

Reading Foundations Newsletter

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What To Do AFTER Reading Foundations

Perhaps you are familiar with Joyce and Showers (1995) research about the relationship between Training Components and impact on teachers:

Presentation of theory and modeling provides a 5-10% chance of skill application in the classroom, practice and low risk feedback provides a 10-15% chance of skill application while coaching feedback and peer visits allow for a 80-90 % chance of skill application.

For Reading Foundations Instructors, this stresses the importance of adequate time during sessions for teachers to practice activities. Additionally, we cannot ignore the significance of a follow-up plan once participants have completed the 30-hour course. One suggestion is for your stakeholders committee or training team to investigate this further.

Some questions to start the conversation:

Can currently existing PLCs provide opportunities for feed back?

How can technology be used to increase coaching opportunities?

What does the post test data reveal as areas of potential need?

“Coaching teachers to use more of the research based practices will result in more successful students.”

Coaching Matters, pg. 46 Joellen Killion, et al.

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UPCOMING EVENTS

Spring Network Meeting
Embassy Suites, Greensboro
MARCH 25-26

Train the Trainer
Burke County & Smithfield
(based on demand)
APRIL 15-16

“In The Works”...

- Revision of the process for certifying new Training of Trainer candidates
- Participation in the 2013-14 Coaching Collaborative: Cleveland, Harnett, Charlotte Mecklenburg & Duplin counties are testing coaching models with the goal of improving student outcomes
- National Implementation Research Network web address has changed: <http://nirn.fpg.unc.edu>



Check out the
Read to Achieve Live Binder:
<http://www.livebinders.com/play/play?id=850102>



Office of Special Education Programs
U.S. Department of Education

SUSTAINABLE PRACTICES

Frequently Asked Questions

WELCOME

New Trainers

Asheville City, Clinton City, Burke, Currituck, Dare, Halifax, Henderson, and Northampton Counties.

If you are part of a RFT training team, consider what you are doing to coach trainers in your LEA.

Q: HOW CAN I INCREASE PARTICIPANT ENGAGEMENT IN UNIT 2?

A: Try using a “Fact or Fib” activity during the slide, “Causes of Persistent Reading Problems” in Unit 2.

Pass out response paddles or sticky notes and have one side with the word “Fact” and the other side the word “Fib”. Read the trainer notes aloud, one fact at a time and ask participants to display the side showing their guess about the quote.

Note: You will need to reword the statements to come up with a few “fibs”. For example, read aloud “40% of variation in reading difficulties are environmental factors”. (Fib) Fact in trainer notes-50%.

Keynote Speakers

NCSIP Network Meeting ~ March 25-26, 2014

Jan Hasbrouck & Jim Knight

Did you Know?

Between 9/1/2005-6/1/2013: **10,429** educators have been provided Reading Foundations professional development

The average number of participants per year is **1,303!**

Please complete your Pre-Event & Post-Event forms for this data collection & for your training to be advertised on www.ncsip.org

NAEP DATA UPDATED:

Please update the slide reporting this data in Unit 2:

The 2013 data reported shows 4th Grade Reading at **66%** below proficient levels.

Details at: nationsreportcard.gov

Spotlight ~ Craven County (Region 2)

BETSY GATCHEL—3rd Grade

Conducted 2 RFT sessions with others & enjoys seeing their viewpoints

“RFT was one of the most useful trainings I ever attended in regards to reading & difficulties children face foundationally”

Loves to share that (RFT) knowledge with others while reinforcing her own skills

CATHY BODLE—Elem. EC Co-Teacher

Conducted 4 RFT sessions with the team

Values RFT due to the “importance of reading instruction & its impact on the education of all students particularly those with disabilities.”

Recognizes that “delays in reading can have significant impact in overall education of any student.”

“The best way to address these student needs is to focus on educating teachers.”

JENNIFER QUINLIVAN—EC Resource

Conducted 3 RFT sessions with the team

She & her Teaching Assistant provide instruction using SRA Decoding, System 44, Number Worlds, O-G, & Words their Way

“I am passionate about providing quality reading instruction to our students, especially those who struggle to learn to read.”

“I like to share this knowledge with other teachers so we can take a “team approach” to helping all of our students learn to the best of their abilities.”