

Newburgh Teacher Center
In-service Course Proposal
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Return by March 2, 2009

Title:	Translating Reading Research Findings into Best Practices		
Curriculum Area:	Reading		
Learning Standards:	NYS English Language Arts Standards		
Presenter(s):	Aileen Barone	Email:	abarone@newburgh.k12.ny.us
Dates:	8/17/09 – 8/21/09(Monday through Friday)		
Time:	8:00 – 3:00		
Location:	MEAD		
Credit(s):	2		
Hours:	30		
Target Audience:	K-6 Classroom teachers, special education teachers, reading teachers		
Course Description:	Research will be reviewed in the following areas: the Five Elements of Reading, classroom organization and management, teacher-led small-group instruction, literacy centers, assessment, using data to inform instruction, differentiation, the 3-Tier Model of instruction, the reading/writing connection. Best instructional practices that are an outgrowth of the research findings will be shared.		
Course Requirements:	Attendance and participation at all sessions Completion of course assignments Completion of response/reflection assignments		
Maximum Enrollment:	25		

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Credit and permission granted by Jay McTighe – UBD

Name of In-service Proposal: Translating Reading Research Findings into Best Practices
Name of Instructor(s): Aileen Barone

Desired Results

Goal(s): To use reading research findings to improve the delivery of reading instruction in order to increase student achievement

Understanding(s): <ul style="list-style-type: none">• The Five Elements of Reading Instruction• The 3-Tier Instruction Model• NYS Reading Academy Recommendations for Elementary Reading Instruction	Essential Question(s): <ul style="list-style-type: none">• Can knowledge of reading research findings help teachers improve their delivery of instruction to improve student achievement?• How can teachers use assessment data to inform instruction and to differentiate according to student needs?
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Knowledge/Skills:
Phonemic awareness, phonics, fluency, vocabulary, comprehension, organizing for instruction, pacing of lessons, importance of time-on-task, management of centers, targeted skill instruction, assessment, differentiation, the 3-Tier Model of instruction and intervention.

Assessment Evidence

Direct Evidence:
Whole-group and small-group discussions
Written responses and reflections

Learning Plan

Learning Activities:
Analysis of key research findings in reading instruction
Modeling of the resulting effective teaching strategies and best practices
Opportunities for classroom implementation of strategies/best practices
Opportunities for written response/reflection upon the use of strategies/best practices
Whole-group and small-group discussions