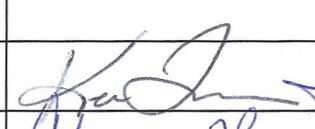
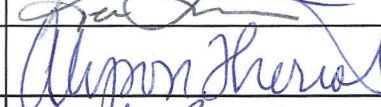
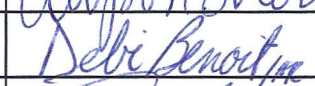
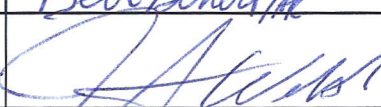
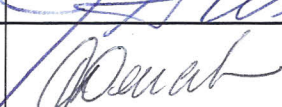
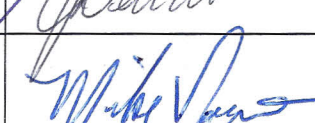


## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

## COVER PAGE

Indicate content focus (Science, LIGO, ELA/Literacy, or Mathematics): Literacy  Grade Level(s) Targeted: 4 - 8  Number of Targeted Participants: 40  Number of Targeted LA GEAR UP Schools: Three		<b>School Districts To Be Served:</b> Indicate high-need districts with an asterisk * *Washington and *Terrebonne
Name(s) of Submitting Institution(s) of Higher Education (Include Branch/Campus/Other Components): Nicholls State University		
Address of Institution of Higher Education (Dept/Unit, Street Address/P.O. Box Number, City, State, Zip Code): Languages and Literature, 906 East First Street, P.O. Box 2023, Thibodaux, LA 70310		
Title of Proposed Project: Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge		
Funds being requested for each funding cycle:		
July 1, 2012 – September 30, 2012      79,604	October 1, 2012 – June 15, 2013      112,103	
Matching funds from partners:		
IHE: 52,220	High-need LEA(s):	Other:
The signatories certify that the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations.		
Name/Title/Institution (if different from the primary institution listed)	Dept./Telephone No. Email Address	Signature
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## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

### PROJECT ABSTRACT

Name of Institution (Include Branch/Campus): Nicholls State University

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Title of Project: Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge

"Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge," directed by Dr. Keri Turner, Assistant Professor of English, and co-directed by Alyson Theriot, College of Education, is designed to increase elementary and middle school teachers' knowledge of the foundations of reading and writing in the content areas. This project includes the elements of learning communities, the use of research-based strategies appropriate to the intended goal, collaboration, and data-driven determination of the impact of student learning. The project also aligns with the Louisiana Literacy Plan, Louisiana Adolescent Literacy Plan, the Louisiana Comprehensive Curriculum, and reflects SIPs required by the LDOE.

The content focus is literacy: reading and writing. By June 2013, participants will demonstrate a 30% increase in content reading and writing knowledge as demonstrated on the project-designed pre- and post- assessment. By June 2013, the amount of participants' students scoring above Approaching Basic on LEAP21, GEE21, iLEAP will increase by 20 percent. By the end of the 2012 summer institute, using SIPs and test results, teams will have created a four-month plan to implement content area reading and writing strategies that (a) is aligned with the Louisiana Comprehensive Curriculum (LCC) the school's SIP, and the Common Core Standards (CCSs), (b) is research-based and data-driven, and (c) is a realistic plan that incorporates progress monitoring; peer mediated instruction; frequent opportunity to respond; and parent, student, and administrator involvement as measured by a project-designed implementation plan rubric.

By the end of the 2012 summer institute, the project will score at least an 80% in effectiveness as evaluated by the participants on the evaluation for PD effectiveness. By the end of the 2012-2013 academic year, the content coaches will provide documentation that each study group team has met at least 90% of the objectives on their implementation plan. By the end of the 2012-2013 academic year, the content coaches will provide documentation that 90% of the required duties have been performed.

Southdown Elementary, Oaklawn Junior High, Honduras Elementary, and Grand Caillou Elementary will be target in Terrebonne. LA GEAR UP schools, Mt. Hermon, Pine Elementary, Thomas Elementary, and Wesley Ray Elementary in Washington Parish will also be targeted.

Targeted participants, classroom teachers and content coaches, will attend a 50-hour summer workshop in summer 2012, 16 hours of study group meetings at the school sites, 3 hours of dissemination workshops during the school year, two 3-hour Saturday AY workshops, and a 20-hour summer workshop in summer 2013.

The project aims to serve 40 participants, including 6 content coaches, teaching grades 4 to 8. Teams of three or more should apply from each school. The entire project will total 95 hours. Participants will receive direct instruction in content reading and writing knowledge needed to successfully implement the Common Core Standards and literacy strategies in the Louisiana Comprehensive Curriculum (LCC).

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## PROJECT PROGRESSION TIMELINE OF ACTIVITIES TABLE

(Form 4- 2012-13 LaSIP PD, Revised 8/2011)

<b>Time line</b>	<b>Contact Hours</b>	<b>Action/Activities</b>	<b>Measureable Objective for each activity</b>	<b>Staff Responsible</b>
July 2, 2012	7 hrs	First meeting with participants; overview of project; pre/test; strategy presentations, participants work in teams to create plan using data.	1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Keri Turner, Alyson Theriot, Natalie Boudreaux, and Tiffany Duet content and leadership
July 3, 2012 to July 11, 2012	7 hrs/6.25 days	Professional development; content focus, assessment, leadership	1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Keri Turner, Alyson Theriot, Natalie Boudreaux, and Tiffany Duet content and leadership
2012-2013 AY Ongoing Support/Study group Meetings, dissemination workshops	19 hrs	Implement action plans, meet to discuss student progress, disseminate strategies, observe, and measure progress	1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Keri Turner, Alyson Theriot, Natalie Boudreaux, and Tiffany Duet and Content Coaches
Saturday workshops	6 hrs	Ongoing Support, discuss progress, evaluate plans	1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Keri Turner, Alyson Theriot, Natalie Boudreaux, and Tiffany Duet
2013 Summer PD	20 hrs	Ongoing Support, discuss progress, evaluate plans, post test, evaluation, participants model strategies	1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Keri Turner, Alyson Theriot, Natalie Boudreaux, and Tiffany Duet

## Narrative

### Rationale and Need for the Project

"Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge" is designed to increase elementary and middle school teachers' knowledge of the foundations of reading and writing in the content areas and their implementation of strategies that will simultaneously increase students' content knowledge and reading and writing skills. The project aims to increase reading and writing achievement of students functioning at least two years below grade level. Together, Nicholls State University's College of Education and College of Arts and Sciences, collaborating with Washington and Terrebonne parishes, will provide this professional development opportunity to 40 participating teachers serving grades 4 to 8 in all disciplines. Table 1 provides the demographics of Washington and Terrebonne and parish schools with 70% or above students at risk.

Table 1: Region III Terrebonne and Lafourche Parish School Demographics

	Gender		At Risk Students by Ethnicity**						Total % at risk
	Female	Male	Indian*	Asian	Black	Hispanic	White	Multi	
Mt. Hermon School	250	265	0	0	166	0	341	8	77.67
Pine Junior	303	298	0	0	118	4	479	0	87.02
Wesley Ray Elementary	154	193	4	0	219	0	123	1	97.41
Grand Caillou Middle	327	379	265	8	136	33	254	10	91.93
Honduras Elementary	132	142	18	2	120	42	87	5	89.42
Oaklawn Junior High	199	228	37	10	207	22	151	0	85.01
Southdown Elementary	229	258	9	14	334	20	100	10	89.94

Source: Louisiana Department of Education. Planning, Analysis, and Information Resources  
Multiple Statistics – February, 2011 – By LEA.

\* At Risk is determined by free or reduced lunch

\*\* American Indian

All schools in Table 1 have a School Performance Score of "D" except for Mt. Hermon. Mt. Hermon has a "C" but only 61.7% of the students are at or above grade level. The targeted schools have been chosen based on the School Performance Score (D or below) and the percentage of students at or above grade level (below 70%). Mary Mobley, the English Language Arts / Reading First Coordinator in Washington Parish has suggested Franklinton Junior High as a targeted school, also, because, although the School Performance Score is adequate, at least one third of the sixth graders are at least two years below reading level. She requested that the project target the sixth grade teachers at Franklinton Junior High. However, project information will be distributed to all 4-8 Washington and Terrebonne schools, but the seven schools listed as target schools will receive priority.

The Louisiana School Improvement Plans implement strategies to address school needs. These plans are created based on the school's test results. The project design will include the schools' School Improvement Plans through the teams' creation of specific focused plans for each school. In order to address all schools' School Improvement Plans, the project will include the scientifically researched based strategies that the State of Louisiana suggests the School Improvement Plans should include such as Data-Driven Decision Making, Job-Embedded Professional Development, and Meaningful Engaged Learning.

In order to improve literacy across the disciplines, the National Reading Panel (NRP) reports that teachers should provide explicit instruction of comprehension strategies (National

Reading Panel, 2000). Based on discussion with superintendents, content coaches, and teachers, area teachers need explicit instruction in order to implement literacy strategies and teach the Common Core Standards in the classroom. Many content-area teachers have not received enough professional development to implement these strategies and teach the standards successfully. Graham and Perin (2007) also present research findings that suggest that explicit writing strategies should be presented to teach students how to use writing as a tool to learn. Therefore, in order to address literacy across the disciplines, this project will focus on reading and writing strategies that guide the student in strategic thinking and problem solving and also prepare teachers to teach the Common Core Standards, which involves explicit teaching of reading and writing content and modeling literacy strategies.

### **Project Design**

The project aims to recruit teachers of grades 4 through 8 in all disciplines in order to realize an impact on literacy instruction throughout the curriculum. The project also aims to recruit instructional coaches. The majority of the students in these grades levels at the targeted schools are performing below grade level in reading and writing. Many of the content-area teachers of these students have not received explicit instruction to teach reading and writing across the disciplines. To improve student achievement through meaningful engaged learning while implementing the Common Core Standards, these teachers need content knowledge in reading and writing and explicit instruction to implement the strategies. The design of the project follows the guidelines established by the U.S. Department of Education and the National Standards for Staff Development developed by the National Staff Development Council (NSDC). Based on recommendation from Biancarosa and Snow (2004), project design includes: direct, explicit comprehension instruction, effective instructional principles embedded in content, strategic tutoring, intensive writing, academic vocabulary instruction, technology, ongoing formative assessment of students, ongoing summative assessment of students and programs, and teacher teams. The teacher teams will be created for each participating school. As the Louisiana Adolescent Literacy Plan suggests, "Teacher teams raise the level of professional practice from isolation to sharing by reflecting upon, examining, and refining teaching practices so that all students are leaning" (p. 9). The Trainer-of-Trainers model will also be implemented in the project design as the teacher teams will disseminate content knowledge and model strategies at their respective schools during the academic year through dissemination workshops.

