TO:

Center for Applied Research in Education

Professional Development Opportunities

Achieving Standards with At-Risk Students

2002-2003

Workshop and In-class Coaching in:

• Corrective Reading – Decoding SRA
• Corrective Reading – Comprehension SRA
• Connecting Math Concepts SRA
• Reasoning and Writing SRA
• Expressive Writing SRA
• Spelling Through Morphographs SRA

We’re on the web: www.higherscores.org
Professional Development Programs Fall 2002

**C. A. R. E.** professional development programs are for:
- Teachers
- Principals
- Instructional Aides

**C. A. R. E.** offers four types of professional development opportunities:

1. **Open House at a Model School**
   Learn about the power of the in-class coaching model that **C. A. R. E.** uses in professional development. See the effects of the standards-based Direct Instruction Model when implemented with integrity, with commitment, and with heart.

2. **Teacher Training**
   For in-depth, program-specific training, including extensive in-class coaching, choose from programs and settings listed on page 5.

3. **Principal Training**
   Learn to set up optimum schedules. Learn to use data from ongoing progress monitoring to identify solutions and evaluate effectiveness of school-based interventions.

4. **Resources Development Training**
   Establish, within your district, resources for training, coaching, sustaining high-quality implementation. Choose from the following:
   - Coach Training (offered in spring semester)
   - School-wide Reform (contract specifically with **C. A. R. E.**)

**SIGN UP NOW!**
See page 5 for details

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**LeRoy Greene**
Middle School, Sacramento, CA

In 2001, 644 students were enrolled in grades 6-8:
- Latino 33%
- African American 27%
- White 22%
- Other 8%
- Free or reduced lunch 36%

Over time, Direct Instruction programs implemented in 1998 produced steady gains.

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**South Lake Tahoe Middle School, South Lake Tahoe, CA**

In 2001, 1336 students were enrolled in grades 6-8:
- White 60%
- Latino 31%
- Filipino 4%
- Free or reduced lunch 44%

Grade 8 students received intensive Direct Instruction in 2001. See what a difference it made in reducing the bottom quartile and increasing the 3rd & 4th quartiles for the same cohort of students.
(See page 5 for details)

"My favorite time of the day is my reading period!! The kids are doing so well—they are on task and happy. We don’t have any behavior issues because we are too busy learning to read."

—Louise Ann Simon
South Lake Tahoe Middle School
South Lake Tahoe, CA

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"Direct Instruction Programs have helped us move many of our students out of the bottom quartile of the SAT 9. Each year it has reduced the need for reading classes in 7th & 8th grade. After using the Direct Instruction Programs the past two years, we have seen a significant increase in our API scores."
—Mike Greenfield, Principal, South Tahoe Middle School, South Lake Tahoe, CA

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The Center for Applied Research in Education was formed by Bonnie Grossen for the specific purpose of supporting schools serving at-risk students with the technical expertise and knowledge gained through the scientific research work of the University of Oregon.

Executive Director, Bonnie Grossen is a nationally recognized expert in accelerating the achievement of traditionally low-achieving groups of students. Researcher, curriculum developer, writer—she has developed the highly successful Direct Instruction Middle School Model for accelerating the acquisition of standards-based performance for at-risk students.

www.higherscores.org

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Center for Applied Research in Education
Listen to comments from schools who have worked with CARE.

About the in-class coaching sessions:
"In all my 30 years of teaching, I have never learned so much as I have here. The immediate use of learned skills in a hands-on situation, with feedback and more practice, are the key elements of the training. This enables the trainees to learn quickly the most important components of these programs."
—Janet Egidi, Kennedy High School, Sacramento, CA

About the mathematics program:
"The teacher materials are very easy to use and are comprehensive. I feel real comfortable with the program and my role in presenting it. The CMC method lends itself very well to providing great classroom management. The best thing about CMC is that I can see a real increase in my students’ confidence, effort, positive attitude, and success mathematically. The program is teacher- and student-friendly and produces results. What more can you ask for?"
—Lary Bucher, Math Teacher, Natomas Middle School, Natomas, CA

About the reading program:
"Our first-year growth in student reading achievement was recognized with a School Excellence Award in 2002. Faculty and administrators worked together to create an effective schoolwide implementation of Corrective Reading. An important benefit of success with Corrective Reading is improved strategic reading in the content areas. Students are better able to interact with their textbooks and 'get it' when they complete assigned readings. They are also more confident."
—John Ortega, Reading Coordinator, DW Griffith MS, Los Angeles

For more information call or e-mail:
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e-mail:   CB_Care@hotmail.com

The Direct Instruction Model for Middle and High School Students

- INTENSIVE
- ACCELERATES LEARNING
- ACHIEVES GRADE-LEVEL STANDARDS
- AND IT WORKS!!!

