

What Works Conference 2008 Technical Assistance Workshop

Implementing Evidence-Based Instructional Practices Through Enhancing Teacher Preservice and Inservice Practices

- *Why are far too many of the nation's fourth grade students, particularly minorities, reading below the proficient level?*
- *What role do teacher preparation programs, state program approval and licensure agencies, and professional standards play in this finding?*
- *What can be done to assist institutions of higher education (IHEs), states, and professional organizations to better align scientifically based reading research—as reflected in both the No Child Left Behind Act and the Individuals With Disabilities Education Act—to ensure that preservice teachers and inservice teachers provide the best instructional practices and principles available to teach all students to read?*

The answer to the first question has several facets and is debated by many, but there is little debate about the necessity of teaching scientifically based research principles to all struggling readers (National Reading Panel, 2000). Too few teachers are proficient in scientifically based reading instruction, and far too many of the programs that prepare the nation's teachers fall short in providing the grounding they need in order to become successful in teaching at-risk and struggling readers.

The National Comprehensive Center for Teacher Quality (TQ Center) in collaboration with Vanderbilt University has designed three innovation configurations, tools to assist IHE faculty and administrators, state-level personnel, and professional association leaders in evaluating and improving coursework. Innovation configurations may be used for a variety of purposes including faculty self-assessment, professional development, department evaluation, and development of association standards.

In this workshop, participants will engage with the Scientifically Based Reading Instruction Innovation Configuration by examining a reading course syllabus and discussing ways that the innovation configuration may be useful in their professional communities.

Workshop Outcomes

- Participants will become familiar with the rationale and development behind the Scientifically Based Reading Instruction Innovation Configuration (Smartt & Reschly, 2007)
- Participants will learn how to use the Scientifically Based Reading Instruction Innovation Configuration and ways it may be helpful in improving fidelity of instructional practice in IHE reading courses.
- Participants will have an opportunity to ask questions to an experienced IHE professional development provider in order to gather firsthand experience of the change process that goes along with both teacher training and continuing education (i.e., clashing philosophies, intellectual freedom, and other challenging issues).
- Participants will have an opportunity to discuss how the innovation configurations in general or the Scientifically Based Reading Instruction Innovation Configuration specifically may be useful in their settings and begin to develop an action plan that may include a technical assistance workshop provided by TQ Center staff.

Workshop Presenters

Daniel J. Reschly, Ph.D.
Principal Investigator for Special Needs
TQ Center and Vanderbilt University
E-Mail: dan.reschly@vanderbilt.edu

Martha Hougen, Ph.D.
Project Manager
Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin
E-Mail: mhougen@mail.utexas.edu

Reference

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.