The summer institute will provide the foundational materials upon which the entire project will focus. The project will consist of an intense 50-hour summer institute that consists of explicit teaching of content knowledge in reading and writing, instruction and modeling of literacy strategies, instruction of meaningful engaged learning, progress monitoring, study group teams, and the Trainer-of-Trainers model. Participants have explained that extensive opportunity to meet as study groups during the academic year is the most valuable in monitoring student performance and discussing modifications of instructions to meet the students' needs. These study group meetings that consists of the teacher teams, as described in the Louisiana Adolescent Literacy Model, provide teachers with the opportunity to collaborate and plan strategies for improvement based on data-driven needs; therefore the project will also consist a 16-hour academic year segment for weekly study groups. Three hours will be devoted to two 1½ hour dissemination workshops conducted by the teams for school staff with project staff assisting.

These workshops allow the project participants the opportunity to model strategies for school staff and share best practices and experiences, which is part of the Trainer-of-Trainers model. As Heller and Greenleaf (2007) stress, content teachers need ongoing development in literacy instruction in their content areas.

In order to provide additional support and modeling, two 3-hour Saturday AY workshops will be held. During the academic year, project staff will visit the schools to observe. Following the academic year, the participants will return for a 20-hour summer institute to model strategies, receive additional instruction on content knowledge based on the results of observations, and collaborate for improvement.

The content coaches will serve as mentors for the teams, organize the study group meetings and the dissemination workshops, submit electronic reports and logs to the project director and co-directors while also meeting periodically with the team members as needed. The content coach will guide the teams in the data-driven decision making process while also serving as a resource and mentor. The project director and co-directors will observe each teacher at least three times, visit the content coaches and the study group meetings and provide additional training and support. Coherence will be achieved through the inherent nature of the process in which the teachers are involved in creating a plan that builds on the school's School Improvement Plan, the needs of the students, the data-driven decision making processes through the study group meetings while being mentored and observed by the content coaches, the project director, and the project co-directors.

### **Measurable Objectives**

The program will meet LaSIP Goal 1 through two objectives:

- 1.1 By June 2013, participants will demonstrate a 30% increase in content reading and writing knowledge as demonstrated on the project-designed pre- and post- assessment.
- 1.2 By June 2013, the amount of participants' students scoring above Approaching Basic on LEAP21, GEE21, iLEAP will increase by 20 percent.

To meet LaSIP goal 1, the expected content reading and writing knowledge will include the rationale for understanding how students learn, for using research-based strategies, for implementing higher-order thinking strategies, and for explicitly teaching strategies and skills (De La Paz & Graham, 2002). Teachers will be explicitly taught content to implement the Common Core Standards across the disciplines while integrating literacy strategies that promote meaningful engaged learning.

The program will meet LaSIP Goal 2 through two objectives:

- 2.1 By the end of the 2012 summer institute, using SIPs and test results, teams will have created a four-month plan to implement content area reading and writing strategies that (a) is aligned with the Louisiana Comprehensive Curriculum (LCC), the school's SIP, and the Common Core Standards (CCSS); and (b) is research-based and data-driven and includes

progress monitoring that scores at least an 80% as measured by a project-designed implementation plan rubric (See Appendix A.)

2.2 By June 2013, the project will score at least an 80% in highly effective/effective as evaluated by the participants on the summer 2012 and summer 2013 evaluation surveys for PD effectiveness.

Each team will engage in action research to plan classroom implementation that involves active learning, progress monitoring, increased opportunity for students to respond through use of the literacy strategies, and reading and writing strategies that are integrated with the LCCs and SIPs for their particular grade level/subject area. One size does not fit all; therefore, a variety of research practices will be delivered in the summer institute, and each team will develop a plan based on the unique needs of that particular school/team. Parent and administrator involvement will be strongly encouraged. Student involvement in the assessment process will also be strongly encouraged. *Making Middle Grades Work* strongly recommends that teachers become involved in the collaborative process of identifying research-based programs that suits the needs of a particular population (Southern Regional Education Board [SREB], 1999). The plan will include multiple forms of formative assessment measures to provide participants with data to examine and work with to make decisions at the study group meetings.

To meet goal 2.2, the participants will evaluate the effectiveness of the summer institute through an online anonymous survey at the end of the 2012 summer institute. The survey will be created based on the past LaSIP-provided evaluation Likert scale survey. The summer 2012 survey will focus on effectiveness of delivery and content during the summer institute only. Because the academic year and summer 2013 differ in structure from the summer 2012 summer institute, the academic year and summer 2013 segments of the project will also be evaluated using a different evaluation survey.

The program will meet LaSIP Goal 3 through two objectives:

3.1 By the end of the 2012-2013 academic year, the content coaches will provide documentation that each study group team has met at least 90% of the objectives on their implementation plan.

3.2 By the end of the 2012-2013 academic year, the content coaches will provide documentation that 90% of the required duties have been performed.

The content coaches will provide documentation such as progress reports, mentoring logs and evaluation forms, sign in sheets and feedback forms for study group meetings and dissemination workshops, and progress monitoring and formative assessments data.

The objectives will be met through “six essential areas of growth in knowledge, reading, and thinking skills for grades 4 to 12 are reading fluency, vocabulary knowledge, content knowledge, higher-level reasoning and thinking skills, cognitive strategies specific to reading comprehension, and motivation and engagement” (Torgesen et al., 2007). The entire vision of this project rests on the trainer-of-trainers model. As the National Institute for Literacy (n.d.) asks, the project would like the participants to discover: “How do teachers’ assessments of and

instructional decisions about individual students influence the literacy development of individual students?” (National Institute for Literacy, n.d., “Characteristics of practices and programs”).

### **Specific Subject-Matter Content**

The beginning of the project will be traditional in that it will focus on how middle and secondary teachers must present content and processes concurrently; provide guidance before, during, and after reading and writing; integrate all language processes to help students learn from texts; provide for interaction among students to impact the breadth and depth of their learning; and use technology to promote learning with texts (Readence, Bean, & Baldwin, 2004).

During the initial stage, content will also focus on scientific thinking and action research. The Louisiana Adolescent Literacy Plan stresses that teachers need time for “Teacher Teams” that regularly meet to focus on student improvement through assessment results. The Louisiana State School Improvement Plan implementation guidelines also stress data-driven decision making and job-embedded professional development. “Scientific thinking in practice is what characterizes reflective teachers—those who inquire into their own practice and who examine their own classrooms to find out what works best for them and their students” (Stanovich and Stanovich, 2003). Therefore, the project aims to instill an understanding of how action research can result in improved student achievement through job-embedded professional development. The participants also need to understand the rationale behind progress monitoring, peer mediated instruction, opportunity to respond, and differentiated instruction. These components, and how they are interrelated, will be addressed at the beginning of the project.

After the initial presentation of the rationale behind the strategies that will be covered, project staff will present content and model strategies that are all research-based and directly tied to the Louisiana Comprehensive Curriculum (LCC) and the Common Core Standards. Using the Common Core State Standards to Louisiana Standards Crosswalk, Version A, project staff will present content knowledge needed to implement the standards and model the strategies. Project staff will provide a direct comparison of the GLEs and the CCSS as needed for each strategy while also teaching the content knowledge in reading and writing that the participants need to address the CCSS.

Table 2 provides the distribution of the literacy strategies in the Louisiana Comprehensive Curriculums in Math, Science, and Social Studies. These literacy strategies are also the research-based strategies chosen for implementation in many of the schools’ Schools Improvement Plans.

Table 2: Content Literacy Strategies in Math, Science, and Social Studies Curriculums

Brainstorming	75+	Process Guide	26	Split-Page Notetaking	78
DR-TA	15	Professor Know It All	59	SQPL*	49
GISTing	12	Questioning the Author	8	Story Chains	45
Graphic Organizers	100+	RAFT Writing	72	Vocabulary Cards	61
Learning Logs	100+	Reciprocal Teaching	20	VSA**	51
Opinionnaire	41	SPAWN Writing	48	Word Grid	39

\* Student Questions for Purposeful Learning

## \*\* Vocabulary Self Awareness

The literacy strategies listed in Table 2 will be presented during the project. A breakdown of which strategies are implemented in which curriculums will be given to the participants to guide them in their decision-making process while creating their plan. (See Appendix B for a list of strategies and activities aligned with ELA Content Standards and Louisiana's Reading and Language Competencies for Teachers.) Before explicit teaching of reading and writing content strategies, the project staff will provide instruction of content knowledge needed to implement these strategies, for many of the teachers in the disciplines have not had ample opportunity to learn reading and writing content such as identifying key details, summarizing, developing thesis statements, and argument structure. In all but two Louisiana universities, the math, science, and social studies teacher preparation programs require, at most, 6 hours of writing at the freshman level and one reading methods course (Turner, 2009). In total, these courses do not adequately prepare the teacher candidate to implement the Common Core Standards. Furthermore, the Common Core Standards require the students to read increasingly complex texts in all disciplines, while performing more complex tasks. For instance, "At grade 6, the terminology and expectation in the CCSS for persuasive writing moves to argument with specific claims that are supported with reason and evidence." And, "An analysis of the difference in the way two or more authors present information on the same topic is not addressed in the GLEs" (Common Core State Standards p. 51). Besides having increasingly complex CCSS to implement, the teachers also have to implement CCSS that they are not familiar with. In a search of grades 4 through 8 of the ELA CCS crosswalk, no GLE match to the CCS was found 41 times. The teachers across the disciplines will be facing the same CCSS in the technical subjects as the CCSS incorporate reading and writing standards throughout the technical subjects. These teachers need reading and writing content instruction to guide their students toward success.

In addition to the content knowledge that teachers will be required to have to implement the CCSS, they will also have to implement literacy strategies listed in Table 2 to teach academic vocabulary. The Crosswalk documents state that general academic vocabulary is not addressed in Louisiana's GLEs. The "Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects" states that "[r]esearch suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning" (p. 32). Furthermore, "Developing in students an analytical attitude toward the logic and sentence structure of their texts, alongside an awareness of word parts, word origins, and word relationships, provides students with a sense of how language works such that syntax, morphology, and etymology can become useful clues in building meaning as students encounter new words and concepts (Beck, McKeown, & Kucan, 2008). The "Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects" states that teachers "need to be alert to the presence of Tier Two words and determine which ones need careful attention" (p. 33). Thus, the project will also provide instruction on tier two words, *general academic words*, including examples of tier two words in context and their applicability to many types of texts as the vocabulary strategies are being taught and modeled.

