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# ***Educating Teachers of Reading Through The Florida Online Reading Professional (FOR-PD) Project***



***Presentation given at the 49<sup>th</sup> Annual International Reading  
Association Convention, May 1-6, 2004, Reno-Tahoe, Nevada***

# Teachers and reading

- **Begin with the end in mind—Leave no child behind in reading!**
- **What do teachers need to know to help all children succeed in reading?**
  - **Doing whatever it takes to help all students succeed in reading!**



# What is FOR-PD?

- FOR-PD is:
  - Florida's **first** large scale online reading professional development project designed to:
    - build (and expand upon) reading expertise and capacity in preK-12 grades
    - help teachers obtain add-on reading endorsement/certification
    - improve reading instruction in K-12 schools
  - Funded by Florida DOE--**free** to all FL teachers
  - Collaborative effort among literacy experts and organizations

[www.itrc.ucf.edu/forpd](http://www.itrc.ucf.edu/forpd)

## **FOR-PD and FL Reading Endorsement/Certification**

- **COMPETENCY 2: Foundations of Research-Based Practices**
  - **Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.**

# 5+3+ii+iii= *No Child Left Behind*

- Five Instructional Components (5)
  - Phonemic awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension



# 5+3+ii+iii= *No Child Left Behind*

- Three Types of Assessment to Guide Instruction (3)
  - Screening to identify students who need additional instruction
  - Diagnosis to determine their specific instructional needs
  - Progress monitoring to determine if children are making adequate progress within the current instructional environment

# **5+3+ii+iii= *No Child Left Behind***

- **Initial Instruction in All K-3 Classrooms (ii)**

**An effective reading program has to integrate the five instructional components of effective reading instruction into a comprehensive and cohesive instructional design. Such a design provides “student-tailored” instruction and includes the following:**

- **Explicit instructional strategies**
- **Coordinated instructional sequences**
- **Many opportunities for practice**
- **Aligned student materials**

# **5+3+ii+iii= *No Child Left Behind***

- **Immediate Intensive Intervention (iii)**
  - **A classroom teacher or other teaching personnel can provide the additional instruction and practice some children may need.**

# Web-CT Course

The screenshot shows a Web-CT course interface. At the top left is the Web-CT logo. A navigation bar contains links: MYWEBCT, RESUME COURSE, COURSEMAP, RESOURCES, LOGOUT, and HELP. Below this is a control bar with 'Home' selected and 'View' and 'Designer Options' as options. The main content area is titled 'FOR-PD Online Course' with a 'Home' link. The central graphic features the text 'FLORIDA ONLINE READING' on the left, a computer monitor icon in the center, and 'PROFESSIONAL DEVELOPMENT' on the right. Below the graphic is a 'Welcome!' heading, followed by a sub-heading 'Welcome to the Florida Online Reading Professional Development (FOR-PD) course!'. The main text describes the course as a project for Florida teachers, designed to deliver current, relevant, scientifically-based, and classroom-based information in reading to preK-12 teachers. It states the course consists of 14 lessons, with a recommended pace of one lesson per week, and assignments due by midnight on Saturday. A horizontal line with circular endpoints is positioned below the text. Underneath the line is the heading 'Technical Support', followed by a paragraph advising users to contact the FOR-PD helpdesk for technical support beyond what their facilitator or school technology coordinator can offer.

WebCT

MYWEBCT | RESUME COURSE | COURSEMAP | RESOURCES | LOGOUT | HELP

Hide Navigation

Home:  View  Designer Options

FOR-PD Online Course  
Home

**FLORIDA  
ONLINE  
READING**  **PROFESSIONAL  
DEVELOPMENT**

*Welcome!*

*Welcome to the Florida Online Reading Professional Development (FOR-PD) course!*

You are one of the many teachers in Florida who are part of this exciting new project. The FOR-PD course is designed to deliver current, relevant, scientifically-based, and classroom-based information in reading to preK-12 teachers.

The FOR-PD course consists of 14 lessons. The recommended pace is to complete one lesson per week. Unless your facilitator tells you otherwise, assignments are due by midnight on Saturday. Maintaining the suggested pace will improve the online experience for everyone. You will benefit by the discussions with your peers and pacing yourself will help to balance your workload.

