


The Expert Teachers Series for Elementary Special Educators

What's So Special about Special Ed!

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Why ?

- Extend quality professional development
- Increase opportunity to develop extended network of support
- Increase specialization
- Develop collective expertise
- Utilize collaborative problem solving

Who ?

- Special education teachers
 - Resource
 - Coteach
 - Self-contained or full-time
 - ESE Specialist
- No first year teachers
- Divided into elementary and secondary groups

What ?

- Seven half-day sessions
- One per month
- 12:00-3:00-began each session with lunch bag seminar
- Substitutes
- Commitment

Before

- Marathon Planning Sessions
- Brainstormed
- Pulled in resources and materials
- Recruited participants
- Logistics-location, registration, funding source
- Tiered point system

During

- Topics
 - Beginning Activity
 - 5 basic components of reading
 - School District of Hillsborough County-
Language Arts Frameworks
 - Sunshine State Standards
 - Make and Take-Primary Literacy Centers

During (continued)

- Topics
 - *Creating Strategic Readers* book study
 - Collaborative problem solving activity
 - Most struggling students
 - Textmapping and Scrolling
 - Framing Your Thoughts
 - Sharing Session

During (continued)

- Presentation Techniques
 - Modeled techniques
 - Response cards
 - Jigsaw
 - Various grouping strategies
 - Read alouds
 - Carousel
 - Hands-on activities (Venn Diagram)
 - Structured activities that allow participants to showcase

Mythbusters

Are these
statements facts
or myths?



Fact or Myth?

- Skillful readers use shape to identify words.

Myth

- This common and popular method (configuration) is not effective. Research tells us that skillful readers are indifferent to the shape of words (Adams, 1990).

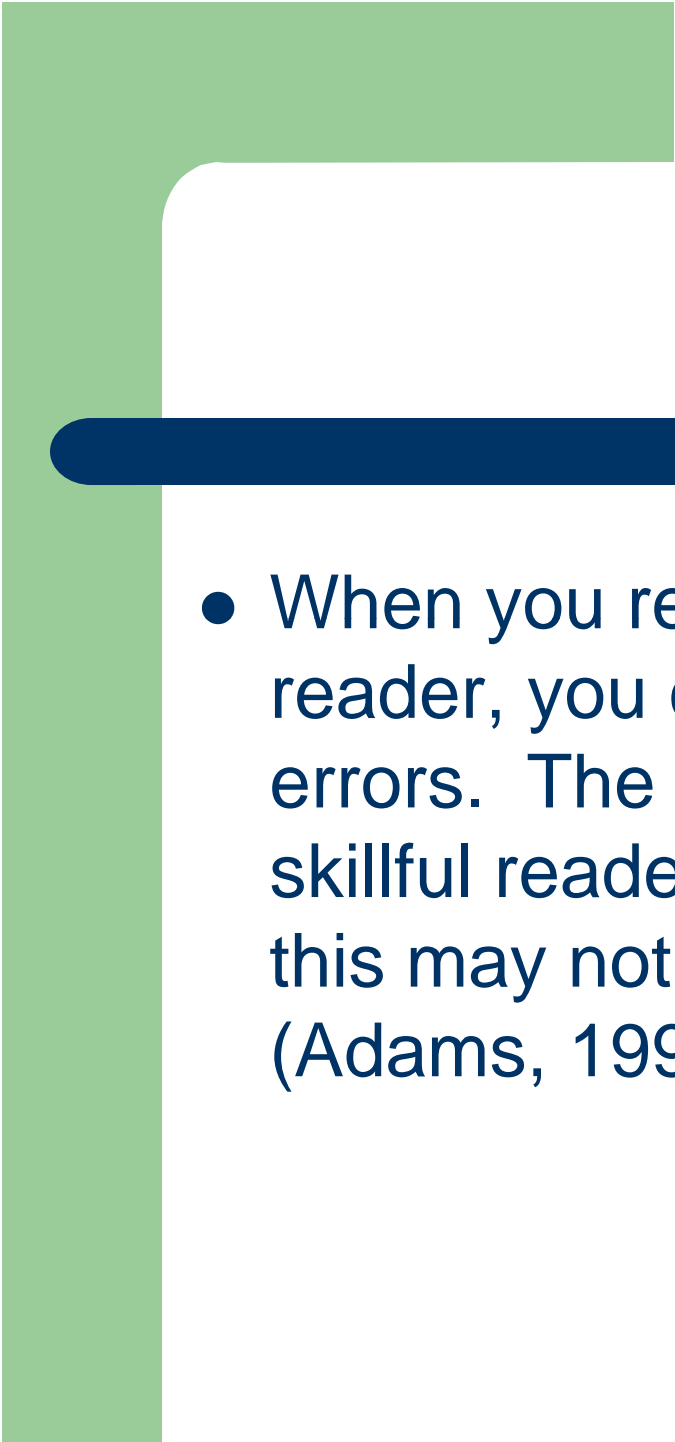

Fact or Myth?



Skillful readers visually process virtually every individual letter of every word they read.

Fact

- According to eye-movement theories, proficient readers actually process almost every letter in every word. Skilled readers process each letter so quickly and proficiently that they are unaware they are doing it.

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- When you read the selection as a skilled reader, you could not ignore the spelling errors. The slightest error is noticed by the skillful reader's visual system, even though this may not take place at a conscious level (Adams, 1990).

Fact or Myth?



Picture cues are helpful and improve reading performance.

Myth

- When picture cues are used to help children identify specific words, their attention is taken away from the print (Adams, 1990). Picture cues actually hamper reading performance and promote guessing.

Fact or Myth

- Skillful readers rely on context clues to try to make meaning from text (Nicholson, 1991)

Myth

- Poor readers over-rely on context clues to try to make meaning from text (Nicholson, 1991). The process of guessing requires time and effort that can only be found at the expense of the normal process of comprehension (Adams & Bruck, 1995, p.12). Context is used to confirm meaning, not to predict words.

Textmapping and Scrolling

- A graphic organizer technique
- Using
 - Scrolls
 - Colored markers
 - Mapping techniques
- Focusing on
 - Pre-reading
 - Text organization



Textmapping

- Scrolls are the foundation
- Scrolls enable students to see and comprehend the whole text at once
- The text organization is explicit
- Students can see the heading structure, illustrations, key words, etc.



Textmapping and Scrolling



Framing Your Thoughts

- Teaches writing sequentially and systematically
- Direct, multi-sensory skill instruction
- Instruction moves from barebone sentences through five kinds of paragraph development

Behind the Scenes

- More marathon planning
- Participants self-assessment
- Narrowed Focus
- Evaluated each session
- Reflection and adjustment and reflection and adjustment and reflection and adjustment

Year 2

- New cadre of elementary teachers
- Core remained the same
- Added more supporting research

What Happened to Cadre 1?

- Invited to participate in book study
 - *Overcoming Dyslexia* by Sally Shaywitz
- Participants designed and facilitated each session

Lessons Learned

- Marathon planning does not mean you are meeting your participants' needs
- Reflection is critical
- Expectations may be altered
 - Progress is success
- ___% of participating schools showed student gains for students with disabilities (SWDs)

Resources

- Florida Center for Reading Research (FCRR)
- *Creating Strategic Readers* (Ellery, 2005)
- www.textmapping.org
- Framing Your Thoughts (Language Circle)
- www.fldoe.org

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