



TOUCHING BASE

APRIL 6, 2007

PUTTING PROVEN METHODS OF READING RESEARCH IN THE CLASSROOM
TO INCREASE STUDENT ACHIEVEMENT ACROSS THE NATION

CRF APRIL CONFERENCES-MEET OUR PRESENTERS

Debra Berlin has provided professional development in K-12 Literacy to thousands of educators throughout the United States and the Caribbean. She will discuss Teaching for Fluency in K-1, and how teachers can provide fluency practice for K-1 students with letter naming, sounds and words.

Debra has teaching and consulting experience in elementary, secondary and special education classrooms. She has worked as an instructional coach, a consultant to school districts, and served as the Curriculum Specialist for Reading for Broward County Schools, Florida, the 6th largest school district in the United States.

Frank Smith will provide insight on how to keep stu-



dents engaged and motivated in learning while providing focused practices that result in the mastery of the skills taught. His presentation will investigate a variety of methods for engaging students, while teaching participants how and when to illicit group responses as well as how to implement effective partner responses.

Frank serves as the Director of Elementary Education for the Stanislaus County Office of Education in Modesto, California. He has taught at the intermediate elementary level and in regular and special education settings. Frank also specializes in issues relating to intervention and accelerated reading instruction for "intensive needs" students.

Gail Adams is a teacher, trainer, author and educational consultant. As the co-author of the *Six Minute Solution: A Reading Fluency Program* and a nationally certified trainer for the REWARDS, Phonics for Reading and Read Naturally programs, Gail trains teachers all over the United States in cooperation with school districts, state departments

and professional organizations.

Gail will be presenting on Strategies for Teaching Multisyllabic Decoding, Grades 2-3. She will highlight the rationale for teaching these skills, the instructional procedures for doing so and identify practical classroom application of the skills.

Kathi Tiefenthaler has over fourteen years of elementary and middle school teaching experience, and currently oversees nine schools for Montana Reading First, training teachers across the state with a focus on assessment.

Kathi's topic, Making the Most out of Data, will take participants through a process of analyzing data, phonics surveys and core program assessments to make instructional decisions.

Visit the CRF website at www.cde.state.co.us/cdecomp/CRF/cohort2/Registration.html for additional information and the conference agendas.

SPECIAL POINTS OF INTEREST

- *April Colorado Reading First Conference-Meet the Presenters!*
- *Reading Comprehension Instruction*
- *Online Updates*
- *Summer Book Study*
- *BEAR Webinar Highlights*
- *Don't Forget the Colorado Reading Summit!*

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COMPREHENSION INSTRUCTIONAL FACTORS

The following information was taken from *Research-Based Methods of Reading Instruction* (Vaughn and Linan-Thompson).

To reflect on the critical aspects of reading comprehension instruction, teachers should ask themselves how often they implement the following practices.

- Asking students to predict what they are going to read based on such features as title, pictures, and key words;
- Providing students with opportunities to integrate their background knowledge with the critical concepts in the text;
- Allowing students to seek clarification about confusing aspects of what they read;
- Giving students adequate time to develop questions about what they read and to ask these questions to classmates; and
- Providing practice summarizing and integrating information from text.
- Requesting that students monitor the words and concepts they do not understand while reading and make note of them for further discussion;
- Modeling and providing opportunities for students to construct mental images that represent text so they can better

“TODAY A
READER,
TOMORROW A
LEADER.”
~MARGARET
FULLER~

ONLINE COURSES

District billing for the CRF Online Courses will take place on June 15, 2007. If you have any questions, please contact Colleen O'Neil at 303.866.6672 or email at oneil_c@cde.state.co.us.

The print versions for Phonics and Phonemic Awareness will be released within the month. Please continue to read Touching Base in upcoming weeks for more information.

The Online Course require-

ments for the 2007-2008 school year are still in discussion based on feedback from the field. The CRF team will be finalizing these items in the upcoming weeks.

SUMMER BOOK STUDY



The final Reading First professional development course will be a book study on the reading process rather than an online course. It will be based on David Sousa's book, *How the Brain Learns to Read*, an informative and readable analysis of the research and process of reading. The book costs about \$40, so we suggest that you build this cost into your 2008 budget. We recommend that you purchase at least one book for every two teachers.

The book study is designed to take place for one and a half hours per week over a ten week period, although you may choose to structure the course differently. So that Colorado Reading First can document that all CRF teachers have taken the course, you will need to register and take the end-of-course assessment online.

Like the revised online courses, the assessment will be divided into three parts so

that, as teachers move through the book, they can answer questions related to what they have just studied.

You may choose to schedule the book study in the summer, although we recommend that you offer it during the school year so that teachers can apply what they are learning to their classrooms. The course should be completed no later than March 15, 2008.

BEAR WEBINAR OVERVIEW

On April 4, a Webinar was presented on the 2007 BEAR Outcome Assessment entitled: Administration, Scoring, and Reporting Rules and Procedures. Highlights from the webinar follow.

Q: What is the administration window for the BEAR?

A: The 2006-07 window for the BEAR assessment is April 23-May 11. Within that window, schools will be requested to designate a ONE WEEK period for test administration.

