

Newburgh Teacher Center
In-service Course Proposal
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Return by October 30, 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@necsd.net
Dates:	Tuesdays: 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2, 3/9 (Reserve for make-up classes: 3/16, 3/23)		
Time:	4:15 to 7:15		
Location:	Meadow Hill		
Credit(s):	2		
Hours:	30		
Target Audience:	PreK-6 Classroom teachers, special education teachers, reading teachers, teaching assistants		
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, teacher-led small-group instruction, 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. Please bring a binder for provided course material.		
Maximum Enrollment:	20		

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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):

- The Five Elements of Reading Instruction
- The 3-Tier Instruction Model
- NYS Reading Academy Recommendations for Elementary Reading Instruction

Essential Question(s):

- 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?

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