



REVIEWING A READING PROGRAM

Professional Development Module

FACILITATOR'S GUIDE



**CENTER ON
INSTRUCTION**

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CENTER ON
INSTRUCTION

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INTRODUCTION

This *Facilitator's Guide* has been prepared for presenters of the *Reviewing a Reading Program* professional development training. It is one of three pieces comprising a suite of materials on reviewing reading programs: this *Guide*, the *Reviewing a Reading Program Participant's Guide* and the *Reviewing a Reading Program* Professional Development PowerPoint with embedded speaker's notes. This *Facilitator's Guide* contains materials and lists to help prepare for presenting this professional development and a set of templates for generating correspondence, attendance lists, and so forth. A general introduction to the point and purpose of reviewing reading programs appears in the *Participant's Guide*, which you should point out to participants and also read carefully before delivering this professional development.

The *Reviewing a Reading Program* professional development is intended to give participants an understanding of how to use the *Guidelines* (contained in the *Participant's Guide*) in order to make informed decisions about choosing core reading programs for students in grades K through 6 and supplemental/ intervention reading programs for students in grades K through 12. It is expected that Regional Comprehensive Centers or states will use this professional development to train department of education and school district personnel involved in curriculum decision-making in the complex work of selecting high quality reading programs. Through this professional development, it is hoped that:

Participants will

- Adopt the common language used in the *Guidelines*;
- Participate in activities that clarify the meanings of key questions and terms in the *Guidelines*; and
- Use the *Guidelines* and professional development materials to determine how each category and question can be used to review reading programs.

Facilitators will

- Integrate the *Guidelines* and professional development materials into their existing content knowledge in the reading process and current reading research;
- Model explicit instruction that includes guided practice, feedback, and independent practice; and

- Learn about additional resources in order to adapt, modify, enrich, and further explain content to meet participants’ needs.

This professional development will *not* offer participants or facilitators instruction in scientifically based reading research; many resources are available on this topic. Visit www.centeroninstruction.org and consult the Recommended Readings section of the *Participant’s Guide* to find resources on scientifically based reading research.

Further, this professional development does not present an opportunity to complete a review of a particular reading program; that process is time-intensive and beyond the scope of a two-day training. This professional development orients participants to the *Guidelines*, with sample activities and discussion to guide actual reading program reviews.

This professional development does not endorse any particular reading program or approach.

Delivery Options

The recommended delivery option for the *Reviewing a Reading Program* professional development is the two-day format. This will allow participants time to complete activities, process information, and engage in discussion with the facilitator and each other. A sample agenda appears below. Adjust start and

Two-Day Format: Sample Agenda

Day 1		Day 2	
8:00–8:30	Registration and Materials Distribution	8:00–8:30	Sign-in
8:30–9:45	Introduction	8:30–9:30	Vocabulary
9:45–10:00	Break	9:30–9:45	Break
10:00–10:45	Instructional Design (Part 1)	9:45–10:45	Comprehension
10:45–11:45	Phonological/Phonemic Awareness	10:45–11:30	Motivation and Engagement
11:45–12:45	Lunch	11:30–12:30	Lunch
12:45–1:45	Phonics	12:30–1:00	Assessment, Professional Development
1:45–2:00	Break	1:00–1:15	Break
2:00–3:00	Fluency	1:15–2:45	Instructional Design (Part 2)
		2:45–3:00	Conclusion and Evaluation



stop times and breaks as needed before you duplicate the agenda, which will need to be distributed to participants.

This professional development is designed to facilitate the effective review of reading programs and should be scheduled before adopting or purchasing new reading programs at the school, district, or state level.

Other options for using the *Reviewing a Reading Program* professional development materials include:

- Use the materials as a **study group tool** with other reading professionals. Move through the *Participant's Guide* using the natural breaks in content at each component for meetings.
- Read the information individually and complete the activities which extend and reinforce the information as a **self study**.

Preparing to Deliver Professional Development

This program is based on the National Staff Development Standards for quality professional development. Strategies are research-based and honor adult learning. Activities provide essential practice and processing time for the concepts covered. Discussion is encouraged to facilitate a learning community among participants. Resources are suggested for further development of background knowledge.

Multiple-day professional development is a tremendous investment of time and resources. This *Facilitator's Guide* has been developed to assist you in delivering the greatest return on your participants' investment. **It is important to implement those materials as designed to generate the full benefit of this professional development.**

All materials—the *Participant's Guide*, PowerPoint presentation, and this *Facilitator's Guide*—are also available on the Center on Instruction website at www.centeroninstruction.org.

It is **STRONGLY** recommended that you select a comprehensive reading program and review it using the *Guidelines* before delivering this professional development. This will help you anticipate questions that may come up during the training and allow you to draw on personal experience and reflection throughout the program.

Remember that the more familiar you are with the materials, and the more practiced you are at presenting, the more you can engage directly and spontaneously with participants. They will learn more than they could from a rote recitation of facts—and you will all have a deeper and richer experience.

