





The UCF College of Education 13th Annual Literacy Symposium April 1, 2011

Nakisha Hill- West Elementary

Response to Intervention Developing Curriculum Based Language Interventions for the classroom

In this session we discovered the top ten principles for writing Language interventions:

1. Stay relaxed
2. Build a positive environment
 - a. Staying relaxed helps to build a positive environment.
3. Analyze tasks
 - a. Strategies should focus on one skill.
4. Literacy is understanding/Literacy is Language
 - a. Writing a literacy goal is important.
 - b. If you can say it, read it and write it.... You can understand it.
 - c. Kids develop:
 - i. Receptive  Expressive
 - ii. Auditory  Visual
 - iii. Sounds  Print
 - iv. Sounds  letter
5. Explain
 - a. Four Vocabulary Sets-
 - i. Listening- words we understand when someone speaks or reads to us.
 - ii. Speaking – words we use when we express our thoughts orally.
 - iii. Writing- words we use when we express ourselves in written language.
 - iv. Reading- printed words we can recognize instantly, decode easily, or analyze to determine the meaning.
6. Teach don't Test
 - a. Entertain unit studies
7. Give thinking time
 - a. Sometime more "think time" is needed
8. Tell them when they don't know.
9. Less is more
 - a. Too many materials make rush the activity.
 - b. Familiarity and comfort breeds learning
10. Use evidence based practices and data driven decision.
 - a. Tier I examples:
 - i. Flexible grouping
 - ii. Tiered assignments
 - iii. Reading Buddies
 - iv. Learning contract
 - v. Differentiated learning center

Julie Colding-West Elementary

1st Session- Vocabulary Strategies for the Vulnerable: Addressing the 20%

There were strategies and activities to enhance vocabulary instruction. Use graphics to help students understand meaning of words and sentence copycats. Give them a sentence and allow them to change 1 word to maintain the meaning. For the word charity... You could do riddles as: I help others in need....? Sometimes I give money>...? Sometimes I give food....?

2nd Session- Engaging Brisk, and Multidimensional Word Study

This session dealt with a discussion on morphological knowledge. Help students to want to analyze words and keep developing vocabulary and comprehension.

3rd Session- Teach It With Poetry! Strategies for Developing Skills Across the Curriculum

This presenter went over some “fun” poetry and had us do hand movements to become actively involved. She talked about having fun with poetry to get students excited while learning at the same time. She recommended some books on poetry including a collection of poetry by Jack Prelutsky.

Irene Cerna- West Elementary

Session 1: **Vocabulary Strategies for the Vulnerable K-5:Addressing the 20%** Strategies for this session included 8 vocabulary strategies for students. Students learn based on their experiences. Parents and teachers need to talk to students. Students learn from having conversations and interactions with different people

Session 2: **Meaningful Interventions with Intermediate Literacy Stations** This session focused on literacy stations. I would love to have the literacy stations book sold at this presentation as it covers so many new strategies I've never seen before. Classroom libraries are so important for students. They need to be inviting and full of books to draw the student's attention to them. The literacy stations take two weeks to make a full rotation and students need to be given the opportunity to choose what they'd like to attempt along with one required station.

Session 3: **The Science of Differentiation** This session focused on differentiating instruction for students and encouraged teachers to incorporate technology into their classroom.

Here are some of the GREAT websites I was introduced to from this session.

www.glogster.edu

www.voki.com

www.museumbox.com

www.20dollarbeats.com (Go to the FREE BEATS menu) www.animoto.com/education (This gives you a free account since you are a teacher. It takes about 2 weeks though, so be patient.) www.wordle.net

www.wallwisher.com www.tagxedo.com <http://prezi.com> (In the presenters words: "PowerPoint on steroids") The presenter actually used this to with us. It was great!

Brenda Stewart- West Elementary

Session 1; The Evolving Role of the Literacy Coach

This was the first session I attended. It was very specific to my role at West. It was a good reminder of how my time should be spent. The presenter went over a continuum of coaching and how each of the 6 different areas is equally as important. There is a delicate balance between interactive coaching and interactive coaching.

Session 2: Comprehension Instructional Sequence

This session was about Socratic Circles. It was mostly information I was familiar with.