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*Technical Support*

Remember if you need technical support beyond that which your facilitator or school technology coordinator can offer, please contact the FOR-PD helpdesk.

Control Panel  
Visible to Designers  
View Designer Map  
Add Page or Tool  
Manage Files  
Manage Course  
Change Settings  
Content Assistant

Course Menu  
Homepage  
Lessons  
Discussions  
Quizzes  
Chat  
Course Mail  
My Grades  
FOR-PD Homepage  
FOR-PD Resources  
FOR-PD Tutorials  
FOR-PD Glossary

Hidden  
Course Evaluation

# FOR-PD Options

- **Inservice credit—60 PDPs**
  - District registration
  - Open enrollment
- **Graduate credit**
  - 5 participating universities



# 14 Lessons

The screenshot shows a WebCT interface for a course titled "FOR-PD Online Course". The page is titled "LESSON 2: READING AND LEARNING TO READ" and is part of the "FLORIDA ONLINE READING PROFESSIONAL DEVELOPMENT" program. The page includes a navigation menu on the left, a main content area with a paragraph of text, and a list of learning objectives under the heading "After this lesson you will be able to:". A small image of a young girl is visible in the bottom right corner of the page.

WebCT

MYWEBCT | RESUME COURSE | COURSEMAP | RESOURCES | LOGOUT | HELP

Lessons: View

FOR-PD Online Course

Home » Lessons

Control Panel

- Website to Designers
- View Designer Map
- Add Page or Tool
- Manage Files
- Manage Course
- Change Settings
- Content Assistant

Course Menu

- Homepage
- Lessons
- Discussions
- Quizzes
- Chat
- Course Mail
- My Grades
- FOR-PD Homepage
- FOR-PD Resources
- FOR-PD Tutorials
- FOR-PD Glossary

Hidden

- Course Evaluation

LESSON 2:  
READING AND  
LEARNING TO READ

FLORIDA  
ONLINE  
READING  
PROFESSIONAL  
DEVELOPMENT

References  
About the Writer  
PDF version of Lesson 2 [39 pages / 388k]

This lesson is designed to provide you with a review of key research and theory on effective beginning reading instruction and programs, the factors that affect students' reading development, and reading in the secondary grades. The information included in this lesson is appropriate for both elementary and secondary school teachers. In addition, this lesson also provides the background information for **Florida's Formula** for reading success. It is very important that both groups of educators become familiar with the fundamentals of reading.

**After this lesson you will be able to:**

- Review major findings of reading research.
- Explain the process of reading as interactive -- involving reader, text, and contextual factors.
- Understand major reading theoretical principle.
- Understand the stages of reading development.



# Lessons...

- **Lesson 1: Introductory lesson**
- **Lesson 2: Reading and learning to read**
- **Lesson 3: Exemplary reading instruction**
- **Lesson 4: Language and print-rich classrooms**
- **Lesson 5: Phonics**
- **Lesson 6: Bringing students and text together**
- **Lesson 7: Strengthening vocabulary development**
- **Lesson 8: Scaffolding students' 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: Instruction for struggling readers**
- **Lesson 13: Assessment**
- **Lesson 14: Becoming an effective teacher of reading**

# Lesson Components

- **Alignment of lesson to Florida's formula for reading success**
- **Modeling of effective reading strategies**
- **Literacy Log: implementation of effective reading strategies**
- **Content**
- **Key readings**
- **Elementary/Secondary applications**
- **Infusion of differentiated instruction with elementary and secondary applications**
- **Interactive games to strengthen comprehension**
- **External Links/Resources**
- **Review Exercises**
- **Brain ticklers: reading reminders**
- **Quiz**
- **Assignment: Discussion & Rubric**
- **Checklist**
- **References**
- **Resources**

# Literacy Log



## DO THIS

For this lesson, we'll use **6 Thinking Hats** by Edward de Bono (2000).

This popular strategy is used to promote lateral thinking and to help thinkers look at a problem or decision from many different perspectives. It's used in education and a variety of industries.

The MindTools website describes the **6 Thinking Hats** well. Be sure to take a look at it.