The tables below can help plan for the necessary assistance, equipment, materials, and other items to present this professional development. In planning this professional development, you should model collaboration by identifying individuals with talents to accomplish the tasks listed below. As you plan this professional development, elaborate on or clarify any items as needed to best meet the needs of participants.

Tasks

Assistance	Who	When	Confirm
Planning			
Committee for <i>Reviewing a Reading Program</i> professional development			
Facilities <ul style="list-style-type: none"> • Lodging • Meeting room/s 			
Registration			
Daily agenda (personalize for your training) <ul style="list-style-type: none"> • Start and stop times • Breaks • Meals 			
Technical/visual equipment			
Facilitator/s			

Equipment

Equipment	Quantity	Purpose	Availability
Laptop computer	1	Run the PowerPoint	
Large screen	1	View the PowerPoint	
LCD projector	1	Display the PowerPoint	
Lavaliere microphone	1 per presenter	Adequate sound level	



Suggested Materials

Materials	Quantity	Purpose	Availability
1" three-ring binder	1 per participant	Bind <i>Participant's Guide</i>	
Name badges	1 per participant	Introduction	
Chart paper	1 tablet per table	Activities	
Markers	1 pack per table	Activities	
Sticky notes, various sizes	1 pack per table	Activities	
Pencils	1 per participant	Activities; marking <i>Guidelines</i>	
Teacher's edition(s) from a reading program	1 each from the beginning, middle, and end-of-the-year	Practice and application of training content	Each participant should bring these materials from a core program.
Center on Instruction brochures	1 per participant	Introduction	www.centeroninstruction.org

Before Delivering the Program

1. **It is essential that each participant bring the comprehensive reading program teacher's editions from one grade level (beginning, middle, and end-of-the-year units), and ancillary scope and sequence, assessment, and fluency materials if they are not included in the teacher's edition.** Participants will not be able to take part in the professional development activities without these materials. It is recommended that during registration you obtain the name of the reading program each participant will bring to the training. This will help you prepare.
2. Familiarize yourself with the organization of the training and adjust it as needed. **Remember, processing and practice time are essential components to quality professional development.** The *Participant's Guide* contains the actual *Guidelines for Reviewing a Reading Program* (beginning on page 9) as well as a Glossary of Reading Terms, References, and Recommended Readings. The open book icon indicates readings that are **highly recommended for facilitators to familiarize themselves with before the training.** Note, too, that bolded words in the *Participant's Guide* are defined in the Glossary of Reading Terms.

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3. **Duplicate the templates beginning on page 10** of this *Guide*.
 - Send a letter of introduction to each registered participant.
 - Copy the daily agenda (with time allocations) for participants.
 - Set up the sign-up sheets—one for each day.
 - Store the evaluations that will be passed out at the end of Day 2.
The presentation contains a slide to prompt participants to fill out the evaluation form.
 - Sign a Certificate of Completion for each participant.
 - Store the follow-up letters for sending after the training is completed.
 4. **Duplicate the *Participant’s Guide*, one copy for each participant.**
These resources may be organized in a three-ring binder or spiral bound.
 5. **Secure a convenient location for the training.** The ideal location would have a room large enough to accommodate a group of 24. Placing six participants at each table, arrange the tables to allow everyone to see the projection screen, conduct table discussions, and use the reading program materials in pairs.
 6. **Download the PowerPoint presentation to your PC. Print the presentation notes. (Use the “Print Notes Page” feature.)**
 - The slides refer to questions in the *Guidelines* and allow participants to apply the *Guidelines* to their own reading programs.
 - The facilitator’s script and notes appear below the slide. The script is italicized and follows the word **SAY**. The notes provide extra information about the key concepts of each slide. This information is important to clarify the points on each slide. In order for participants to understand the review process thoroughly, it is essential to convey **all** of the information contained in the speaker notes. The notes section also contains detailed descriptions of activities and examples.
 - The image of a clock alerts participants to an activity.
 - The abbreviations and numbers at the bottom center of each slide (in the footer) correspond to the sections and question numbers in the *Guidelines for Reviewing a Reading Program*. The abbreviations are:



ID	Instructional Design
PA	Phonological/Phonemic Awareness
P	Phonics
F	Fluency
V	Vocabulary
C	Comprehension
M&E	Motivation and Engagement
A	Assessment
PD	Professional Development

7. **Gather materials and equipment** required for each day's activities.
8. Set up LCD projector and screen. Test all equipment before participants arrive. Ensure computer settings allow for full view of PowerPoint slides.
9. Set sound levels for comfortable hearing.
10. Place **supplies in the center** of each table.
11. As they enter the room, have participants **sit at the tables in groups** that are reviewing the same reading programs, if possible. This will be helpful when they are asked to participate in activities during the training.
12. **Hand out the *Participant's Guides***. Encourage participants to make notes directly in their *Participant's Guides*. Participants will be able to download blank copies of the *Guidelines* from the Center on Instruction website, www.centeroninstruction.org.