Session 3: Instructional Demands: Teaching, Coaching and Learning Through RtI

This session was a broad look at RtI. The presenter really focused on how improvements to Tier 1 instruction may eliminate the need of Tier 2 and 3 interventions with some students

Jane Boritz- Memorial Elementary

Session 1: **Biology Bob**- This session provided learning through music. Concepts such as frog's life cycle, etc. were introduced through music. I do think for auditory learners, this is a good strategy for learning. However, I wanted to learn more of how to integrate this during lessons instead of just hearing the songs he wrote.

Session 2: **GIST strategy**- This strategy (which I used today in class), is a great way to: take notes, summarize and obtain the main idea of a text. They have an interactive website I found, as well as a GIST template. I think this would make a great PD.

Session 3: **Science of differentiation**- This was amazing andfun. This session was presented by the 2011 Macy's Teacher of the Year. We learned several different strategies that would assist us in differentiating our instruction for all content areas. She also introduced us to several different ways we could incorporate technology in the classroom. I asked her (Mrs. Conley), if I could use her rap song for cells and she is going to email that to me. I wish she could come to our school. She is inspiring and really loves to teach. I know that sounds very simplistic at best, but I just feel as though, for me, I was energized and more focused on why I too love to teach. I have copies of her session power point, or if you are interested, the power points can be down loaded to your computer.

Jennifer Swartz-Memorial Elementary

Session 1: **Vocabulary Strategies for the Vulnerable: Addressing the 20%** - Dr. Sylvester and Dr. Kragler gave us some strategies that we can do in our classrooms to help our ESOL and low 20% with vocabulary. It was an okay overall session, I wish there would have been more time to discuss some of the strategies that were given to us but many of them were ones that we previously learned.

Session 2: **Meaningful Interventions with Intermediate Literacy Stations**. This session was taught by Susan Nations and she was wonderful! She has so many great ideas for stations and centers that we had nowhere near enough time to learn all of them. I have had pleasure to go to one of her Make and Take Workshops and would strongly recommend (if we have the ability to) to get her out here. She has lots of wonderful strategies, stations and ideas that could be implemented into every classroom and does two different Workshops (one for Primary and one for Intermediate). She also sells a book that has a lot of the strategies in there (we would just need the time to be able to put together and make the stations). This was wonderful!

Session 3: **Don't Call in the SWAT Team! Respond right every time!** Mrs. Longenecker grabbed his brochure for Mrs. Hall to take a look at as he was also amazing. This was a very humorous workshop with many ideas on how to. I wish we had more time with him as his workshop should take 7 hours and he tried to squeeze it into 1 hour. I could have sat all day and listened to him. He taught us 4 ways of diffusing a situation and avoiding arguing with the students (example: if a student comes to you and says "But Mr. Jeff doesn't do it that way" you can respond with one of these four statements "Nevertheless", "I'm sorry", "I understand", and the fourth one I'm drawing a blank on!) He had a lot of great classroom management strategies and also had 2 books for sale (if you want to check them out Mrs. Longenecker purchased both). This might be a good speaker to have if you guys continue to do the new hire trainings.

Clarissa Primus- Memorial Elementary

Session 1: Biology Bob: Plants, Bugs and Frogs:

From reading the description of this workshop, I thought it would be an awesome resource of incorporating music in teaching science to elementary students. However, this was not the case. The instructor had compiled lyrics of his own to songs to get students to remember different elements of science but instead of teaching us how we could incorporate this, he just sung his songs for us.

Session 2: Stop Complaining and Get the G.I.S.T.

This workshop from reading its description was interesting. This workshop dealt with ways of helping the student to improve in the subject of reading and giving the student purpose for what they are reading. I wished I would have attended this workshop earlier in the year. The G.I.S.T. (Generating Interactions between Schemata and Text) format allows improvement not only in the subject of reading but a tool to use to improve better test taking skills. For tests that are timed, using this tool will allow students to be able to take a lengthy test while still having time to spare to go over questions they were unsure. It uses the Who, What, Where, When, Why, and How format, having students to take annotated notes whether for a whole article, passage, a chapter, etc. When students are answering questions, instead of going through the entire passage to find the answer, they only need to go the paragraph that is associated with the notes for that question thus saving a lot of time and frustration. It helps to further establish better comprehension of any given material.