The strategies listed in Table 2 were taught in the 2010-2011 project, along with specific reading and writing content knowledge needed to implement the strategies. An analysis of the School Performance Scores of 2010-2011 project schools shows a probable connection between student growth and the instructional strategies presented in the project. A subtraction of the 2010-2011 Scholl Performance Scores from the 2009-2010 scores measures growth. The eight participating schools in the 2010-2011 project realized a 3.35% growth in the School Performance Scores. A comparison was made of eight non-participating schools with roughly the same demographics of the participating schools. The non-participating schools realized a 1.7% growth. Granted, many variables could exist in this comparison and the realized growth; however, the participating schools did realize more growth than the non-participating schools, which leads project staff to believe that the project had a positive impact on the participating schools.

The project staff will present various strategies for progress monitoring such as vocabulary matching (Espin, Sin, & Busch, 2005), maze passages (Espin & Foegen, 1996), expository written expression (Espin, De La Paz, Scierka, & Roelofs, 2005), critical thinking probes (Ketterlin-Geller, 2003), school-made formative assessments (Marzano, 2003), quick writes (Bean, 2006), and rubrics (Marzano, 2002; Knipper, 2006), all of which are implemented and required in the LCCs. Many of the LCCs require that students generate rubrics and that writing is assessed with a standard rubric; therefore, the participants will also learn how to create rubrics, how to assess student writing with rubrics, and how to guide students in the creation of a rubric and the evaluation of writing using a rubric. Participants will consider the progress monitoring systems used in their schools while creating their implementation plans. The project staff will guide participants in selecting other assessments to be used in conjunction with the progress monitoring selected by the school and parish.

Along with data-driven decision making and job-embedded professional development, the State of Louisiana suggests that the SIPs include meaningful engaged learning; the strategies listed in Table 2 and those listed below include the indicators for meaningful engaged learning. Fisher (2002) states that seven defensible strategies should be taught: read alouds, K-W-L charts, graphic organizers, vocabulary instruction, writing to learn, structured notetaking, and reciprocal teaching. The American Federation of Teachers (AFT) states, "Vocabulary is best taught with a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning" (*Teaching Reading is Rocket Science*, p. 24). The project will present various vocabulary strategies that are incorporated in the LCC and that lend quite easily to progress monitoring such as DR-TA, semantic mapping, and List-Group label. The AFT (1999) also states, "Key comprehension strategies include prediction of outcomes, summarizing, clarification, questioning, and visualization; these should be modeled explicitly by the teacher and practiced overtly if students are not comprehending well or if they approach reading comprehension passively" (*Teaching Reading is Rocket Science*, p. 24). Strategies for prediction of outcomes, summarizing, clarification, questioning, and visualization will also be presented (group mapping, request, three-level guide, thinking maps, and literature circles), all of which tie with differentiated instruction. The AFT (1999) also suggests that "effective teachers encourage frequent writing of prose to enable deeper understanding of what is read" (*Teaching Reading is Rocket Science*, p. 24). Project staff will also incorporate Writing to Learn (WTL) strategies. Graham and Perin (2007) found that "[a]bout 75% of the writing-to-learn studies analyzed had positive effects" (20). They also state, "Writing-to-learn was equally

effective for all content areas (social studies, math, and science) and grades (4-6 versus 7-12) studied” (p. 21). Knipper and Duggan (2006) state that the assessment is crucial in the WTL process. Students need feedback, so Knipper and Duggan suggest the use of teacher and student-generated rubrics, which is also suggested in the LCCs as an assessment for writing. Knipper and Duggan (2006) provide data that support the following WTL strategies: guided writing procedure, learning logs, quick writes, microthemes, framed paragraphs, think/write, pair/share, jigsaw, and pair problem solving. These strategies, along with suggestions for creating rubrics for feedback and assessment, will be modeled throughout the institute. All of these strategies are geared toward providing the student with frequent opportunities to respond and meaningful feedback.

### **Delivery Method**

Participants will be selected through an application process. Flyers and program recruitment materials will be delivered to all schools in Washington and Terrebonne parish prior to May 2012. A web page with links to forms will be created using LiveText. The web link will be sent to targeted schools. Participant applications, including baseline data of the participants’ past students such as *iLEAP* subscores will be collected using the forms. If the project receives more than 40 applications, the applicants will be chosen based on qualifications. The project aims to recruit those teachers who are most in need based on past educational record, past professional development, past students’ subscores on *iLEAP*, certification in teaching area, and number of years teaching.

Project staff hopes to have a team of at least three content area teachers from each school, including a content coach. Administrators are also welcome to attend. At least one participant from each school must be a classroom teacher. Each team will form a study group to create their implementation plan, examine the strategies in their curriculum, and engage in action research throughout the AY through an examination of student work and data. If participants are not classroom teachers, the implementation plan has to address how the individuals will work with students to increase student learning using the strategies presented in the project. These participants can work in support, providing help with analysis of data, or disseminating strategies to whole-school groups, but they must have a meaningful part of the implementation plan.

The project will consist of a 50-hour, 8 day intense summer institute during which time content and strategies will be presented and teachers will work in teams to develop their implementation plan. The plan must include a direct connection to the School Improvement Plan and the Louisiana Comprehensive Curriculum, along with a tie to the Common Core Standards. The plan must also include convergence of rigorous data for decision making, progress monitoring, and at least two reading and writing strategies presented in the institute. Project staff will ask the teams to also include frequent feedback to students, differentiated instruction, the methods of communication to and involvement of parents, the methods of data collection and analysis, and tables or graphs to be used for visual representation of data. The plan must score at least an 80% on the Implementation Plan Rubric (See Appendix A.) to be acceptable. The implementation plan will be due online by August 10, 2012.

During the summer institute, project staff will be in direct contact with all participants for the duration of the 50 hours. This contact will consist of direct, explicit instruction that allow the participants to implement the strategies and direct, explicit instruction of content knowledge needed to implement the strategies. The participants will participate in activities that allow them to meet individual needs and modify strategies based on students' needs and the content being taught.

The academic year will consist of 25 hours: 16 hours devoted to study group meetings on school sites, 3 hours devoted to on-site workshops to model and disseminate strategies, and six hours devoted to two three-hour Saturday workshops in September and November. Project staff will visit study group meetings and dissemination workshops. Project staff will also lead the Saturday workshops during the academic year. In addition, the staff will observe each teacher at least three times throughout the academic year to provide monitoring and support. The staff will be in constant contact with the content coaches through progress reports that are due monthly and school visits.

The staff has chosen to pay the participants \$25 an hour with stipulations that all documentation must be submitted at the end of the summer project and that at least 85% of the hours must be met for the full stipend to be received. Participants will receive \$15 an hour for the 50 hour summer institute. The rest of the stipend, \$10 an hour will be withheld until the project is successfully completed, which includes attending at least 85% of the activities and submitting required documentation. Participants must also allow project staff to observe them in their classrooms to complete the project. They will be paid \$25 an hour for the academic year and summer 2013 workshop days. They will not be paid the \$25 an hour unless at least 85% of the hours have been met and documented throughout the academic year and follow up summer.

Sign in sheets will be kept for every workshop, on campus and off campus. When time is documented off campus, the principal must sign the forms to verify attendance. Attendance verification forms are required for all study group meetings and dissemination workshops.

Participants will receive ongoing support and feedback through a variety of methods throughout the project. Multiple measures of assessment will also be implemented during the summer institute and AY to measure content knowledge growth. During the summer institute, participants will complete learning logs that the consultants will be read each night, comment on, and return to the participants the following day. Co-directors will communicate to project staff the needs to address or re-address as specified in the learning logs. Quick writes, a research-based method of quickly assessing student knowledge, will also allow feedback and monitoring during the summer institute. Participants will also complete entry/exit slips, another method of quickly assessing content knowledge (Bean, 2006).

During the summer institute, when teachers form groups to work on their implementation plan, they will each provide a brief synopsis the progress made that day and to date in the form of an oral microtheme. These oral reports will also provide project staff and other participants with the opportunity to evaluate progress and provide feedback. Other participants will also be able to provide feedback and, in the process of the whole-group discussion, all will benefit from the feedback. During the AY, participants will also receive support and feedback in a variety of

ways. The content coaches and the project director and co-directors will closely work with the participants in observing, meeting with the teachers to provide feedback from the observations, meeting with study groups to help analyze data and evaluate student progress, helping with examining student work to determine interventions, visiting the workshops at the school sites, and meeting with administrators to best determine project impact and participant progress. The content coaches will also submit monthly reports of progress made to date and feedback forms. Each report will be read and commented on then returned to the study group. The summer institute in 2013 will consist of 20 hours during which time participants model strategies and examine student work for progress made. They will report to the entire group to provide a synopsis of the results of their implementation plan and progress made. Overall, the project staff wants the participants to understand that this project is student-focused and designed to reach its objectives. Each school has a unique school improvement plan and requires an implementation plan tailored to meet its needs. The project staff supports the decision-making process of each team and will stress the active-learning process so that teachers become independent evaluators of research evidence. The effectiveness of instruction will be routinely monitored through the various processes mentioned, and support will be provided to ensure that the teachers have adequate resources to meet the needs of their students.

Dissemination to other teachers in the schools and to other teachers in the parishes occurs throughout the project. Study groups and instructional coaches are asked to present strategies and processes during after school workshops. Project staff are also available to model and present at whole faculty meetings.

### **Collaborative Partnerships and Participant Recruitment**

Project staff has met with parish administrators and school principals to build this project based on the needs of the teachers and the schools. Participants will be recruited based on administrator recommendation. Administrators are asked to form teams from each school based on the needs of that school. Application information will include level of education, certification area, teaching area, number of students taught, baseline sub scores on iLEAP or other assessments, and other information that can help project staff determine the needs if more than 40 participants apply.

Periodic meetings will be held with administrators, participants, and instructional coaches to ensure the faithful implementation of the program. Furthermore, the project staff will visit schools regularly to meet with administrators, content coaches, and teachers. The progress reports will also be sent to the project director on a regular basis for constant progress monitoring. Project staff will also be available to model strategies, talk with students, or meet with parents. The most important feature of the program will be constant communication between project staff and the participants to ensure the collective partnership and faithful implementation. Content coaches will also serve as mentors throughout the process. The project aims to create independent decision-makers who understand how to change instructional methods to meet student learning needs. With taking this proactive approach, the process is reciprocal.