REMEMBER:

IT IS ESSENTIAL THAT FACILITATORS AVOID ENDORSING ANY SPECIFIC READING PROGRAM. ANY EXAMPLES OR REFERENCES TO SPECIFIC PROGRAMS SHOULD COME FROM THE PROGRAMS THE PARTICIPANTS BRING TO THE TRAINING.





TEMPLATES

Included here are templates for the introduction, sign-in, evaluation, and certification of the professional development for *Reviewing a Reading Program*. They should be adapted to meet the needs of the facilitator and participants.

- Letter of Introduction to Participants
- Daily Agenda
- Sign-in Sheet
- Program Evaluation
- Certificate of Completion
- Follow-up Letter to Participants

You will also find sample letters to participants and a sample agenda. Word files for these three may be downloaded at COI website.

Professional Development for *Reviewing a Reading Program*

Letter of introduction to Participants

To:

From:

Date:

Welcome. This letter confirms your registration to attend professional development for *Reviewing a Reading Program*, a professional development session scheduled for [date to date].

The professional development for *Reviewing a Reading Program* sessions will be held at [location]. The building is located [give landmarks] which you can easily locate on the map [Attachment 1]. Enter in the front door [describe] and check in at the Registration Table located [state where].

At the Registration Table you will be given a name badge which you should wear while you are in the building. After receiving your badge, you will be directed to [state which room] which is located [give directions]. You will be required to sign in each day. A sign-in sheet will be available in the meeting room. For your information, a draft agenda is attached [Attachment 2]. The sessions will begin promptly at [time and time zone]. Lunch is scheduled for one hour. There will be a fifteen minute break each morning and afternoon.

Please bring the following items each day of the professional development:

- A beginning, middle, and end-of-the-year teacher's edition from one grade level of a comprehensive reading program.
- The complete scope and sequence (if separate from the Teacher's Edition) AND any assessment and fluency ancillaries that accompany the reading program.

Please preview the professional development for *Reviewing a Reading Program* and find resources to read before the professional development by visiting www.centeroninstruction.org and feel free to contact me if you have any questions. I look forward to our time together.

My best,

Enclosures



Professional Development for *Reviewing a Reading Program*

Sample Daily Agenda

Day 1

8:00–8:30	Registration and Materials Distribution
8:30–9:45	<i>Introduction</i>
9:45–10:00	Break
10:00–10:45	<i>Instructional Design (Part 1)</i>
10:45–11:45	<i>Phonological/Phonemic Awareness</i>
11:45–12:45	Lunch
12:45–1:45	<i>Phonics</i>
1:45–2:00	Break
2:00–3:00	<i>Fluency</i>

Day 2

8:00–8:30	Sign in
8:30–9:30	<i>Vocabulary</i>
9:30–9:45	Break
9:45–10:45	<i>Comprehension</i>
10:45–11:30	<i>Motivation and Engagement</i>
11:30–12:30	Lunch
12:30–1:00	<i>Assessment, Professional Development</i>
1:00–1:15	Break
1:15–2:45	<i>Instructional Design (Part 2)</i>
2:45–3:00	<i>Conclusion and Training Evaluation</i>

Professional Development for *Reviewing a Reading Program*

Sign-in Sheet

Date: _____

Last Name, First Name (Please print)	Sign In	Sign Out
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2		
3		
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24		



Professional Development for *Reviewing a Reading Program*

Program Evaluation

Directions: Please read each item below and reflect on your professional development experience. Rate each on a scale of 1 to 5.

1–Poor 2–Fair 3–Average 4–Above Average 5–Excellent

1 2 3 4 5 Overall quality of the training

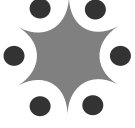
1 2 3 4 5 Overall quality of the materials

1 2 3 4 5 General organization of the training

Has this training prepared you to use the *Guidelines for Reviewing a Reading Program*?

If “NO,” is there information that was not included that you feel would have been beneficial?

Comments/Suggestions: _____



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**PROFESSIONAL DEVELOPMENT FOR
REVIEWING A READING PROGRAM**

Certificate of Completion

Presented to

Date

By



Professional Development for *Reviewing a Reading Program*

Follow-up Letter to Participants

To:

From:

Date:

Thank you so much for participating in professional development for *Reviewing a Reading Program*. In our effort to continuously improve, we ask that you please take a few minutes to answer the following questions. You are welcome to send this back by mail, or to e-mail your responses to [note email address]. Your feedback will be most helpful in planning areas of emphasis in the future. If I can be of further assistance please don't hesitate to contact me.

1. How has the information you learned in the professional development for *Reviewing a Reading Program* influenced your decision-making about the purchase of instructional materials for reading?
2. How do you or your organization plan to use the information from the professional development for *Reviewing a Reading Program* training in future reading program selection?

My best,

[mailing address]

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