Session 3: Science of Differentiation

This workshop was a workshop to better incorporate technology into the classroom. We were provided with many resources in helping students be more engaged while learning. One of the resources discussed was a website called Voki (<http://voki.com>). It is a website with free registration for educators that allow you to create an avatar to help in the subjects of reading and writing. I thought this would be a great tool for students in general but especially ESOL students. For example, if the student is writing an essay and their grammar skills are quite up to par within a sentence, they could type the sentence exactly how they wrote it into Voki and it will read the sentence aloud to them and they could hear how the sentence sound in order to make the necessary corrections. Another activity within this workshop she mentioned in regards to assessment is called; *Dump Your Brain*- it allows students to show what was learned in a subject by having students write down everything they know and assessing the whole group. For example, if you were teaching a lesson in math on time, the students could dump their brains by writing down the number of minutes in an hour, days in a week, quarter hours and how many minutes they represent, elapsed time, etc. It allows the teacher to get a feel of how his/ her students comprehend the material while building social skills for the students due to working in groups.

Samuel Cruz- Memorial Elementary

The first session I went to was “**Biology Bob: Plants, Bugs, and Frogs** with Dr. Robert Everett. Dr. Everett has been using original concept-specific songs in the teaching of life science to children for over 20 years. His research has shown that his songs increase positive attitudes toward science. I enjoyed the session and will definitely use the idea of creating songs to teach science concepts and themes.

The next session I attended was **RTI Stop the Complaints! Help Students get the GIST!** By Barbara Wright, Intensive reading teacher for Jones High School. I enjoyed this session because it addressed my role in collaborating with teachers to meet the needs of the RTI through differentiated instruction and to gain a better understanding of the role of the literacy coach. I learned how to show the kids how to obtain the GIST of a reading passage by first reading parts of a passage and writing a gist of the paragraph with no more than 20 words. Each paragraph is annotated by answering who, what, when, where, why and how. Afterward students then read the questions and answer. This saves time and creates optimal comprehension for students especially during FCAT practice.

The third session I attended was with “**The Science of Differentiation**” by Cherly Conley for grades K-8. This session was very informative and virtual. A variety of examples were used to differentiate instruction. A number of educational websites were given that can be used with the students to aid in reading, writing and learning concepts. On one such site students can create their own avatar and either speak, type or write. This can help ESOL students with their speaking and sound phoneme skills by hearing their voice and grammar errors.

Morrisia Stewart- Nocatee Elementary

Session 1: Brain Based Research as it relates to Literacy and the RtI Process

This session discussed different ways in how the brain operates when students are learning. It also discussed several of different ways as to how student's learning comprehension differs and the different learning principals. The presenter presented way as to how the brain based techniques are utilized to ensure knowledge was being retained. Throughout this presentation the history of the RtI model was discussed.

Session 2: Making the RtI Process work for students and teachers

In this session the presenter started off by reading a book titled "It's a Book". The presenter then shared and discussed how she created a 30 minute daily "scroll to success" activity for tier 2 students and way it can be successful in the classroom. The presenter also discussed the entire RtI process and how it worked at each tier. She also showed an example of a different way to graph and plot data for RtI.

Session 3: Intensifying the problem solving process: A past to present perspective

This session the presenter discussed the different steps to the RtI model and Florida's next steps for the RtI implementation. The presenter also provided an overview of the entire problem solving process and ways to implement this process in schools.

Laurie Graebner- Nocatee Elementary

Sessions attended:

Keynote address:

Dr. John Hoover from the Graduate School of Education at the University of Colorado at Boulder gave a presentation on his research on Response to Intervention models currently used in Colorado and Arizona school districts. The title of his presentation was "Curriculum Essentials in RTI: What Practitioners and School Teams Need to Know." His primary message was that the goal of RtI is to determine instruction that works, not to identify deficits; low scores indicate a need for curricular change, not an inherent disability in the student. He stressed that collecting data does no good if we don't put that data to good use in selecting and implementing interventions. D. Hoover focused on the importance of a Research-based curriculum and Evidence-based Interventions at all tiers of RtI.