You will need this information to complete the handout for your literacy log and for your end-of-lesson discussion posting.

The topic for your use of 6 Thinking Hats will be **ESOL Students**. Using the **6 Thinking Hats organizer** (PDF, 1 page / 336k) from your FOR-PD Literacy Log, take a few moments to try on several of the hats.

- Put on the white hat. What do you already know about this topic? Jot it down. Add to your white hat list as you go along.
- Now switch to the red hat. How do you feel about working with ESOL students? (Go ahead and write it down. We won't look—or even ask for it in the lesson posting.) Now, how do you think ESOL students feel when they sit in your classroom? Try to empathize with them for a moment. That's what the red hat is for. Write it down.
- Try on any other hats you'll like before continuing.

As you go through this lesson, pause occasionally and change hats. Collect your thoughts on your 6 Thinking Hats handout. Make sure you put on a green hat every now and again to jot down creative solutions to the challenges you and your ESOL students face. Near the end of the lesson, put on a blue hat to summarize or organize a solution to an ESOL-related problem or case challenge.

**When completed, save this handout in your Literacy Log.**



Name: \_\_\_\_\_

Topic: \_\_\_\_\_



## 6 Thinking Hats Strategy



FOR-PD

 <p><b>White hat</b>—facts and information</p>	 <p><b>Yellow hat</b>—positive aspects</p>	 <p><b>Black hat</b>—problems, pitfalls, and dangers</p>
 <p><b>Red hat</b>—feelings, emotions, gut reactions</p>	 <p><b>Green hat</b>—creative solutions</p>	 <p><b>Blue hat</b>—summary and organize the logic</p>

© 2000 by Edward de Bono. All rights reserved. For more information, see the book *CoRT Thinking* by Edward de Bono, published by HarperCollins.

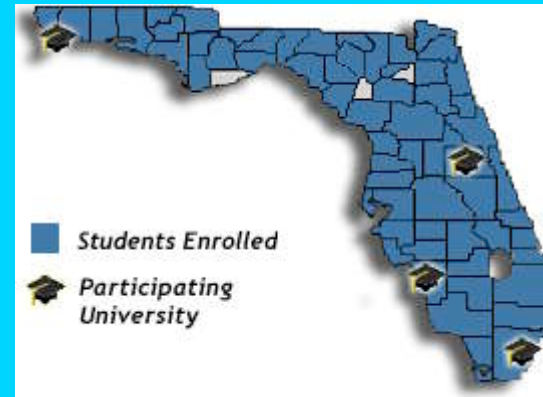
# Reading Strategies in Literacy Log

- **K-W-L**
- **Column Notes**
- **Think-Pair-Share**
- **3-2-1**
- **10 Most Important Words**
- **Double-entry Diaries**
- **Scamper Thinking**
- **Venn Diagram**
- **6 Thinking Hats**
- **Problem-Solution**
- **I-Chart**
- **Inverted Triangle**