Q: Is it possible to change my school's BEAR administration window?

A: Schools requiring an earlier test administration schedule are required to submit a request for waiver to CDE. Electronic data reporting to CDE must be completed by 5:00 p.m. Friday, May 18.

Q: How long does it take to administer the BEAR?

A: BEAR is intended to be an untimed test, but takes approximately thirty minutes per subtest. An additional ten minutes per subtest should be scheduled for testing logistics.



The two required subtests should be administered in SEPARATE testing sessions.

Q: How is the BEAR Outcome Assessment scored?

A: The BEAR is designed to be scored locally, by hand. Scoring should be done by the classroom teacher. Hand scoring of the BEAR is facilitated by the administration and scoring guides for each subtest.

Q: What are the reporting requirements?

A: Results from the two required subtests of the BEAR will be required for the student, grade, and school levels. Results will be reported electronically. The BEAR Scoring and Reporting Software will be used by the school to enter and compile data, and to generate reports.

Q: How is student data entered?

A: Student data should be entered at the SCHOOL level, using the Scoring and Reporting Software. Data files should then be provided to the DISTRICT Assessment/Database Coordinator for processing and submittal to CDE.

It is imperative that the student ID used for 2007 reporting be the SASID. If the student has not yet been assigned a SASID, this must be completed before the student's data can be accepted by CDE.

Q: I have a user ID and password from last year

for ADE data uploads. Can I use the same password?

A: You can use the same password and User ID. If you do not have that information, please contact Colleen O'Neil or Pam Cress at CDE.

If you do not have a User ID and password for the ADE system, you must submit a form for approval. Please email Colleen or Pam to receive one of these forms.

Please make sure all correct signatures are on the form and fax the signed form back to the CRF team at 303.866.6647.

Q: How do I make a phone number or email change for the ADE system profile?

A: If the contact information for your school has changed, please send the changes to Colleen or Pam. They will let the CDE ADE team know. Specifically, we want to make sure the contact name, phone number, and email are correct. If we have any questions or concerns about data submission we will be contacting you using that information.

If you have questions or concerns about the administration, scoring, or reporting of the BEAR Outcome assessment, you may contact: Colleen O'Neil, oneil_c@cde.state.co.us, 303.866.6672 or Pam Cress cress_p@cde.state.co.us, 303.866.6982.



TOUCHING BASE
RECEIVED A
MAKEOVER FOR
THE NEW YEAR!
SEND THE CRF
TEAM YOUR
FEEDBACK AND
IDEAS BY
EMAILING DELLA
SHORMAN AT
[SHORMAN_D@CDE.
STATE.CO.US](mailto:SHORMAN_D@CDE.STATE.CO.US).



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WE ARE ON THE WEB!

[HTTP://WWW.CDE.STATE.CO.US/
CDECOMP/RF_HOME.HTM](http://www.cde.state.co.us/CDECOMP/RF_HOME.HTM)

PUT **READING** FIRST!

COLORADO READING SUMMIT INVITATION

You are invited to attend the Third Annual Colorado Reading Summit sponsored by the Colorado Department of Education. The fee for the conference is \$75. All educators are welcome to register for this full day Reading Summit where sessions will highlight:

- Gains with English Language Learners;
- Beating the odds with students from poverty;
- Professional development in literacy; and
- Presentations by national and state schools recognized for closing the achievement gaps.

Plus, learn how to use time, money, and personnel to ensure the effectiveness of power standards, curriculum and instruction, and assessments.

Please see the attached flier at the end of this Touching Base, for additional information about the Reading Summit. Register today through the CDE website at http://www.cde.state.co.us/cde_readsum/index.htm.

Please feel free to pass this information along to all those interested including your local school board members, educators and parents. Please note: CRF funds may be used to attend the Reading Summit.

CRF PROFESSIONAL DEVELOPMENT CALENDAR

April 2007



| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|--|---|--|--|--|-----|
| 8 | 9 | 10 | 11 Sopris visits: Olathe Washington | 12 Sopris visits: Olathe Washington | 13 CRF Annual Conference- Denver | 14 |
| 15 | 16 CRF Annual Conference- Colorado Springs | 17 Kemp Sopris visit Coach Training #4 NC/Metro #2- Wiggins West Central- Olathe Southeast #2-Las Animas | 18 Kemp Sopris visit Coach Training #4 Pikes Peak #1- Stratton Meadow Pikes Peak #2- Longfellow | 19 Bill Metz Sopris visit Coach Training #4 NC/Metro #1-Scott Southwest #1-Del North Southeast #1-Park View | 20 Bill Metz Sopris visit RCs-Colorado Springs | 21 |
| 22 | 23 Sopris visits: Ellicott Columbian | 24 Sopris visits: Ellicott Dupont Columbian Coach Training #4: Southwest #2- Bill Metz | 25 Sopris visits: Longfellow Stratton Meadows Dupont Columbian RCs, Denver, WRRFTAC | 26 Sopris visits: Longfellow Stratton Meadows | 27 CRF Annual Conference- Pueblo | 28 |

Ongoing PD Events

~Online courses
for new and
veteran CRF
teachers.