



Workshop Sessions

RTI Sessions

Maximizing Effectiveness of Tier I Instruction	Tracking Student Interventions With Logs
<p>Audience: Reading Coaches, Grade K–6 Teachers, Middle School Teachers</p> <p>Length of Session: ½ day</p> <p>Overview: Effective Tier I instruction is a foundation for an effective RTI framework in a school. Tier I instruction must be effective so that a lower number of students require Tier II or Tier III intervention. To improve their school’s Tier I instruction, participants will learn how to align basic reading processes with state standards, curriculum, quality instruction, and use of materials.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Review the role of Tier I • Analyze the school’s current practices • Discuss strategies to increase effectiveness of Tier I instruction • Determine when it’s necessary to supplement core materials 	<p>Audience: Reading Coaches, Grade PreK–6 Teachers, Middle School Teachers</p> <p>Length of Session: 1¼ hours</p> <p>Overview: An intervention log is a critical aide in keeping track of the history of a student’s intervention instruction. It’s a necessary tool for planning data-informed intervention for struggling students. Participants will learn how an intervention log can provide focus and structure in a problem-solving meeting when teachers review the history and plan future instruction. A variety of intervention logs will be provided.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss the rationale for daily use of intervention logs • Review the critical information that should be contained in an intervention log • Discuss how intervention logs can be used in the student study process
Using a Phonological Awareness Diagnostic Screener (PASI™)	Using a Phonics Diagnostic Screener (PSI™)
<p>Audience: Reading Coaches, Grade PreK–1 Teachers, Interventionists, Reading Specialists</p> <p>Length of Session: ½ day</p> <p>Overview: Participants will learn how to use the <i>Phonological Awareness Screener for Intervention™ (PASI)</i> to identify specific skill deficits for each student.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss the purpose of a phonological awareness diagnostic screener • Identify when to use a diagnostic screener • Discuss how 95 Percent Group’s phonological awareness continuum aligns to the <i>PASI</i> • Group students for intervention using <i>PASI</i> data 	<p>Audience: Reading Coaches, Grade 1–6 Teachers, Middle School Teachers</p> <p>Length of Session: ½ day</p> <p>Overview: Participants will learn how to use the <i>Phonics Screener for Intervention™ (PSI)</i> to identify specific skill deficits for each student.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss the purpose of using a phonics screener • Identify when to use a phonics screener to identify specific skill deficits • Group students for intervention using <i>PSI</i> data



Workshop Sessions

RTI Sessions, Continued

Data Management Made Simple	RTI Problem-Solving Models
<p>Audience: Reading Coaches, Administrators</p> <p>Length of Session: 1¼ hours</p> <p>Overview: Data-driven reading instruction is informed by data gathered from a variety of tools, including curriculum-based measures (CBMs) and diagnostic assessments. This data informs the design of the intervention instruction by identifying student needs and measuring progress. Participants will learn valuable data management techniques to view and analyze assessments throughout the instructional cycle.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss how data guides RTI and the intervention process • Learn error pattern analysis techniques • Separate accuracy from fluency issues • Design grade-level data walls • Simplify data collection • Involve teachers in the data collection and management process 	<p>Audience: Reading Coaches, Administrators, Grade-Level Team Leaders</p> <p>Length of Session: ½ day</p> <p>Overview: In an RTI framework, problem-solving meetings provide a forum for discussing and deciding how to intensify instruction and when to move students between tiers. When a student’s progress has been insufficient, the appropriate staff members meet to analyze the progress-monitoring data and intervention logs in order to confirm that the rate of progress has been too low. Staff members discuss all the options and then decide what will be best for the student. The presenter will provide an agenda for an effective problem-solving meeting and share tips on how to model an effective meeting for the school’s staff.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss how a problem-solving meeting fits into the RTI framework • React to a proposed agenda for an effective problem-solving meeting • Plan how to train teachers to keep discussions within the 15-minute allotted time
Data Team Meetings: The Missing Piece	Scheduling: Mapping Out the School Year
<p>Audience: Reading Coaches, Administrators, Grade-Level Team Leaders</p> <p>Length of Session: ½ day</p> <p>Overview: Presenting and using data in grade-level team meetings are essential elements in increasing student achievement within the RTI framework. Participants will learn how data team meetings can develop collective responsibility, encourage collaboration, and assist teams in documenting successes and challenges to meet student achievement goals.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss the importance of data team meetings in an RTI framework • Plan topics for data team meetings across the school year • Facilitate an effective data team meeting • Prepare teachers to fully participate in a data team meeting 	<p>Audience: Reading Coaches, Administrators</p> <p>Length of Session: 1½ hours</p> <p>Overview: At all levels, planning and scheduling play vital roles in implementing RTI at the district, school, and classroom level. The number of intervention minutes a student receives monthly is related to the school’s schedule and the start of RTI groups. Participants will learn how to help teachers look beyond the existing schedule to possible alternatives and investigate scheduling options designed to enhance instruction for student achievement.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore ways to carve out time for RTI • Set benchmark and progress-monitoring assessment dates • Schedule grade-level team meetings • Provide a process for cross-grade team meetings • Establish intervention rotations and identify additional staff to teach intervention groups