Project staff met with Mary Jones, Director of Instruction; Mary Mobley, English Language Arts/Reading First Supervisor; and Jackie Jenkins, READ 180 Coordinator and Literacy of Washington Parish to discuss the needs of the schools and teachers. A main concern is preparing the teachers to teach the Common Core Standards. Most importantly, they would like their teachers to be involved in a Trainer-of-Trainers model to ensure dissemination across the schools. They stressed a definite need of content knowledge in reading, writing, and vocabulary with a direct tie to the content literacy strategies. Because the Common Core Standards will require teachers to choose increasingly complex texts, they see a need for teachers to understand how to choose those texts. Mary Mobley and Jackie Jenkins also expressed interest in attending the project, without stipend pay, to be able to collaborate and support the teachers throughout the project.

Lois Carter, principal of Southdown Elementary in Terrebonne Parish, also stressed the need for direct instruction in reading, writing, and vocabulary content knowledge to help her teachers understand the Common Core Standards. She explained that the teachers will also benefit from learning how the Common Core Standards can be integrated with the literacy strategies that the teachers are required to use through the Louisiana Comprehensive Curriculum. She does see a strong need for the project and will collaborate throughout the project to support her teachers.

Stacy Solet, Supervisor of Elementary Education (K-8) / Assessment and Testing in Terrebonne Parish, explained that the middle schools have been using progress monitoring consistently. She would like the middle schools to implement a plan to incorporate progress monitoring while using the strategies. Success Maker is available for middle schools. She also discussed the need for content knowledge to aid teachers in transitioning in implementing the Common Core Standards.

Project Staff spoke with 34 teachers who are completing the present project. These teachers strongly urged the staff to cover content knowledge needed to address the literacy strands in the Common Core Standards. They explained that from the teachers' perspective, they fear that teachers will not have the reading, writing, and vocabulary knowledge to address the Standards. Only a few had heard of Academic General Vocabulary or of tier two words. When asked about the literacy strategies being implemented now, they responded that all should remain in the project because of they are dispersed within the curriculum and also provide valuable instructions for various content areas and needs. They explained the structure of the project fits their needs and that more professional development projects are needed to help teachers address the Common Core Standards.

### **Quality of Key Personnel**

The team will consist of one project director, Dr. Keri Turner; a co-director, Alyson Theriot; and two part-time consultants, Tiffany Duet and Natalie Boudreaux. The team, as a whole, possesses the skills necessary to deliver effective instructional strategies and content material. Dr. Keri Turner, project director, will facilitate leadership development of the project staff through monthly meetings, meet with participants and administrators, model strategies, observe, and deliver content. Dr. Turner will participate in all workshops, monitor participant and program

progress, and complete all reports as required by contractual agreements. Overall, she will be responsible for ensuring the fidelity of implementation. Dr. Turner holds a Bachelor's degree in Secondary Education and a Doctorate degree in Linguistics and Rhetoric. She has taught grades 4 through 12 in the public school system, including 3 years of teaching students with emotional and behavioral disorders. At Nicholls State University, she is presently the Chair of the General Education Assessment team for the Languages and Literature Department, Chair of Freshman Composition, and Chair of the subcommittee on Critical Thinking and Writing Across the Curriculum for the University's Quality Enhancement Plan.

The co-director, Alyson Naquin will present content-area reading material and strategies. She will also monitor participants through the academic year, serve as a mentor for the content coaches, and observe. Alyson Naquin holds a Master's degree in Reading Education and has taught in the parish for seven years. She has served as Curriculum Facilitator and Facilitator of Curriculum Alignment in Lafourche Parish Schools and has Coordinator of Field Experiences at Nicholls State.

The co-directors, Tiffany Duet and Natalie Boudreaux will also present content and model strategies. They will serve as mentors for the content coaches while also observing in the classrooms. They will also collect participant learning logs at the end of each summer institute day, respond in the learning logs, and provide feedback. Tiffany Duet has worked with teachers in the LaSIP project for four years. She has extensive knowledge of writing content and the strategies. She has taught writing at Nicholls since 1992 and has been involved in various literacy projects such as the PT3 project, "Retooling Teacher Education," the Education Enhancement Grant. Natalie Boudreaux has a Master's in Education with 7 years experience in teaching Special Education. She also served as the Special Education facilitator for Terrebonne parish for three years. In this position, she worked closely with teachers and staff to improve and implement special education programs. She has taught at the middle school level. She has also been immersed in the middle and high school settings in some capacity for the past 13 years. Her research interests include CBM and progress monitoring. She has presented at numerous conferences on progress monitoring and intervention strategies.

### **Project Evaluation**

The project-design component of the evaluation plan will consist of a content knowledge pre- and post- test, multiple measures of informal and formative assessments, monthly monitoring progress reports, meetings, observations, and data collected from participants that document student progress. The following explains the different measures that will be used to evaluate program effectiveness.

At the beginning of the project, the teachers will be assessed on content reading and writing knowledge, knowledge of the literacy strategies, and knowledge of using progress monitoring and data to engage in action research. The same assessment will be used at the end of the summer institute as a post- assessment.

The multiple measures of informal and formative assessments include the daily learning logs, entry and exit slips, quick writes, oral microthemes, and the participants performing tasks as required through the implementation of the strategies.

The participants will also complete a Likert-scale evaluation of the project at the end of the summer 2012 institute and at the end of the summer 2013 institute. This survey will be designed to discover the effectiveness of the project and how well it met the needs of the participants.

Furthermore, the objectives will also serve as project evaluation in the following ways. The director, co-directors, and content coaches will also monitor participants' progress through observations, participation in study groups, and monthly reports. The project staff will create a pre and post assessment to measure the increase in participant content knowledge (objective 1.1). The impact that the project has on student growth will be measured by an increase of students scores on the Explore, LEAP, or GEE (objective 1.2). The plan that the teachers create will be evaluated using a project-designed rubric (see appendix) and student data must be provided to evidence effective implementation (objective 2.1). The content coaches will deliver documentation that each team has met at least 80% of the objectives on the implementation plan (objective 3.1). Content coaches will also provide observation forms, study group meeting logs and feedback forms, mentoring logs, and dissemination workshop sign in forms and feedback forms (objective 3.2). Student performance will be measured through the multiple measures of assessment chosen by the study group and implemented in the plan. These measures can take a variety of forms, but regardless of form, students will be assessed weekly. Student progress will be monitored through analysis of data and student work.

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LOUISIANA SYSTEMIC INITIATIVES PROGRAM					
PROPOSED PROJECT BUDGET REQUEST - FORM BR					
<b>PROJECT NAME: Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge</b>					
<b>PROJECT CONTENT AND STRAND FOCUS: Literacy</b>					
<b>PROJECT DIRECTOR, UNIVERSITY: Keri Turner, Nicholls State</b>					
A	B	C	D	E	F
Ref- erence	Budget Item	Brief Description of Budget Item	Funds Requested 7/1/12- 9/30/12 Max of \$80k for this period	Funds Requested 10/1/12- 6/15/13	Total Funds Requested
<b>A. University Employed Staff</b>					
1	Director/Faculty Member	Keri Turner	6,210	6,957	13,167
2	Co-Director/Faculty Member	Alyson Theriot	4,233	5,361	9,594
3	Faculty Member	Tiffany Duet	3,282	4,157	7,439
4	Faculty Member	Natalie Boudreaux	4,068	5,153	9,221
9		<b>Total Salaries and Wages</b>	<b>17,793</b>	<b>21,628</b>	<b>39,421</b>
10	Fringe Benefits: Rate 30%		5,338	6,488	11,826
11		<b>Total Salaries, Wages, and Fringe</b>	<b>23,131</b>	<b>28,116</b>	<b>51,247</b>
<b>B. Staff Not University Employed</b>					
14	Consultant		0	0	0

15		<b>Total Staff Not University Employed</b>	<b>0</b>	<b>0</b>	<b>0</b>
16		<b>Total Staff Costs</b>	<b>23,131</b>	<b>28,116</b>	<b>51,247</b>
<b>C. Participant Support</b>					
17	Stipends	95 hours at 25 an hour for 40 participants	40,000	55,000	95,000
18	Employer Contributions on Stipends: Enter rate (TRSL 23.7%)		9,480	13,035	22,515
19	Substitute Pay		0	0	0
20	School Resource Materials		1,600	4,000	5,600
21	Project Supplies		800	200	1,000
22	Other		0	0	0
23	Content Coaches			6,000	6,000
24		<b>Total Participant Support</b>	<b>\$51,880</b>	<b>\$78,235</b>	<b>\$130,115</b>
<b>D. Travel</b>					
25	Staff Travel		836	836	1,672
26	Participant Travel		1,840	2,600	4,440
27		<b>Total Travel Costs</b>	<b>2,676</b>	<b>3,436</b>	<b>6,112</b>
<b>E. Indirect Costs</b>					
28		<b>Direct Costs Minus Participant Support</b>	<b>\$23,967</b>	<b>\$28,952</b>	<b>\$23,967</b>

29	Indirect Costs	Line 28 x 8%	1,917	2,316	4,233
30		<b>TOTAL FUNDS REQUESTED</b>	<b>\$79,604</b>	<b>\$112,103</b>	<b>\$191,707</b>
<b>F. Core Costs</b>					
31	Core Costs	\$181,362			
32	Number of Participants	40			
33	<b>Core Cost per Participant</b>	<b>\$4,534</b>			