Concurrent Session 1: Empowering Practitioners in RtI Curriculum Implementation:

Dr. Hoover followed his Keynote presentation with a description of the research he is conducting with school-level RtI teams, mostly made up of classroom teachers, on effective implementation of research-based curricula and evidence-based interventions. This was a small session (only about 15 participants), and Dr. Hoover entertained questions from the group. Most of these were directed to the complications of the RtI process at the secondary level, so this aspect of the presentation wasn't of much use to me.

Dr. Hoover provided a few handouts (attached) listing types of instructional adjustments that can be made in RtI, ecological factors in curriculum implementation (to force us to look at the whole child), and types of assessment data that lead to sound instructional decisions. These handouts were taken from Dr. Hoover's book, *Response to Intervention Models: Curricular Implications and Interventions*. I bought the book at the symposium and I'm looking forward to downloading both of his PowerPoint's from the symposium website as soon as they are posted.

Concurrent Session 2: The Language of Collaboration in RtI

Dr. Barbara Ehen, from the UCF language pathology department, described a tool (attached) that she and her colleagues have created to help RtI teams collaborate. Collaboration is one of the six principles to guide planning and implementation of RtI identified by the International Reading Association. Without a common understanding of terminology and concepts, RtI teams will have a difficult time working together to reach their goals for student success. The tool she presented would stimulate discussion among team members, and could be done at any point in the RtI team's development.

Concurrent Session 3: Instructional Demands: Teaching, Coaching and Learning Through RtI

Zina Zugelder, former Reading First Regional Coordinator and current Education Consultant with the Developmental Studies Center in California, presented a very basic overview of RtI that would have been a waste of time were it not for the interest and expertise of the participants, who pushed her to move beyond the basics with their probing questions. One interesting tidbit that I gleaned from her presentation is that the Florida RtI pyramid no longer uses numbers for the expected percentages of students at each Tier of Intervention/Instruction. A brief summary of Gina's presentation would be: Great Tiers 2 and 3 can NEVER make up for bad Tier 1!

Mary Corso- DeSoto County High School

RTI *at the Secondary Level” Options for Intensive Interventions.* This break out session was led by Dr. Barbara Ehren who is chairperson of the UCF Speech and Language Doctoral Program. She has also worked and research students in the Department of Juvenile Justice system in Texas. Ehren gave me the hope that RTi is possible in a secondary level for many reasons. She believes that RTi is the perfect fit for intensive reading programs because it deals with the behaviors commonly displaced in low readers at a secondary level by incorporating a behavior component. Also, RTi requires all education professional to become stake holders in a child’s success. Most importantly, Barbara supports her finding with the writings of M.L. Kamil. She makes three recommendations for options for students who need Intensive options. 1. Provide explicit vocabulary Instruction. 2. Provide direct and explicit comprehension strategy instruction. 3. Provide opportunities for extended discussion of text meaning and interpretation.

Teacher Technology tool box: Using Tech to Bridge the Gap Wow, is all I have to say. I would like to begin incorporating Google City Trips, the Ayn Rand digital storybooks, jamendo is a great site for free music. Also, I want to investigate further Tween-teen tribune newspaper. The resources were endless and the presenters were humorous and entertaining! I am glad that I attended because I heard of some great resources for my struggling readers.

RTi in My Classroom: what does it Mean to Me? Grades 6-12 This gave me additional background knowledge about RTi. Explained was how students read through the tiers using case studies.

Arah Show- DeSoto High School

Session 1: The Evolving Role of the Literacy Coach

This session was incredible beneficial and informative. In the 45 minutes he had the presenter was able to teach me more about Rtl that anyone else I have listened to. He explained how the4 literacy coach needs to be involved in all steps of the process, as well much more involved with the students and classrooms than most I’ve known were. The role of the coach is to help the student, more than the teacher, to realize their problem, fix the problem and learn along the way.

Session 2: Teacher Technology toolbox: Using Tech to Bridge the Gap

These ladies were entertaining and full of more ideas than they had time for. They showed us websites that offer free services to help with evolving our lesson plans; websites with free services for the students to use to enrich their experiences and see that there is more to life than the school and community they live in; ideas of how to reach across the content areas boundaries and help each other while meeting each individual content area’s standard; and how techno0logy can help make things smoother and easier to teach and learn.

Session 3:

Morgridge International Reading Center-<http://education.ucf.edu/mirc/>