Workshop Sessions

RTI Sessions, Continued

A Year in the Life of a Data-Driven School

Audience: Reading Coaches, Administrators
Length of Session: Full day

Overview: This course provides administration and staff with clear expectations, responsibilities, and timeframes for initiating, refining, and completing the data collection and RTI process that is used for instructional decision making. The presenter will discuss a month-by-month plan to keep things on track in your building. School teams will work together to create a calendar that answers the question, “What does a year in the life of a data-driven school look like?”

Participants will:

- Review a month-by-month RTI calendar
- Discuss scheduling fall data collection and data entry
- Plan data-decision team meetings (student placement into tiers and groups)
- Prepare for grade-level meetings (review of tier and group placement)
- Plan the launch of intervention groups
- Initiate progress monitoring
- Identify professional development topics

Administrator Session

Intervention Snapshot Observation Form: A Tool for Effective Principal Walk-Throughs

Audience: Administrators (Principals, Assistant Principals, and District Staff)
Length of Session: ½ day

Overview: Principals will learn how to use a brief classroom walk-through process to observe whether an intervention lesson in progress exhibits the characteristics of effective intervention instruction. Observations will assist administrators in facilitating teacher growth in instructional practices. Administrators also will learn how to use the Intervention Snapshot, a tool that provides a framework for focusing on best practices that impact student achievement and that helps identify specific areas for personal focused professional development.

Participants will:

- Discuss how to use walk-through observations to identify key components of instruction
- Learn how to use the Intervention Snapshot Observation Form
- Consider how to provide feedback to teachers to improve their intervention instruction



Workshop Sessions

Reading Coach Sessions

Coaches' Walk-Throughs and Observations	Coaching the Reluctant Teacher
<p>Audience: Reading Coaches Length of Session: ½ day</p> <p>Overview: Encouraging teachers to engage in ongoing, reflections about their instruction can lead to increases in student achievement. The Intervention Snapshot Observation Form is a tool for instructional leaders to record their notes and to use in guiding discussions with professional staff regarding research-based classroom practices. Participants will learn how to use the Intervention Snapshot to focus on best practices that impact student achievement and to help determine areas for focused professional development. Participants will also practice observations by viewing videotaped lessons and then debrief as a group.</p> <p>Participants will:</p> <ul style="list-style-type: none">• Discuss how to use observations to open dialogue with teachers concerning effective instructional practices• Use the Intervention Snapshot Observation Form to establish which essential components of an effective intervention lesson could be improved to provide increased student learning• Share ideas about how to make discussions following observation productive for teachers• Practice writing observations that are specific and factual	<p>Audience: Reading Coaches, Administrators Length of Session: 1¼ hours</p> <p>Overview: A reading coach walks a tightrope between pushing teachers for results while also maintaining a positive relationship with colleagues. Successful peer coaching depends on a coach who develops excellent relationships with peers and a principal who carefully defines the coach's role. Participants will learn strategies for coaching the more reluctant teachers in their building.</p> <p>Participants will:</p> <ul style="list-style-type: none">• Discuss strategies for increased communication between the coach and classroom teachers• Learn how to be welcomed into the classroom