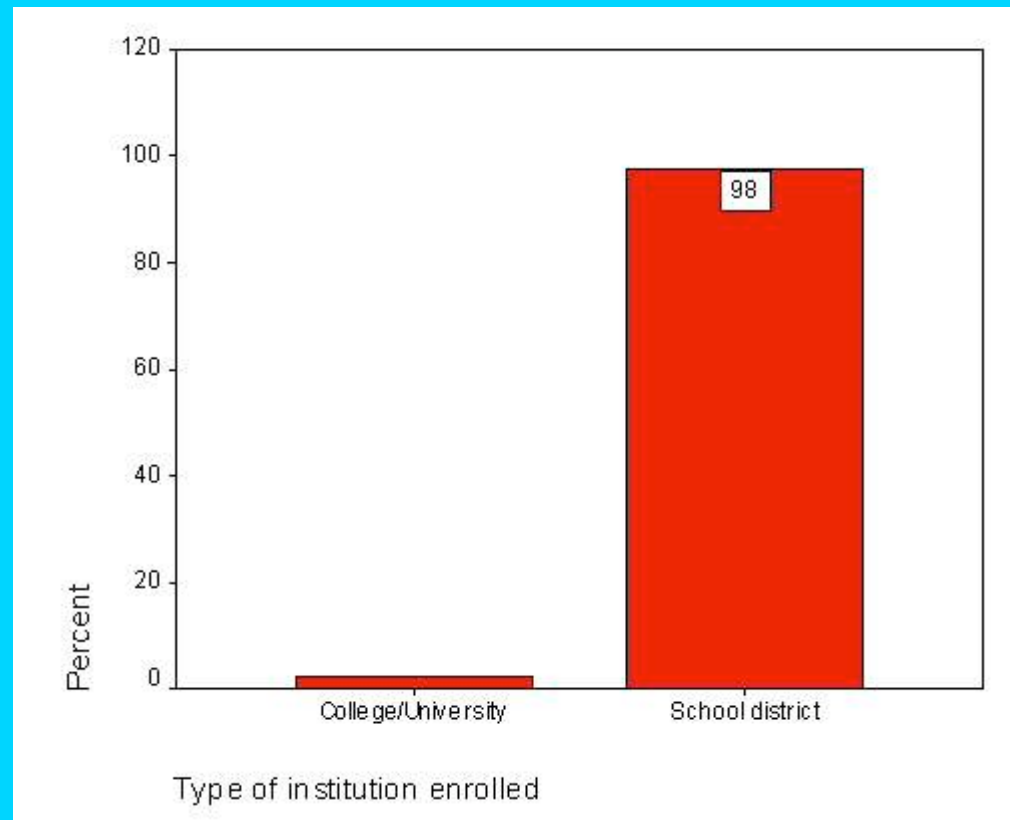
# Current FOR-PD Numbers

- 9300+ preK-12 teachers
- 295 sections
- 64 participating FL school districts
- 5 participating state FL universities



# Participants

- Of 1,935 participants who completed the end-of-course evaluation, approximately 2% were enrolled through colleges or universities and nearly 98% enrolled through school districts.



# FOR-PD Facilitators



## FLORIDA ONLINE READING PROFESSIONAL DEVELOPMENT **FACILITATORS**



Interested in becoming a Facilitator for the FOR-PD course?

- [What is FOR-PD?](#)
- [Requirements](#)
- [Frequently Asked Questions](#)
- [Facilitator Training and Certification Course Syllabus](#)
- [FOR-PD's Facilitation with Felicity eNewsletter](#)
- [Facilitator's Manual](#)
- [Online Facilitator Application](#)
- [Find a Certified FOR-PD Facilitator](#)



# FOR-PD Resources

- **Monthly Reading Strategies:**  
<http://www.itrc.ucf.edu/forpd/strategies/>
- **FOR-PD Course Resources:**  
<http://www.itrc.ucf.edu/forpd/resources/>
- **Facilitator Resources:**  
<http://www.itrc.ucf.edu/forpd/facilitators/>
- **Monthly Newsletter:**  
<http://www.itrc.ucf.edu/forpd/facilitators/fff/>
- **FOR-PD Publications:**  
<http://www.itrc.ucf.edu/forpd/publications/>
- **For assistance to tips to facilitate FOR-PD participation, the ABC's of successful FOR-PD participation is available.**  
<http://www.itrc.ucf.edu/forpd/register/abcpart.pdf>

# Resources cont...

- **Frequently asked questions about FOR-PD, and their related responses, are accessible to the general public.**  
<http://www.itrc.ucf.edu/forpd/faqs/>
- **For assistance to tips to facilitate FOR-PD participation, the ABC's of successful FOR-PD facilitation is available.**  
<http://www.itrc.ucf.edu/forpd/register/abcfac.pdf>
- **Presentations from conferences and FOR-PD advisory board meetings are accessible to the general public.**  
<http://www.itrc.ucf.edu/forpd/presentations/>
- **Online bookstore**
- **Literacy log downloadable templates**
- **Interactive Java games**
- **Generic presentations that educators and districts can use for staff development and promotion of FOR-PD**