Effective Implementation Includes:
• Program Specific Training
• In-Class Coaching
• Progress Monitoring
• On-going Professional Growth

IT WORKS
• Research-Based and Research-Validated
• Consistent Gains over 3 years
• Replicable in troubled schools
• Validated in experimental studies with a control group

"Disciplinary issues during the Corrective Reading period at Griffith Middle School are significantly less than at other times of the day. Students come prepared to learn and stay on task."
—Maria Torres-Flores, Assistant Principal, DW Griffith, Los Angeles

Recent Research Studies

The intervention students at Wichita East High School have demonstrated outstanding improvement in the areas of reading and math the past three years. This is a direct result of the implementation of several Direct Instruction curricula, effective monitoring and coaching. I would encourage any school who wants to help their students' performance improve to consider using Direct Instruction."
—Paul R. Schulte, Assistant Principal, East High, Wichita KS

To Get Results
• Implement with all students in a grade level (1st to 100th percentile) for grade 6, 7, and / or 8.
• Implement with students below 50th percentile in grades 9 and above.
• Implement at least 2 periods a day.

Instructional Programs
Corrective Reading-Decoding
Corrective Reading-Comprehension
Spelling Through Morphographs
Expressive Writing
Reasoning & Writing
The REACH System
Connecting Math Concepts
Videodisc Science Programs

Center for Applied Research in Education
Lincoln Middle School, located in Gainesville, FL, serves grades 6-8. Of the 620 major program students, 90% are African American and 82% qualify for the free or reduced lunch program.

During the past year, all major program students received Direct Instruction. 22 teachers taught 73 classes per day, using these programs: Corrective Reading, Reasoning & Writing, Expressive Writing, and Connecting Math Concepts. The Direct Instruction program is expanding for the 2002-3 school year.

Lincoln Gets “A” Grade in Florida State 2002 Ratings
- 63% of the lowest quartile made above normal gains in FCAT reading.
- 67% of all students made above normal gains in FCAT reading.
- 96% met high standards in writing.

Open House Agenda
An overview of the critical requirements for raising student performance, including a visit to classrooms to observe programs in action at a model school.

Located in Orlando, Florida, Colonial High School serves 3264 students in grades 9-12. Latino 48% White 38% African American 10% Other 4% Limited English Proficient 12%.

To provide daily instruction within a block schedule, eight teachers worked in pairs to teach 500 students in grades 9 and 10 to read.

Effects of Corrective Reading Program (n=506) on DRP Scores at Colonial High School, Orlando FL 2001-2002

Work with real students at Model Schools
Sign Up Now for one of C.A.R.E.'s In-class Coaching Sessions

Corrective Reading—Decoding
Refine your teaching techniques for using Corrective Reading Decoding (SRA) programs to accelerate basic reading acquisition. (For teachers)

Session 1: September 24, 25, 26
Location: Lincoln MS, Gainesville
Session 2: October 1, 2, 3
Location: Colonial High, Orlando
Session 3: November 19, 20, 21
Location: Lincoln MS, Gainesville
Price: $490

Corrective Reading Comprehension (SRA): Become skilled in teaching the SRA programs that maximize gains in reading comprehension and language arts scores on standardized tests. (For teachers)

Session 1: September 24, 25, 26
Location: Lincoln MS, Gainesville
Session 2: October 29, 30, 31
Location: Lincoln MS, Gainesville
Session 3: November 19, 20, 21
Location: Lincoln MS, Gainesville
Price: $490

Reasoning and Writing (SRA)
Maximize gains in reading comprehension and language arts scores on standardized tests. Help students pass the FCAT Exam. (For teachers)

Session 1: September 24, 25, 26
Location: Lincoln MS, Gainesville
Session 2: October 29, 30, 31
Location: Lincoln MS, Gainesville
Session 3: November 19, 20, 21
Location: Lincoln MS, Gainesville
Price: $490

Expressive Writing (SRA)
Teach students how to write grammatically correct paragraphs in 45 lessons. (For teachers)

Session 1: September 24
Location: Lincoln MS, Gainesville
Session 2: November 19
Location: Lincoln MS, Gainesville
Price: $175

Connecting Math Concepts (SRA)
Accelerate the acquisition of foundation skills and prepare students for algebra. (For teachers)

Session 1: October 29, 30, 31
Location: Lincoln MS, Gainesville
Session 2: November 19, 20, 21
Location: Lincoln MS, Gainesville
Price: $490

To sign up for any of these in-class coaching sessions, call or e-mail:
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