Workshop Sessions

Phonological Awareness Session

Teaching the Tough Phonological Awareness Skills

Audience: Reading Coaches, Grade PreK–1 Teachers, Interventionists, Special Education Teachers
Length of Session: ½ day

Overview: The ability to hear and manipulate sounds in words is a foundation of reading success. Research has supported the progression model that children’s phonological awareness (PA) skills develop from larger units, such as syllables, to smaller units, such as phonemes. Participants will learn about a continuum of skills, from simple to complex. Presenter will model strategies for teaching the “tough” PA skills of rhyming and identification/categorization. Participants will view videos of modeled phonological lessons.

Participants will:

- Review the importance of phonological awareness in reading instruction
- Learn how to scaffold a student’s phonological awareness
- Discuss 95 Percent Group’s phonological awareness continuum
- Learn the components of an explicit phonological awareness intervention lesson

Phonics and Word Study Sessions

Teaching Word Origins in Grades 3–6

Audience: Reading Coaches, Grade 3–6 Teachers, Middle School Teachers
Length of Session: 1¼ hours

Overview: Spelling bee contestants understand the critical clues provided by word origin. Learn strategies to make word origin instruction powerful and fun for struggling readers in grades 3–6 by teaching them how to discern meaning by recognizing Latin and Greek word parts.

Participants will:

- Learn strategies for teaching students word origins
- Discuss applying this knowledge to improve students’ vocabulary

How to Spell, Not *What* to Spell

Audience: Reading Coaches, Grade 1–6 Teachers, Middle School Teachers
Length of Session: ½ day

Overview: Spelling programs traditionally focus on memorization of isolated words and Friday spelling tests. Participants will learn how to teach students *HOW* to spell words, including how sounds are spelled differently depending on placement in the word and fundamental patterns for spelling of English words. Participants will never look at spelling, or the instruction of spelling, in the same way again!

Participants will:

- Discuss how to provide meaningful spelling lessons
- Plan instruction that focuses on how to spell words instead of the memorization of words in isolation
- Review how spelling provides clues to deficits in phonological awareness skills



Workshop Sessions

Phonics and Word Study Sessions, Continued

Effective and Engaging Phonics Interventions	Demystifying Multisyllable Words
<p>Audience: Reading Coaches, Grade 1–6 Teachers, Middle School Teachers, Interventionists, Special Education Teachers</p> <p>Length of Session: ½ day</p> <p>Overview: Phonics intervention can be engaging for students and easy for teachers. Explore a lesson plan format that has six components, including explicit instruction in the concept, practice reading and writing pattern words, and specially designed text. Participants will learn how to teach difficult concepts, such as alternate pronunciations of vowel teams and common phonograms, and will view videos of modeled phonics lessons.</p> <p>Participants will:</p> <ul style="list-style-type: none">• Discuss why phonics and word study are important components of reading instruction• Learn techniques to scaffold phonics instruction• Use 95 Percent Group’s phonics continuum• List the components of a phonics intervention lesson	<p>Audience: Reading Coaches, Grade 2–6 Teachers, Middle School Teachers, Interventionists, Special Education Teachers</p> <p>Length of Session: ½ day</p> <p>Overview: Decoding multisyllabic words is an essential skill that has a direct impact on reading accuracy, fluency, and the comprehension of text. The task of decoding or pronouncing longer words is often a challenge for many students in grades 3 and above. In this session, participants will learn and actively work with a routine designed to help students solve the mystery of multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules. The routines are ideal for whole class instruction designed to take just 5 minutes a day or to use as part of a small group intervention lesson.</p> <p>Participants will:</p> <ul style="list-style-type: none">• Discuss the importance of teaching multisyllabic words• Learn techniques for teaching the six syllable types in the English language• Learn how to teach syllable division rules• Discuss how to incorporate multisyllabic lessons into core instruction