# FOR-PD Success

**Effective Content + Technology+ facilitators  
+ multiple levels of support =**

**Positive Force for Change =**

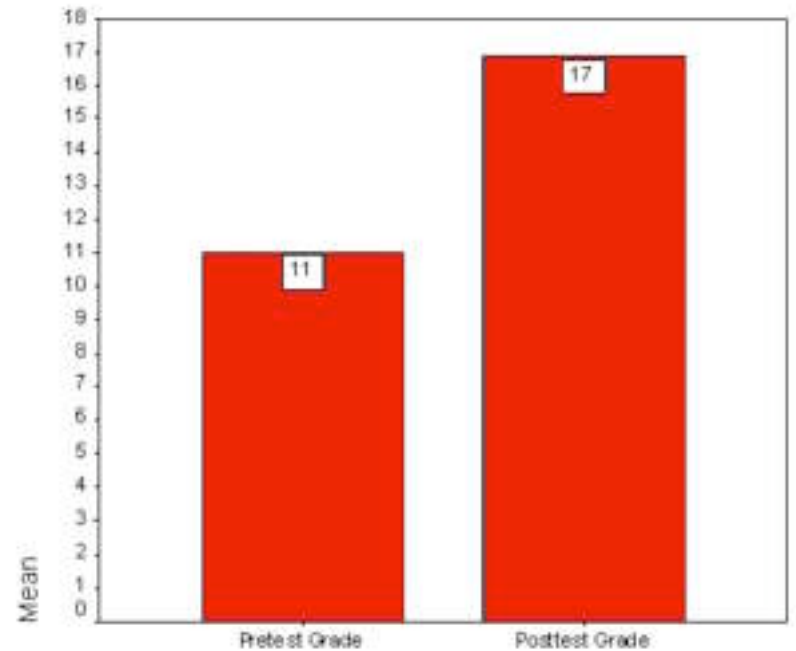
**Teacher knowledge, skills, and dispositions in  
reading**

**+**

**Better Readers in Florida**

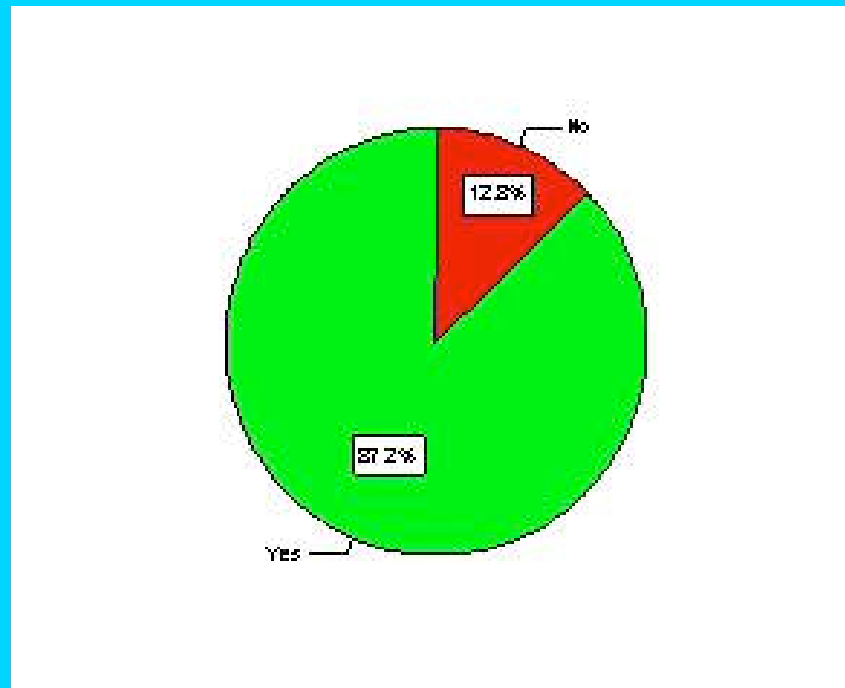
# Teacher Knowledge

- 23-item pre/post-test of reading knowledge
- Phase 1 results: 2,036 participants
  - average pretest score was 11.0 of 23 and the average posttest score was 16.9 of 23



