



MESPA Summer Institute

Three Day Summer Reading Institute A Roadmap for Reading Initiatives – Designed Especially for Elementary Administrators and Their Teams

Dates: Tuesday, July 28, Wednesday, July 29, and Thursday, July 30, 2009

Location: MESPA Education and Technology Center, Marlborough, MA

Registration Deadline: July 18, 2009

Fee: Three Days \$450



Administrators, in their roles as educational leaders, are more and more involved in the details of reading instruction, but the learning curve involved can be daunting because the complexity of the information seems to grow exponentially each year.

We now know more about the brain and the reading process than ever before, but how can our everyday practices, especially with struggling readers, reflect that knowledge? *We do* know how to teach approximately 95% of people to read. Our infrastructures and budget constraints and limited in-service and pre-service training for teachers and administrators make this goal seem unattainable sometimes, but it is not.

This institute will outline the critical components of meeting this goal while using the RtI (Response to Intervention) framework. It will help administrators to “know what they don’t know”, if that is what they need. It provides a “roadmap” to help navigate the path and potential “potholes” that can occur when evaluating and altering reading practices and assessment driven instruction. *This workshop is designed for administrators and their literacy leaders to participate as teams, so that they are able to “hear the same thing” with regard to rationale and practices and then be able to develop action plans in a supportive setting.*

About the Presenter:

Sally Grimes

- Speaker, Educational Consultant, Provider of Professional Development in the area of Reading Development for over 15 years for administrators, teachers, parents, community groups, state initiatives and private entities
- Served on development team - MA Licensure Test, Foundations of Reading
- Served as one of three Lead Trainers for the Massachusetts Reading First and Bay State Readers grants & designer of the professional development plan
- Public school special educator, adjunct university professor and author of course work for literacy, as well as articles on reading and differentiated curriculum
- First Admissions Director – Landmark School, Prides Crossing, MA
- Ed.M. Reading and Human Development – Harvard Graduate School of Education

DAY ONE

Morning:

- Brief Overview of the reading process based on scientific evidence, using a graphic showing how the “five plus” components of reading work (or don’t work!) together. This helps the focus be on student learning, emphasizing the notion that “We can’t fix something ‘til we know what’s broken”.
- Brief Overview of Curriculum Choices - Core, Supplemental, and Intervention Programs using a Three Tier Model/Response to Intervention/Instruction Model
- A “Walk Through” of a manual (a “roadmap”) of key resources, a “required reading list”, templates, websites, principals’ guides to classroom observations, glossary of terms, planning sheets, key articles on topics in the institute, etc.

Afternoon:

- Leadership & School Change (Communication, Decision Making, School Culture)
- Assessment Plan & Data Meetings (Progress Monitoring, Student vs. Teacher Focus) that drive a Three Tier Reading/Response to Intervention Model
- Professional Development Plan for All & the Roles of “Reading Personnel”

DAY TWO

Attendees will be divided into two groups so that all attendees will be able to attend an elaboration of the material presented on Day One. One group will meet while the other group views video clips of administrators working on a model reading initiative. District attendees will be able to stay together.

The major goal of Day Two is for participants to be able to begin to dissect their present reading assessment plans and intervention practices with their colleagues, so that they can see what areas need improvement and which ones do not. This will begin to focus the attendees on the action plans that will be developed on Day Three.

DAY THREE

- Reconvene for a short time into a large group for a question and answer session based on the content of Days One and Two.
- All attendees will work as district based teams for the bulk of the day. Those who are attending the Institute alone will be able to form their own group, but since school communities and action plans are very idiosyncratic, it is *strongly* advised that administrators plan to attend this Institute with others from their school or district. *It is also important to include central administration decision-makers to maximize the opportunity to take the action plans as far as possible.*
- The presenter will work with the members of the small groups and guide them in an ongoing way throughout the day, going from group to group. The group activities will be structured so that specific steps are followed as the action plans and “to do” lists are developed.
- While in these groups, attendees will also have opportunities to examine various resources that have been brought to the Institute.
- There will be a final wrap-up session that will allow participants to articulate their action plans so that all attendees may benefit from the work of the others.

Throughout the Institute these questions will *begin* to be addressed:

- What are “research based” and “evidence-based” assessment tools and programs?
- Why is formative assessment important?
- How do we establish small flexible group instruction based on data?
- What should a school-based literacy team look like?
- Are there some models that can be viewed?
- Where do parents and other community members fit in?
- Why do fluency issues contribute so widely to reading failure?
- What are the barriers to reading comprehension?
- How can formative assessments, such as Aimsweb, the Reading Fluency Benchmark Assessor, and DIBELS data guide instruction?
- How do the Three Tier Model of Reading and “Response to Intervention” work together?