Workshop Sessions

Fluency and Vocabulary Sessions

<i>Fluency Counts</i>		<i>Word Vitamins</i>	
Audience:	Reading Coaches, Grade 1–6 Teachers, Middle School Teachers	Audience:	Reading Coaches, Grade 2–6 Teachers, Middle School Teachers
Length of Session:	1¼ hours	Length of Session:	1½ hours
<p>Overview: Fluency serves as a bridge between word recognition and comprehension. Learn how fluency impacts background knowledge, vocabulary, word study, and comprehension. Fluent readers are able to identify words accurately and automatically, freeing up “brain space” to comprehend the text. Participants will learn strategies for helping students become more fluent readers. This session will provide participants with mini-lessons to develop subskills of fluency, including proper phrasing and paying attention to punctuation.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss how fluency impacts comprehension • Learn strategies to improve fluency • Monitor increases in student fluency 		<p>Overview: “Word Vitamins” is a fun, engaging process to build students’ vocabulary every day of the school year. A new high-powered word is taught each day and then practiced at home on unsuspecting family members and friends. Words are kept in a pouch so that they can be easily accessed to teach other reading skills in an interesting, relevant manner.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss the purpose of Word Vitamins and how to use them • Learn how to inspire students to want to learn new words • Explore how to teach other relevant skills through the use of Word Vitamins 	

Comprehension Sessions

Information Please: How to Engage Students in Informational Text		Inferencing: The Bedrock of Comprehension	
Audience:	Reading Coaches, Grade 1–6 Teachers, Middle School Teachers	Audience:	Reading Coaches, Grade 1–6 Teachers, Middle School Teachers
Length of Session:	½ day	Length of Session:	1¼ hours
<p>Overview: Ninety-four percent of text is informational text. Excellent readers use different strategies to engage in informational text compared to strategies used to read literary text. Participants will learn strategies to engage students in reading informational text and to expose them to as many sources of informational text as possible.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss the differences in reading informational vs. literary text • Learn strategies to use with informational text 		<p>Overview: Many struggling readers stop short of grasping the author’s meaning despite understanding the literal meaning of each word. Participants will explore how to help students make inferences to draw meaning from text.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss the role of inference in comprehending text • Learn strategies to help students make inferences 	



Workshop Sessions

Comprehension Sessions, Continued

Fast and Right but Still Not Comprehending	How to Implement Literature Circles Using Stories
<p>Audience: Reading Coaches, Grade 3–6 Teachers, Middle School Teachers</p> <p>Length of Session: ½ day</p> <p>Overview: Session will include discussion of why a student who accurately decodes words and reads fluently is still unable to comprehend text. Key strategies and tools will be presented to provide instruction to teach a student to comprehend text.</p> <p>Participants will:</p> <ul style="list-style-type: none"> Discuss possible causes for lack of comprehending text Learn strategies to address each underlying cause of poor comprehension 	<p>Audience: Reading Coaches, Grade 2–6 Teachers</p> <p>Length of Session: ½ day</p> <p>Overview: Literature Circles can be fun and exciting for students but not at the cost of eliminating essential skills covered in core reading instruction. Using the core story as the focus of the Literature Circle enables teachers to have the best of both worlds. <i>Literature Circles is an approach based on the work of Harvey Daniels.</i></p> <p>Participants will:</p> <ul style="list-style-type: none"> Plan Literature Circles using core stories Discuss how to monitor use of skills throughout Literature Circles
Eight Significant Words: How to Teach the Concept of Summary and Main Idea	
<p>Audience: Reading Coaches, Grade 2–6 Teachers, Middle School Teachers</p> <p>Length of Session: 2 hours</p> <p>Overview: Many times, grade 2 and above educators assume that students understand the concepts of summary and main idea. In this session, the presenter will model a hands-on, student-friendly activity titled “Eight Important Words,” in which students follow a series of steps to enable them to understand how to summarize and identify the main idea and most important details.</p> <p>Participants will:</p> <ul style="list-style-type: none"> Discuss how to teach the concepts of summary and main idea/most important details 	