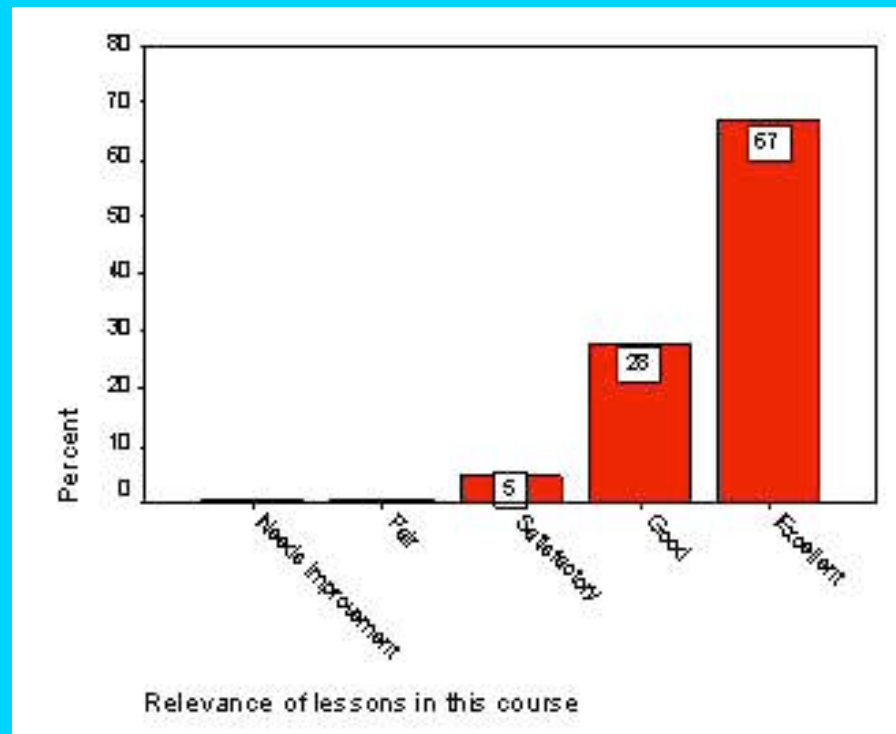
# Results...

- Over 87% of participants indicated they would make changes and/or additions to classroom reading instruction as a result of FOR-PD.



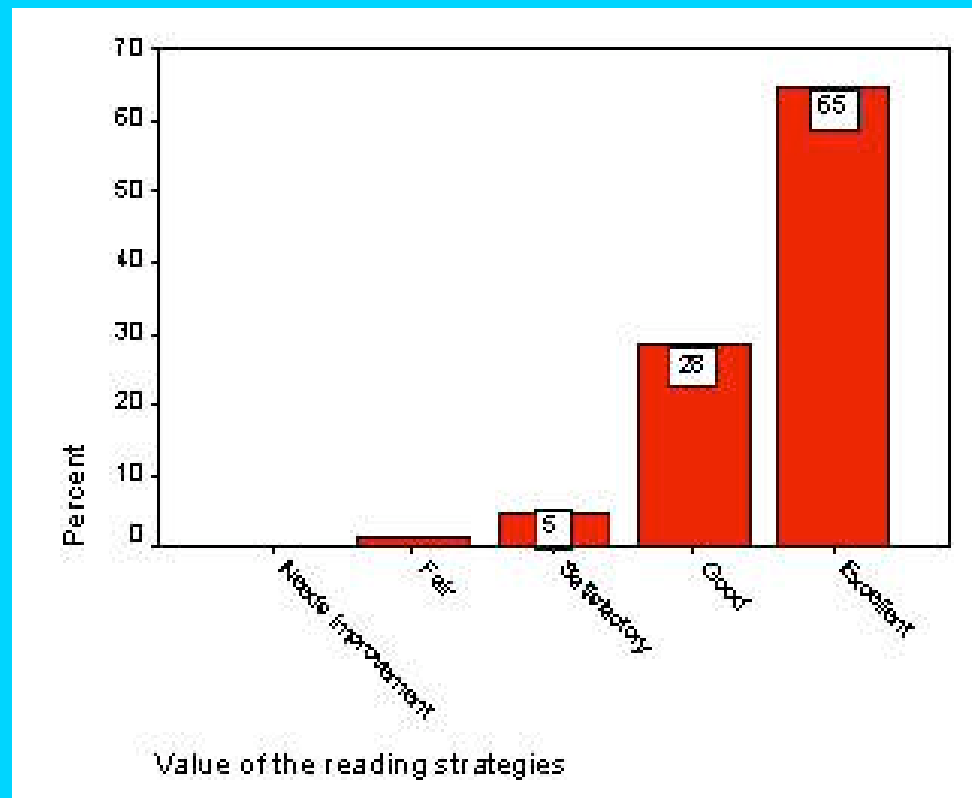
# Results...