**LaSIP 2012-13 Professional Development RFP**

**BUDGET NARRATIVE - FORM BN**

**Project Name: Developing Effective Teachers: Building Literacy Skills Using Content Reading and Writing Knowledge**

**Project Director/University: Keri Turner**

A	B	C	D	E
SECTION 1				
Form BR Line Item	Staff Name and/or Title	Roles and Responsibilities	Cost Basis	Rationale/Justification
1	Dr. Keri Turner - PI	Dr. Turner will direct the project, present content and model strategies during the summer institutes, monitor the progress of the project, hold meetings with the content coaches, and keep in constant contact with the participants through on-site visits, online communication, and Saturday workshops during the academic year.	FT/9-mo/44,726	Summer compensation is requested for five weeks of summer 2012. $(44,726 \times 1/9 = 4970)$ . $4970/4 = 1242$ . $1242 \times 5 = 6210$ . Summer compensation is requested for 2 weeks of summer 2013. $(44,726 \times 1/9 = 4970/4 = 1242)$ . $1242 \times 2 = 2484$ . Academic year buy out of 10% is requested for Academic year support $(44,726 \times 10\% = 4473)$
2	Alyson Theriot – Co PI	Alyson Theriot will co-direct the project and model strategies and present content during the summer institutes, which will consist of three weeks in summer 2012 and two weeks in summer 2013. She will also work directly with the content coaches and teams during the institutes and monitor progress during the AY and work with coaches and teachers during the AY workshops.	FT/9-mo/50,789	Summer compensation is requested for three weeks of summer 2012. $(50,789 \times 1/9 = 5643)$ . $5643/4 = 1411$ . $1411 \times 3 = 4233$ . Summer compensation is requested for 2 weeks of summer 2013. $(50,789 \times 1/9 = 5643/4 = 1411)$ . $1411 \times 2 = 2822$ . Academic year buy out of 5% is requested for Academic year support $(50,789 \times 5\% = 2539)$
3	Tiffany Duet – Co PI	Tiffany Duet will co-direct the project and model strategies and present content during the summer institutes, which will consist of three weeks in summer 2012 and two weeks in summer 2013. She will also work directly with the	FTE/9-mo/39,377	Summer compensation is requested for three weeks of summer 2012. $(39,377 \times 1/9 = 4375)$ . $4375/4 = 1094$ . $1094 \times 3 = 3282$ . Summer compensation is requested for 2 weeks of summer 2013. $(39,377 \times 1/9 = 4375)$ . $4375/4 = 1094$ . $1094 \times 2 = 2188$ . Academic year buy out

		content coaches and teams during the institutes and monitor progress during the AY and work with coaches and teachers during the AY workshops.		of 5% is requested for Academic year support ( $39,377 \times 5\% = 1969$ )
4	Natalie Boudreaux – Co PI	Natalie Boudreaux will co-direct the project and model strategies and present content during the summer institutes, which will consist of three weeks in summer 2012 and two weeks in summer 2013. She will also work directly with the content coaches and teams during the institutes and monitor progress during the AY and work with coaches and teachers during the AY workshops.	FT/9-mo/48,826	Summer compensation is requested for three weeks of summer 2012. ( $48,826 \times 1/9 = 5425$ . $5425/4 = 1356$ . $1356 \times 3 = 4068$ ). Summer compensation is requested for 2 weeks of summer 2013. ( $48,826 \times 1/9 = 5425$ . $5425/4 = 1356$ . $1356 \times 2 = 2712$ ). Academic year buy out of 5% is requested for Academic year support ( $48,826 \times 5\% = 2441$ )
10		Fringe is calculated 30% based on University average	30%	

## SECTION 2

Form BR Line Item	Other Expense	Description or Purpose	Cost Basis	Rationale/Justification
17	Participant Stipends	Approximately 32 content area participants from 4th to 8th grades and 6 content coaches from Washington and Terrebonne parishes will be recruited. Participants will be recruited through direct contact with superintendents and principals. A web page will also be created that includes forms to be completed to send to all recruited participants prior to the project beginning to collect participant information and baseline data. The participants will be retained through AY	Base of 25.00 per hour	Summer 2012: 40 participants @ 6.25 hrs/day x 8 days = 2,000 hrs @ \$20/hr = \$40,000. AY and Summer 2013: 40 participants @ \$25/hr x 45 hours = \$45,000. Summer 2013: Remainder of Summer 2012 stipend: 40 participants at \$5/hr for 50 hrs = 10,000

20	School Resource Materials	<p>workshops and on-site visits and workshops with a summer 2013 institute. Participants will not be paid the remainder of the summer 2012 workshop stipend or the entirety of the AY and summer 2013 unless they complete at least 85% of the project requirements, including required workshop hours.</p> <p>These are materials that participants will use in the project and bring to their classrooms to implement the strategies such as printed materials, chart boards, post it notes, and file folders, white boards, content reading books, and index cards. The participants will also supply the project staff with a list of materials needed to model the strategies during the AY. The project will purchase these materials.</p>	<p>Summer 2012 workshop: \$40 per participant AY and Summer 2013: \$100 per participant</p>	<p>Summer 2012: <math>\\$40 \times 40 = \\$1600</math>. AY and Summer 2013: <math>\\$100 \times 40 = \\$4,000</math></p>
21	Project Supplies	<p>Project Supplies are needed to purchase project supplies to prepare for the summer institutes and Saturday workshops. Each participant will receive a binder on the first day of the institute. Project supplies include the binder, copy paper, note cards, poster board paper, ink pens, highlighters, scissors, etc.</p>	<p>Materials needed to support the project.</p>	<p>Summer 2012: 800.00 is requested to purchase project materials. Summer 2013: \$200 for AY and summer follow up materials</p>
23	Content Coaches	<p>As suggested, the project will support a content coach to schedule after school workshops and dissemination workshops, to monitor all on-site after school after school activities and to collect data as required in the project contract</p>	<p>1,000 per coach</p>	<p>Estimated six content coaches at 1,000 each.</p>

25	Staff Travel	<p>and report data and progress to project personnel. The project aims to recruit at least 6 schools. Staff will travel to visit schools through the AY to observe, meet with study groups, and content coaches.</p>	.51 a mile	<p>Prior to September 30, 2012: Staff traveling approximately 260 miles roundtrip to Washington Parish at least four times (<math>260 \times .51 = 132.60 \times 4 = 530.40</math>) and approximately 60 miles round trip to visit Terrebonne Parish schools at least 10 times (<math>60 \times .51 = 30.60 \times 10 = 306</math>). October 1, 2012 to June, 2013: Staff traveling approximately 260 miles roundtrip to Washington Parish at least four times (<math>260 \times .51 = 132.60 \times 4 = 530.40</math>) and approximately 60 miles round trip to visit Terrebonne Parish schools at least 10 times (<math>60 \times .51 = 30.60 \times 10 = 306</math>)</p>
26	Participant Travel	<p>Some participants will travel over 30 miles one way to attend the summer and AY workshops. Housing will be provided for those traveling from Washington Parish.</p>	<p>\$100.00 mileage for over 30 miles one way per vehicle @ .51 a mile. Housing at \$45 per night.</p>	<p>Appendix G allows for reimbursement of participant travel and lodging if participants travel over 30 miles one way. Summer 2012: Approximately 2 carpooling vehicles (8 teachers) traveling over 30 miles one way from Washington Parish per week (100.00 per vehicle, 2 vehicles) (<math>2 \times 100 = 200</math>) and 2 carpooling vehicles traveling over 30 miles one way from South Terrebonne (100.00 per vehicle) (<math>2 \times 100 = 200</math>). Housing for one participant is \$45 per night. Approximately 8 participants will need housing for four nights (<math>8 \times \\$45 = 360 \times 4 = \\$1440</math>). AY and Summer 2013: Two AY Saturday workshops and four summer 2013 workshop days: Approximately 2 carpooling vehicles (8 teachers) traveling over 30 miles one way from Washington Parish per workshop (3) (100.00 per vehicle, 2 vehicles) (<math>2 \times 100 = 200 \times 3 = 600</math>) and 2 carpooling vehicles traveling over 30 miles one way from South Terrebonne (100.00 per vehicle) (<math>2 \times 100 = 200</math>). Approximately 8 participants will need housing for five nights (<math>8 \times \\$45 = 360 \times 5 = \\$1800</math>).</p>

<b>PROPOSED COST SHARE - FORM CS</b>				
<b>LaSIP PROFESSIONAL DEVELOPMENT RFP 2012-2013</b>				
<b>PROJECT NAME: Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge</b>				
<b>PROJECT DIRECTOR, UNIVERSITY: Keri Turner, Nicholls State</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Description</b>	<b>Type of Matching Funds (Cash or In-Kind)</b>	<b>Partner Providing Matching Funds (University, District, School, or Private)</b>	<b>Source of Funds (Federal, State, Local, or Private)</b>	<b>Cost Share</b>
Participant Support:				
Nicholls State will provide tuition exemption or 6 credit hours for the 40 participants at 1305 per participant.				52,220.00
<b>Sub-Total Participant Support Cost Share</b>				<b>\$52,220</b>
<b>COST SHARING TOTAL</b>				<b>\$52,220</b>

## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

### Measureable Objectives Worksheet (1)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

- (1) **Who** is involved?
- (2) **What** is the desired outcome?
- (3) **How** will progress be measured?
- (4) **When** will the outcome occur?
- (5) **What** is the **level of proficiency**?

Refer to page \_\_\_\_ for a detailed explanation of each question. Combine the five answers to form a sentence for your measureable objective. Use the checklist provided on page \_\_\_\_ to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

**LaSIP Goal 1:** Increase student achievement on State LEAP21, GEE21, iLEAP, and the national EPAS® (if available) and ACT® assessments, and other achievement indicators by spring 2013

Who: participants

What: increase in content reading and writing knowledge

How: on the project-designed pre- and post- assessment

When: by June 2013

Proficiency Level: 30% increase

**Goal 1, Objective 1:** By June 2013, participants will demonstrate a 30% increase in content reading and writing knowledge as demonstrated on the project-designed pre- and post- assessment

Who: participants' students

What: score at or above the Louisiana Benchmark of 13 on Explore or decrease the total percentage of students scoring at Unsatisfactory by 20 percentage points

How: Explore and/or LEAP21, GEE21, iLEAP

When: by June 2013

Proficiency Level: 75% of the participants' students

**Goal 1, Objective 2:** By June 2013, 75% of the participants' students will score at or above the Louisiana Benchmark of 13 on Explore or decrease the total percentage of students scoring at Unsatisfactory by 20 percentage points on LEAP21, GEE21, iLEAP.

## 2012-13 LaSIP PROFESSIONALDEVELOPMENT PROJECTS

### Measureable Objectives Worksheet (2)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

- (1) **Who** is involved?
- (2) **What** is the desired outcome?
- (3) **How** will progress be measured?
- (4) **When** will the outcome occur?
- (5) **What** is the **level of proficiency**?

Refer to page \_\_\_\_\_ for a detailed explanation of each question. Finally, combine the five answers to form a sentence for your measureable objective. Use the checklist provided on page 44 to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

**LaSIP Goal 2:** Plan effective PD based on the high-need LEA(s)/schools' data-driven needs and developed using research-based PD strategies that will take place in summer institutes, during the academic year (AY), and/or through on-line or web-based assignments and job-embedded activities.

Who: school teams  
 What: a four-month plan to implement content area reading and writing strategies  
 How: using SIPS and test results  
 When: By the end of the 2012 summer institute  
 Proficiency Level: satisfactory (80%) on rubric

**Goal 2, Objective 1:** By the end of the 2012 summer institute, using SIPS and test results, teams will have created a four-month plan to implement content area reading and writing strategies that (a) is aligned with the Louisiana Comprehensive Curriculum (LCC), the school's SIP, and the Common Core Standards; and (b) is research-based and data-driven and incorporates progress monitoring that scores at least an 80% as measured by a project-designed implementation plan rubric.

