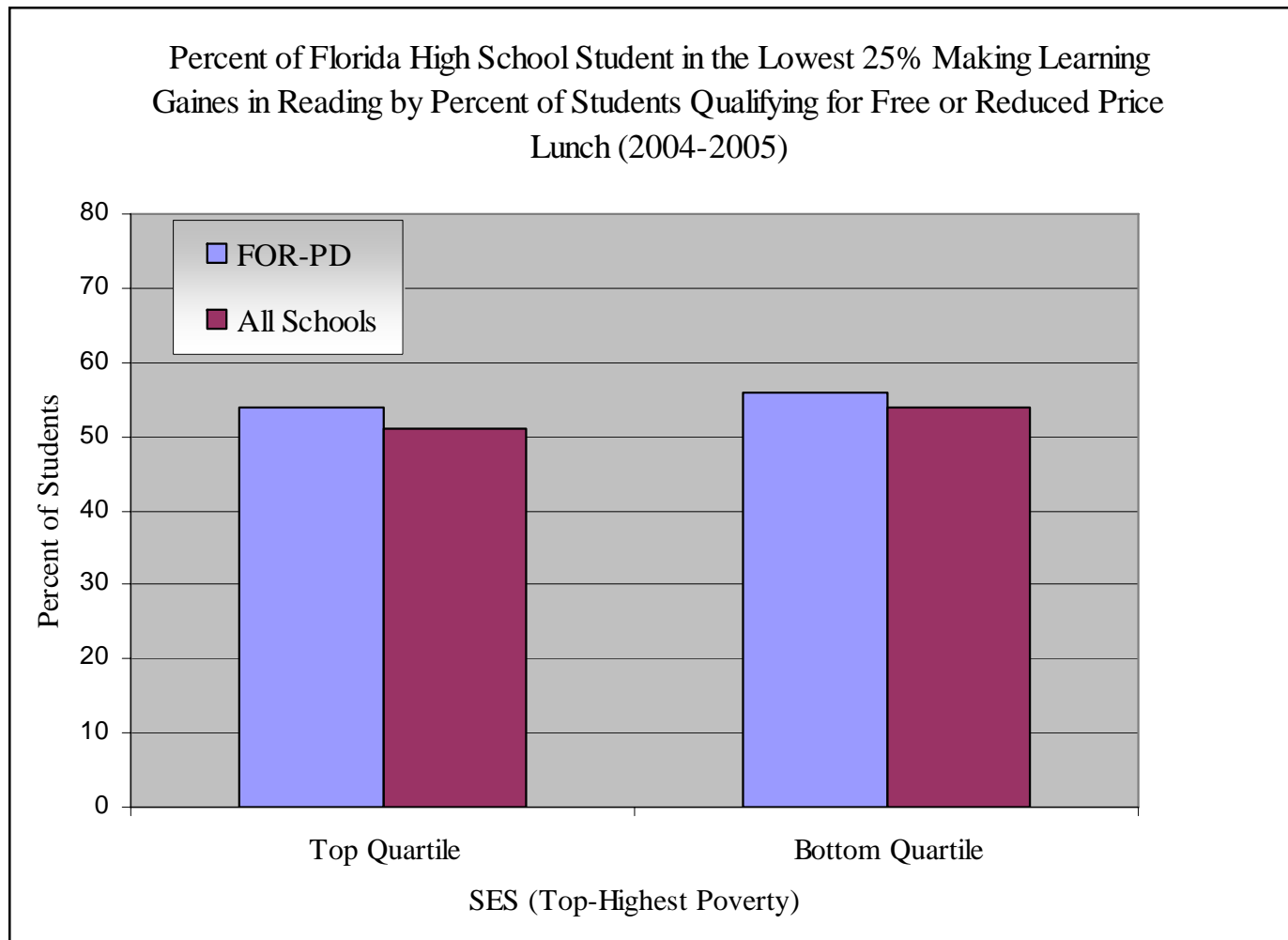
# Students -Elementary



# Students -Middle



# Students –High School



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# Under qualified teachers

- The reading endorsement is aimed at teachers who are not “highly qualified” to teach reading. What kinds of student outcomes would you expect?
- Determining impact in students is a slippery due to intervening factors.

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# Next Steps...

- Ongoing formative and summative evaluation
- Classroom observations to assess implementation of reading knowledge
- Student performance



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# QUESTIONS



# References

- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education policy analysis archives*, 8(1). Retrieved April 20, 2006 from <http://epaa.asu.edu/epaa/v8n1/>.
- National Commission on Teaching and America's Future. (1996). *What Matters Most: Teaching for America's Future*. New York: Author.
- Rivkin, Steven G., Eric A. Hanushek, & John F. Kain. 2001. Teachers, schools, and academic achievement. Working Paper No. 6691, National Bureau of Economic Research (revised).



# Thank you!

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**Please visit our website at:**  
**<http://www.itrc.ucf.edu/forpd>**