- **Approximately 94% of participants indicated that FOR-PD lessons were relevant.**



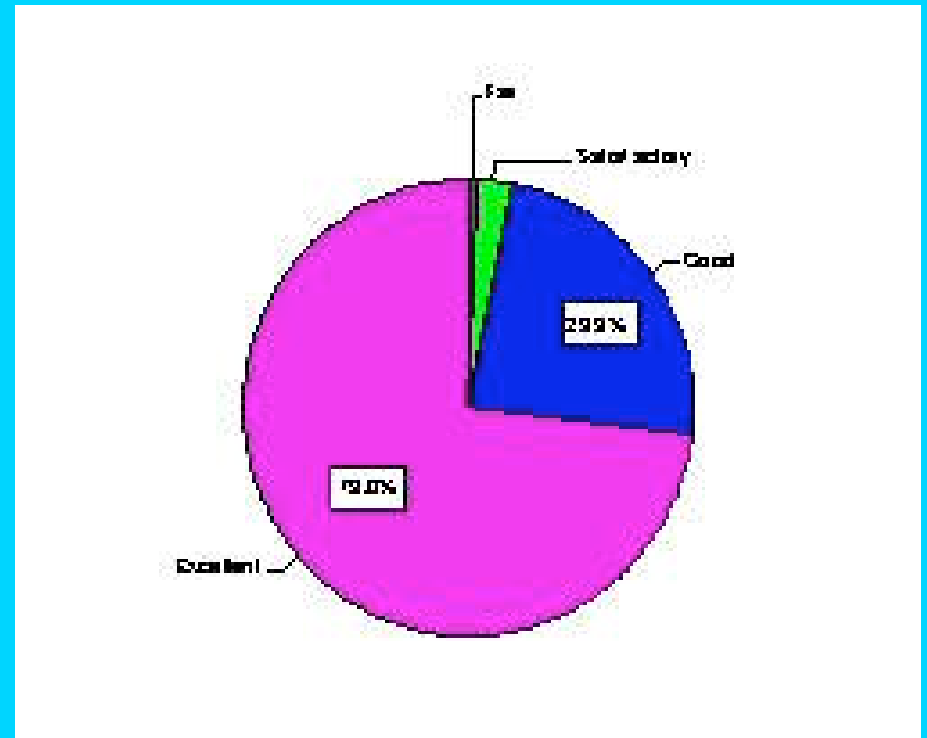
# Results...

- Over 90% (93%) of participants indicated the value of reading strategies introduced in FOR-PD was excellent or good.