Who: project  
 What: Evaluation survey  
 How: effective PD  
 When: June 2013  
 Proficiency Level: 80%

**Goal 2, Objective 2:** By June 2013, the project will score at least an 80% in highly effective/effective as evaluated by the participants on the summer 2012 and summer 2013 evaluation surveys for PD effectiveness.

## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

### Measureable Objectives Worksheet (3)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

- (1) **Who** is involved?
- (2) **What** is the desired outcome?
- (3) **How** will progress be measured?
- (4) **When** will the outcome occur?
- (5) **What** is the **level of proficiency**?

Refer to page \_\_\_\_\_ for a detailed explanation of each question. Finally, combine the five answers to form a sentence for your measureable objective. Use the checklist on provided on page 44 to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

**LaSIP Goal 3:** Increase leadership capacity and pedagogical skills for target schools through school/district buy-in, school-based implementation, and mentoring during the AY.

Who: content coaches

What: provide documentation

How: teams meet objectives

When: By the end of the 2012-2013 academic year

Proficiency Level: 90%

**Goal 3, Objective 1:** By the end of the 2012-2013 academic year, the content coaches will provide documentation that each study group team has met at least 90% of the objectives on their implementation plan.

Who: content coaches

What: the required duties

How: performing duties

When: By the end of the 2012-2013 academic year

Proficiency Level: 90%

**Goal 3, Objective 2:** By the end of the 2012-2013 academic year, the content coaches will provide documentation that at 90% of the required duties have been performed.

## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

## CURRICULUM VITAE - Turner

Name: Keri M. Turner		Current Position Title: Assistant Professor Project Position Title: Director	
EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of Southwestern Louisiana	Bachelor of Arts	1987	Secondary English Education
University of Southwestern Louisiana	Master of Arts	1991	Linguistics/English
University of Louisiana at Lafayette	Doctor of Philosophy	2002	Linguistics/Rhetoric

**RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.**

Aug. 2000 - present      **Nicholls State University**  
Assistant Professor  
Director of Freshman English

Aug. 1998 - May 2000      **University of Louisiana at Lafayette**  
Graduate Assistant

Aug. 1991 - May 1996      **University of Louisiana at Lafayette**  
Adjunct - when needed

Jan. 1992 - Aug. 1999      **Lafayette Parish School Board**  
Self-contained Behavior Disorder (92-95)  
Six grade Language Arts, Tenured (95 - 98)  
High School Speech/Drama (97 - 98, afternoons)

Aug. 1989 - Dec. 1991      **University of Southwestern Louisiana**  
Graduate Assistant

Aug. 1988 - May 1989      **Assumption Parish School Board**  
Fourth grade - self-contained

Aug. 1987 - May 1988      **St. Martin Parish School Board**  
Fourth grade, self-contained

**Courses Taught**

Developmental Writing, English I and II Composition in a traditional classroom and networked computer lab setting, Poetry and Drama, Technical Writing and Academic and Professional Writing in networked computer lab setting, History of the English Language, Advanced Technical Writing, Composition Methodology, Language Concepts

**RESEARCH EXPERIENCE/SCHOLARLY OR CREATIVE ACTIVITIES**

“What’s the Big Idea?” co-presented at the Southern Association of Colleges and Schools 2011 SACSCOC Annual Meeting, December 2011.

“Aligning UL System Teacher Preparation with State K-12 Writing Requirements” published in *Journal of College Writing*, October 2009.

“Content Area Writing Strategies, Teacher Preparation, and Writing Pedagogy” presented at LACC, Nov. 2008

“Articulating Realities and Working for Change: From Articulation Matrix to Teaching Commons” presented at CCCC, Apr. 2008

- "The Arts of Designing Discipline-Specific Writing Assignments" presented at The Center for the Advancement of Faculty Engagement, Nicholls State, Mar. 2007
- "Grade 8, English I, and English II Curriculum Units for the Special Issue of *Louisiana English Journal: Memories of Katrina and Rita*" presented at LCTE, Oct. 2006
- "How, Then, Shall We Teach? The Future of Composition Instruction in Louisiana" presented at LACC, Feb. 2005
- "The Blue Ribbon Commission's Plan for Teacher Education: English Teachers Take a First Look" presented at LACC, LTU, Feb. 2002
- "Preparing Tomorrow's Teachers to Use Technology (PT3), 2001
- National Writing Project of Acadiana, 1999 Summer Institute
- Presentation Workshops for Acadiana Writing Project:
- "Teaching Grammar in Context"
- Lafayette Middle School, Jan. 2000
- Acadian Middle School, Jan. 2000
- N.P. Moss Middle, Jan. 2000
- Facilitated Writing Workshop, Truman Elementary - June 21-23
- "Anne Bradstreet and The Puritan Cultural Code" presented at APA, Eureka Springs, Oct. 1999
- "Freshman Composition Texts, 1979-1999: Stasis, Change, and Professional Expectations" presented at LACC, LSU-E, Oct. 1999
- "Thoreau's Reading of the Bhagavad Gita" presented at APA, Hot Springs, Oct. 1998

### **Grants**

- 2007-2011 - Refunding for "Developing Effective Teachers: Combining Reading and Language Competencies with Content Knowledge" LaSIP/LA GEAR UP Professional Development, Co-Director with Alyson Theriot
- 2006 - Refunding for "Developing Effective Teachers: Combining Reading and Language Competencies with Content Knowledge" LaSIP/LA GEAR UP Professional Development, Co-Director with Susan Roark
- 2005 - "Developing Effective Teachers: Combining Reading and Language Competencies with Content Knowledge" LaSIP/LA GEAR UP Professional Development, Co-Director with Susan Roark
- 2003 - "Multiapproaches to Writing Across the Curriculum" LaSIP/LDE, Co-Director with Daryl Holmes
- 2002 - Untitled QUEST/LaMESA Grant for faculty development - Nicholls State, Director
- 1997 - "Planting the Seed of Career Awareness" School-to-Work Foundation, Director
- 1992 - "Gardening Across The Curriculum" Lafayette Parish Public Education Fund, Director

### **SERVICE/PROFESSIONAL ACTIVITIES**

Chair, General Education Assessment Committee; Department of Education Liaison; Director of Freshman English; Chair of Academic Integrity Committee; Co-chair of QEP Subcommittee on Critical Thinking, Writing, and Reading, University Coordinator for Student Teachers, Chair of Language and Literature General Education Assessment, Team member in developing Dual Credit for English 101/Engl IV curriculum, Historic Council

## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

## CURRICULUM VITAE - Theriot

Name: Alyson Naquin		Current Position : Assistant Professor Project Position Title : Reading Specialist Presenter	
EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Nicholls State University Thibodaux, LA	■B.S.	1993	Elementary Education
Nicholls State University Thibodaux, LA	Masters	1998	Reading Education

**RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.**

June 2008 – Present The Louisiana Resource Center for Educators

Topic: Literacy Across the Curriculum

January 2008 – Present Village East Middle School, Terrebonne Parish School System,

Topic: Adolescent Readers and Content Reading Strategies

Spring 2008 – Present Lafourche Parish School System,

Topic: Adolescent Literature in the Media Center

August 2005- Present Nicholls State University Thibodaux, LA

***Assistant Professor of Reading/ Coordinator of Field Experiences***

■Schedule all Education Candidates field experiences

■Serve as the liason between the College of Education and the Region III and St. Charles Parish Partner Schools

■Advise undergraduate candidates

■Teach undergraduate reading courses

July 2003- August 2005 Nicholls State University Thibodaux, LA

***Coordinator of Field Experiences***

■Schedule all Education Candidates field experiences

■Serve as the liason between the College of Education and the Region III and St. Charles Parish Partner Schools

May 2002- July 2003 Lafourche Parish Schools

Thibodaux, LA

***Facilitator of Curriculum Alignment***

■ Direct the alignment project of the K-8 core curriculums

■ Supervise twenty curriculum facilitators in Lafourche Parish

2001 -Present Nicholls State University

Thibodaux, LA

***University Coordinator, Practitioner Program***

■ Assess all practitioner teachers in Lafourche Parish

2000- May 2001 Lafourche Parish Schools

Thibodaux, LA

***Curriculum Facilitator***

■ Facilitate classroom instruction at St. Charles Elementary School

Summer 2000-2001 Nicholls State University

Thibodaux, LA

***Adjunct Instructor***

■ Practitioner Program, Education 498

- CITAL, Education 560
- Undergraduate, Education 365

1997-2000                      Lafourche Parish Schools                      Thibodaux, LA

***Reading Recovery Teacher***

- Teach reading to first grade at-risk readers
- Serve as Reading Recovery Teacher for Raceland Lower Elementary School and St. Charles Elementary School

1993-1997                      Lafourche Parish Schools                      Thibodaux, LA

***Classroom Teacher***

- Second grade classroom teacher at Raceland Lower Elementary School

**Honors**

Spring 2000                      Thibodaux, LA

- Inducted into Alpha Delta Kappa (International Sorority for Woman Educators)

August 1999

- St. Charles Elementary Teacher of the Month

Fall 1999

- St. Charles Elementary Teacher of the Year

Fall 1999

- Lafourche Parish Elementary Teacher of the Year

Spring 1998

- Selected as a presenter at the National Student Research Conference held in Houston, Texas

Spring 1992

- Selected as an Outstanding Student Teacher, Nicholls State University

**LEADERSHIP EXPERIENCES**

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2000                      Lafourche Parish

- Initiated the Lafourche Parish curriculum alignment project

1998                      Region III

- Member of the writing team for the Regional Curriculum Strategies and Assessment Guide: English Language Arts

1997                      Lafourche Parish

- Member of the writing team for the Parish Curriculum Strategies and Assessment Guide: English Language Arts

1997                      Region III

- Member of the Region III Curriculum Writing Team: English Language Arts

## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

**CURRICULUM VITAE - Duet**

<b>Name: Tiffany Duet</b>		<b>Current Position : Instructor</b>	
		<b>Project Position Title : Site Coordinator</b>	
<b>EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)</b>			
<b>INSTITUTION AND LOCATION</b>	<b>DEGREE</b>	<b>YEAR CONFERRED</b>	<b>FIELD OF STUDY</b>
Nicholls State University, Thibodaux, Louisiana	Bachelor of Arts	1989	English, history minor
North Carolina State University, Raleigh, North Carolina	Master of Arts in English	1992	English

**RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES.** Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.

**EMPLOYMENT**

Instructor, Department of Languages and Literature, Nicholls State University, 1992-present.

Teaching Assistant, Department of English, University of Southern Mississippi, 1996-1998.

Teaching Assistant, Department of English, North Carolina State University, 1989-1992.

Staff Writer, *The Daily Comet*, Thibodaux, 1990.