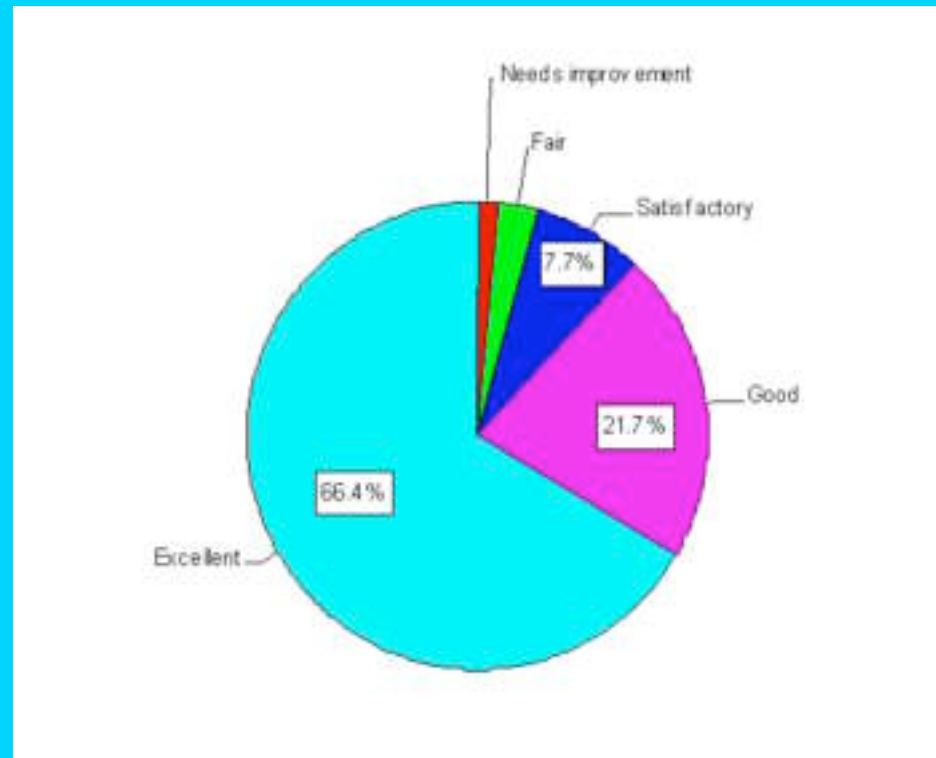
# Results...

- Approximately 97% of participants indicated FOR-PD was excellent or good in covering the state and national reading initiatives, with nearly three-fourths of participants (73%) indicating FOR-PD covered the reading initiatives to an excellent degree.



# Perception of Facilitation

- **Over 88% of participants indicated that FOR-PD facilitators were excellent or good.**



# What teachers are saying

"I took the FOR-PD course this summer. What a great class! I told our coordinator at the County School Administration that I think every teacher in our district should take the course. I learned so much, and I am so grateful to you for all of your efforts. It's a mammoth project but so needed. I teach Title 1 1st grade, and ***I am using strategies I learned***. I promised myself I would make changes in the way I did things, and I have. Two changes I've made include modeling reading more and doing more think-alouds. I also am implementing Lesson 14 - Leadership. I am coordinating the PTA Reflections Program at my school to encourage literacy. I'd love to go back and get my masters in Reading through UCF. Also, today I learned how to be a DIBELS administrator for the Reading First Grant at my school. I'm so glad I learned about DIBELS in FOR-PD. It's all coming together for me. Teaching reading is my passion, and I am committed to pursuing avenues to be the best teacher. Thank you so much!"

# **What teachers are saying**

**Tim Harper, Seminole County:**

- **"Please let all of your people know that the facilitator course has been one of the most beneficial courses I have taken online."**

# What teachers are saying

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

# What teachers are saying

- **Comment on Lesson 11 from a FOR-PD participant:**
- **"I wanted to compliment you on the clarity of Lesson 11, Literacy Instruction and Non-Native Speakers. I have taken three of the six courses for the ESOL endorsement and I have yet to have the material presented as clearly as this write-up. Perhaps you should pass this lesson onto the ESOL team. They could definitely make use of it! Thanks for bringing quite a bit material together for me!" Karen Zaremba, Spanish teacher and FOR-PD participant from Sarasota County:**  
**"I really love this course. It has made a big change in my life. Because of it, I have joined the literacy committee at our school."**

# www.itrc.ucf.edu/forpd





## FOR-PD

FLORIDA ONLINE READING  
PROFESSIONAL DEVELOPMENT

Contact Us | Search this Site:

- Home
- About the Project
- Announcements
- Course Information
- Be a Facilitator
- FAQs
- Presentations
- FOR-PD Resources
- Help Promote FOR-PD
- What People Are Saying!



### Latest News

Breaking news about the reading endorsement

Come see the Lessons Learned presentation FOR-PD presented at NECC

Read the September FOR-PD Update!

See a lesson by lesson description of the FOR-PD course and view a sample lesson online

See which districts and universities are participating in the FOR-PD project!

Registration files for districts and universities.

FOR-PD flyers and brochures available for promotional use - FREE!

**10 Good Reasons for Florida Teachers to Take the FOR-PD Course**  
(QuickTime movie - 2.4MB)



**LOGIN TO THE FOR-PD COURSE**



### Upcoming Conferences