**PUBLICATIONS****Contributions to Books**

"Do You Not Know That Women Can Make Money?": Women and Labor in Louisiana Literature." *Songs of the Reconstructing South: Building Literary Louisiana, 1865-1945*. Greenwood Press, 2002.

"Louise Erdrich's 'St. Marie,' " *Beacham Encyclopedia of Popular Fiction*. Vol. 15. Gale Group, 2002.

"Cajuns" and "Cajun Literature." *The Companion to Southern Literature*. Baton Rouge, Louisiana State University Press, 2001.

"Nella Larsen." *Literary Atlas of Popular Fiction*, at press.

**PROFESSIONAL ACTIVITIES****Conferences, Grants, Panels, Readings**

Principal Investigator. Awarded LaSIP Science Grant: Incorporating WETSHOP in the Louisiana Science Curriculum, 2010-2011. (Cancelled due to oil spill.)

Participant, PT3, Retooling Teacher Education, Nicholls State University, 2003-2004.

Participant, Education Enhancement Grant, Nicholls State University, 2003-2004.

Participant, LACC Convention, 2003.

Participant, CCCC Convention, 2003.

Participant, QUEST TECH, a Louisiana INTECH program for Integrating Technology in the Student-Centered Classroom, 2001.

Paper, "'Ancient Security Vanished': Investigating Domestic Frontiers in *Wieland*," Frontiers of Charles Brockden Brown Conference and founding of the Charles Brockden Brown Society, Las Vegas, Nevada, 2000.

Panelist, "Her Eyes Were Watching Us: Zora Neale Hurston, the Varieties, and the Verities of African American Experience," African-American History Month Program, Nicholls State University, Thibodaux, Louisiana, 2000.

Paper, "'In the Crib' and 'In a Memphis 'Ho'house': A Reading of *Sanctuary*'s Domestic Spaces," Property, Possession, and Identity Conference, Hattiesburg, Mississippi, 1999.

Reading, "Fairest of the Fairs," from *Mosaic* literary magazine, Golden Jubilee Festival, Nicholls State University, Thibodaux, Louisiana, 1999.

Paper, "'Some Little Plan or Chart': An Astrological Reading of the Intimations Ode," Philological Association of Louisiana Conference, Thibodaux, Louisiana, 1999.

Session Chair, Philological Association of Louisiana Conference, Thibodaux, Louisiana, 1999.

Panelist, "Of Epic Proportion: Toni Morrison as Mythmaker," African-American History Month Program, Nicholls State University, Thibodaux, Louisiana, 1999.

Paper, "'Contrary Desires': Investigating Gothic Urges in Stoddard's *The Morgesons*," New York Conference on Languages and Literature, Cortland, New York, 1998.

## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

**CURRICULUM VITAE - Boudreaux**

<b>Name:</b> Natalie J. Boudreaux		<b>Current Position :</b> Assistant Professor <b>Project Position Title :</b> Site Coordinator	
<b>EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.</b>			
<b>INSTITUTION AND LOCATION</b>	<b>DEGREE</b>	<b>YEAR CONFERRED</b>	<b>FIELD OF STUDY</b>
Nicholls State, Thibodaux	B.A.	1994	Elementary Education
Nicholls State, Thibodaux	M.Ed.	2000	Special Education

**RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.**

**Teaching and Other Relevant Experience:**

**1994 – 1996** Special Education Teacher, Caldwell Middle School, Terrebonne Parish – taught students with mild/moderate disabilities in self-contained, combination, and resource settings.

**1996 – 2000** Special Education Teacher, Schriever Elementary, Terrebonne Parish - taught students with mild/moderate disabilities in resource and inclusive settings.

**2000 – 2003** Special Education Facilitator – Terrebonne Parish. Responsible for curriculum and instructional trainings of special education personnel, liaison for parish, supervised special education teachers, and worked closely with administrative staff to improve and implement special education programs.

**2003 – present** Nicholls State University – Assistant Professor of Special Education, College of Education - See Areas of Teaching below.

**Areas of Teaching:** Special Education; Behavior Intervention; Methods and Curriculum for Students with Mild/Moderate Disabilities; Clinical Analysis of Reading and Math Difficulties for Students with Mild/Moderate Disabilities; Advanced Instructional Planning for Students with Learning Disabilities; Introduction to Learning Disabilities; Methods for Teaching Diverse Learners; Approaches to Management of Mild/Moderate Exceptional Child; Psychology and Education of Exceptional Children; Educational Assessment; Methods for Teaching Students with Behavior and Learning Problems

**Research Interests:** Early Childhood Intervention, Inclusion, Research-Based Instructional Strategies, CBM, Progress Monitoring

**Professional Affiliations (Include year for office held or served as board member):** Council for Exceptional Children; Association of Direct Instruction; Association for Behavior Analysis; Kappa Delta Pi; Nu Alpha Epsilon Honor Society; Council for Learning Disabilities

**Selected Publications/Presentations (List in this order: Publications, Books/Book Chapters/Presentations):****Presentations:**

International Reading Association – New Orleans, LA May 4, 2001

5<sup>th</sup> Annual National Inclusion Conference – St. Louis, Missouri, October 29, 1996; 30<sup>th</sup>

Annual ABA Convention, Boston - MA. May 29, 2004 (Increasing Fluency in Basic Skills: Materials, Programs, and Approaches)

Evidence-Based Math Instruction (EAB: Applied Behavior Analysis), 31<sup>st</sup> Annual ABA Convention, Chicago, IL May 28<sup>th</sup>, 2005

Monitoring the Implementation of Evidence-Based Math Interventions – Atlanta, GA, 32<sup>nd</sup> Annual ABA Convention, May 29, 2006

Presenter – Council for Exceptional Children State Conference – Progress Monitoring – April 25, 2006 Lafayette, LA

Presenter - 28th International Conference on Learning Disabilities - topics "Monitoring Math Progress Using Curriculum-Based Measurement" & "Monitoring Reading Progress Using Curriculum-Based Measurement".  
TEACHING CONTENT TO ALL Institute for Preservice Educators, May 27th – May 31st, 2008 at the University of Kansas Center for Research on Learning - Lawrence, Kansas. Continued professional development and training in use of Strategic Instruction Model Content Enhancements and Strategies

**Grants (Funded or in submission):**

IDEA – General Education Initiative – Moving Kids Forward through the PAM & STEEP model  
Youth Leadership-Nurturing the Human Spirit by Investing in Our Youth  
Board of Regents Support Fund K-16 Partnerships for School Reform (K-16 PSR)  
IDEA General Education Initiative – Increasing Math Performance through CBM  
Professional Development Sites Initiative

**Professional Development:** PASSPORT Training; Folio Workshop (NCATE) Biloxi, MS 11/03; Aimsweb Presentation NSU 12/03; PT3 Training 03-04; CEC Convention (Folio Workshop Training), New Orleans, LA (April 6-9, 2004); Association for Applied Behavior International Convention, Boston, MA (May 2004)

**2005**

Enrollment at UNO for doctoral degree; Aimsweb Presentation 12/04 (Mark Shinn) – group facilitator; Presenter – Professional Development Day (Nicholls State University) 1/12/05 Differentiated Instructional Strategies

## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

### CURRENT AND PENDING SUPPORT

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

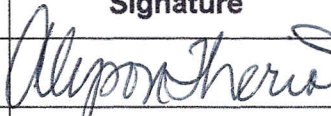
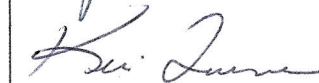

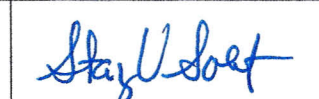
**NAME OF FACULTY:** Keri Turner

Status of Support: x Current      Pending      Submission Planned in Near Future			
Proposal Title (or Semester Teaching Support): Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge			
Source of Support: LaSIP/BOR			
Award Amount (or Monthly Teaching Rate): \$241,575.00      Period Covered: July 2011-June 2012			
Location of Activity: Nicholls State University			
Person-Months or % of Effort Committed to the Project:      Cal Yr 10% AY 66.67% Summer			
<hr/>			
Status of Support:      Current      Pending      Submission Planned in Near Future			
Proposal Title(or Semester Teaching Support):			
Source of Support:			
Award Amount (or Monthly Teaching Rate): \$      Period Covered:			
Location of Activity:			
Person-Months or % of Effort Committed to the Project:      Cal Yr      AY      Summer			
<hr/>			
Status of Support:      Current      Pending      Submission Planned in Near Future			
Proposal Title (or Semester Teaching Support):			
Source of Support:			
Award Amount (or Monthly Teaching Rate):      Period Covered			
Location of Activity:			
Person-Months or % of Effort Committed to the Project:      Cal Yr      AY      Summer			

**2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS**  
**Memorandum Of Agreement Among Partners**

<u>Nicholls State University</u> (Name of Sponsoring Institution or Institutions)	<u>Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge</u> (Project Title)
<u>Dr. Keri Turner</u> (Principal Investigator)	<u>Alyson Theriot</u> (Co- Principal Investigator)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of each of the partners listed below. This MOA documents the actual working partners who are responsible for contributing to the writing of the proposal, collecting and reporting data, and for the day to day success of the project.

Type of Partner	Name of Active Partner	Title	IHE or District & School	Signature
Teacher Preparation Program (Required)	Alyson Theriot	Co-PI	Nicholls State University	
Dept./School of Arts & Sciences (Required)	Keri Turner	PI	Nicholls State University	
High-need Local Education Agency/Agencies (LEA – Required)	Mary Mobley	English Language Arts / Reading First	Washington Parish	
Additional Targeted Partners	Stacy Solet	Elementary/Assessment & Testing Supervisor	Terrebonne Parish	


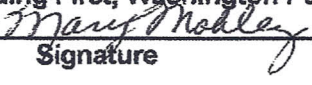
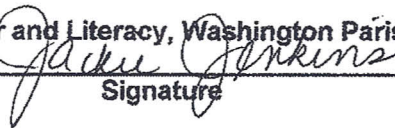


(Form 8 - 2012-13 LaSIP PD, Revised 7/2011)

## 2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

### Cooperative Planning Efforts

Describe the process of collaboration between the high-need LEA(s), other targeted schools, and the IHE(s) in determining the needs of the LEA(s) in planning and writing this proposal. The statement should be endorsed and dated by an official from each participating institution. In addition, Letters of Support must be included in the appendices of the proposal.

The project team met with the LEAs to determine needs while planning and writing this proposal. In order to do so, the team contacted targeted schools administration and superintendents, scheduled meetings, and met to discuss the needs of the schools. Various components of the planned project were discussed such as the focus on literacy strategies, the common core curriculum, and assessments. LEAs provided the team with valuable input concerning teacher content knowledge and pedagogy needs. LEAs also collaborated to create the Trainer of Trainer (TOT) component and to consider possible assessment tools for progress monitoring. The project team also collected information from the participants in the 2011-2012 project to discover possible changes and improvements of the project. The participants discussed literacy strategies that are the most valuable and should be covered and also needed content knowledge to implement the Common Core Standards.

- |  |  |           |
|--|--|-----------|
| 1. Mary Jones, <sup>Director</sup> Supervisor of Instruction, Washington Parish                  |    | 2/9/2012  |
| Typed Name, Title, Organization  | Signature  | Date      |
| 2. Mary Mobley, English Language Arts / Reading First, Washington Parish                         |  | 2/9/2012  |
| Typed Name, Title, Organization  | Signature  | Date      |
| 3. Jackie Jenkins, READ180 Coordinator and Literacy, Washington Parish                           |  | 2/9/2012  |
| Typed Name, Title, Organization  | Signature  | Date      |
| 4. Lois Carter, Principal Southdown Elementary, Terrebonne Parish                                |  | 2/10/2012 |
| Typed Name, Title, Organization  | Signature  | Date      |
| 5. Stacy Solet, Supervisor of Elementary Education (K-8)/Assessment & Testing, Terrebonne Parish |  | 2/10/2012 |
| Typed Name, Title, Organization  | Signature  | Date      |
| 6. 34 Teachers from Lafourche and Terrebonne   | See Sign In  | 2/4/2012  |
| Typed Name, Title, Organization  | Signature  | Date      |

(Form 9 - 2012-13 LaSIP PD, Revised 7/2011)

## WASHINGTON PARISH SCHOOL SYSTEM

P.O. BOX 587  
FRANKLINTON, LOUISIANA 70438  
(985) 839-3436 FAX # (985) 839-5464

February 7, 2012

Keri Turner, Ph.D.  
Associate Professor of English  
Nicholls State University  
901 East 1<sup>st</sup> Street  
Thibodaux, LA 70301

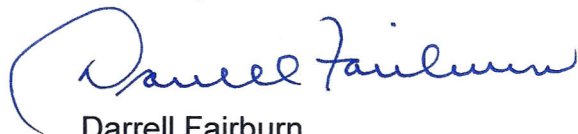
Dear Dr. Turner:

I enthusiastically complement you and your staff for offering the Washington Parish School System middle and high school teachers the opportunity to participate in the "Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge." As superintendent, I will encourage teams of teachers to participate in the Nicholls Louisiana Systemic Initiatives Program (LaSIP) 2012-13 professional development project.

In addition, I will support them in the implementation of strategies that will simultaneously increase students' content knowledge and reading and writing skills through learning communities, the use of research-based strategies appropriate to the intended goal, collaboration, and data-driven determination of the impact of student learning.

Please let me know if I can be of further assistance.

Sincerely,



Darrell Fairburn  
Superintendent

DF:sm

# Mt. Hermon School

Principal  
J. Reneé Burris

36119 Highway 38  
Mt. Hermon, LA 70450  
Phone (985) 877-5813 Fax (985) 877-4710

Assistant Principal  
Matthew Stogner

Dr. Kerry Davidson  
LaSIP Project Director  
P.O. Box 3677  
Baton Rouge, LA 70821-3677

Dear Dr. Davidson:

Dr. Keri Turner, project director of "Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge," has recently contacted me for collaboration and support of the 2012-2013 project at Nicholls State University. As principal of Mt. Hermon School, I fully support my teachers' participation in this project.

"Teaching What Matters" aims to focus on exactly what our students need: content literacy. The project will also include elements of our SIP while providing the teachers with content knowledge and support for implementing literacy strategies.

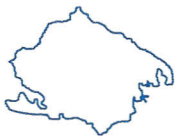
As a bonus, the teachers will also receive six graduate credit hours to further their education and receive classroom materials to implement the literacy strategies. The team from Mt. Hermon School will certainly benefit from this project as will the students they teach.

I will strongly encourage them to integrate the subject matter and strategies from the project in the classrooms and look forward to the collaboration between Mt. Hermon School and Nicholls State University.

Sincerely,



J. Renee Burris



**TERREBONNE PARISH SCHOOL BOARD**  
**P. O. BOX 5097**  
**HOUMA, LOUISIANA 70361**  
**Phone (985) 876-7400**  
**Fax (985) 872-0054**



February 6, 2012

Dr. Kerry Davidson  
LaSIP Project Director  
PO Box 3677  
Baton Rouge, LA 70821-3677

Ref: Teaching What Matters: Building Literacy Skills Using Content  
Reading and Writing Knowledge

Dear Dr. Davidson:

"Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge," directed by Dr. Keri Turner, Assistant Professor of English, and co-directed by Alyson Theriot, College of Education, is designed to increase middle and secondary school teachers' knowledge of the foundations of reading and writing in the content areas and their implementation of strategies that will simultaneously increase students' content knowledge and reading and writing skills.

This project includes the elements of learning communities, the use of research-based strategies appropriate to the intended goal, collaboration, and data-driven determination of the impact of student learning. The project also aligns with the Louisiana Literacy Plan, Louisiana Adolescent Literacy Plan, the Louisiana Comprehensive Curriculum, and reflects SIPs required by the LDOE.

Participants will receive direct instruction in content reading and writing knowledge needed to successfully implement the Common Core Standards and literacy strategies in the Louisiana Comprehensive Curriculum (LCC). Participants will increase content reading and writing knowledge, increase students' scores on EPAS,

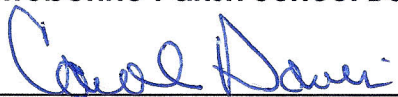
LEAP, and GEE assessments, create a four (4) month plan to implement content area reading and writing strategies, meet as study group teams to evaluate student work and monitor student progress, implement progress monitoring, and conduct two (2) one and one-half (1½) dissemination workshops.

Content area teachers teaching grades 3 through 12 in Washington and Terrebonne parishes are targeted for this project. The project will consist of a fifty (50) hour summer workshop in summer 2012, sixteen (16) hours of study group meetings at the school sites, three (3) hours of dissemination workshops during the school year, two (2) three (3) hour Saturday AY workshops, and a twenty (20) hour summer workshop in summer 2013.

The project aims to serve forty (40) participants, including six (6) content coaches. Teams of three or more from each school should apply. The entire project will total ninety-five (95) hours. Participants receive a stipend of \$30.00 per hour. Content coaches with teams of three or more from each school receive an additional \$1,000 stipend for effort during the academic year required in mentoring and observing the team members. Content coaches will also lead study group meetings and dissemination workshops. Nicholls State University is offering tuition exemption for six (6) credit hours. University fees must be paid in order to participate in the project.

Sincerely,

**Terrebonne Parish School Board**



Carol Davis, Assistant Superintendent

CD/dc

C: Philip Martin, Superintendent  
Art Joffrion, Supervisor of Federal Programs  
File

**SOUTHDOWN ELEMENTARY SCHOOL**  
**1124 St. Charles St.**  
**Houma, Louisiana 70360**

February 10, 2012

Dear Dr. Turner,

I am writing this letter in support of the project "Teaching What Matters: Building Literacy Skills using Content Reading and Writing Knowledge, a LaSIP/BOR/LA GEAR UP. Teachers who participated in this project are successfully utilizing effective, high quality instructional practices that is directly impacting student learning in their classroom. Student engagement has been an ongoing problem in our school. Our LaSIP teachers have been valuable assets in leading teacher meetings on the use of research-based learning strategies and content area writing techniques to increase the level of student engagement in our classrooms. .

Our LaSIP trained teachers also continuously seek to improve their professional skills by engaging and participating in professional development activities. They meet together with their LaSIP team as well as with other colleagues to discuss implementing and/or changing their instructional practices to meet the needs of the students. These teachers are also quite proficient at analyzing and utilizing data to drive instruction.

It is with great hope that this project receives appropriate funding in order to continue providing high-quality professional development for teachers. Funding of the LaSIP program is essential if we intend to prepare our students to be proficient readers and writers in this 21<sup>st</sup> century. In order for us to be success in this endeavor, we must first ensure adequate and successful preparation of our teachers.

Thank you for including our school in such a worthwhile project. We expect to see much student success on our state assessments due to the great job you and your staff has done in preparing highly qualified, well trained classroom teachers.

Sincerely,



Mrs. Lois F. Carter

Principal

Southdown Elementary School

[lcarter@tpsd.org](mailto:lcarter@tpsd.org)

**Oaklawn Jr. High School**  
**2215 Acadian Drive Houma, LA 70301**  
**(985) 872-3904**

Dr. Kerry Davidson

LaSIP Project Director

P.O. Box 3677

Baton Rouge, LA 70821-3677

Dear Dr. Davidson:

As a principal of Oaklawn Jr. High School in Terrebonne Parish, I will encourage teams of my school teachers to participate in the Nicholls State University's Louisiana Systematic Initiatives Program (LaSIP) 2012-13 professional development project titled Teaching What Matters: Building Literacy Skills Using Content Reading and Writing Knowledge.

Sincerely,



James Champagne

Oaklawn Jr. High School

**Rubric for Implementation Plan**

The implementation plan must score at least a 15 to be acceptable (over 80%).

**Appendix A Implementation Plan Rubric**

2	1	0
Details weekly implementation for at least four months	Provides reference to implementation for four months but does not provide weekly timeline specification	Does not provide a four-month timeline
Provides list of strategies with explanation of alignment to the LCC	Provides list of strategies but does not explain how they are aligned with LCC	Does not provide a list of strategies
Provides a direct connection to how the Common Core Standards will be addressed through the strategies being implemented	Provides reference to the Common Core Standards but does not provide explanation of how they will be implemented using the strategies	Does not provide reference to the Common Core Standards
Explains how team will use data to make research-based decisions during study group meetings	Explains that teams will meet but does not explain how data will be used	Does not address using data
Includes two reading strategies presented during the summer institute	Includes one reading strategy presented during the summer institute	Does not include a reading strategy
Includes two writing strategies presented during the summer institute	Includes one writing strategy presented during the summer institute	Does not include a writing strategy
Addresses strategies for incorporating Academic General Vocabulary (tier two words).	Addresses Academic General Vocabulary (tier two words) but does not address strategies to be used	Does not address Academic General Vocabulary.
Explains how the plan supports the School Improvement Plan	Discusses the School Improvement Plan but does not explain how the plan supports the SIP	The SIP is not referenced.
Explains how progress monitoring will be incorporated.	Explains that progress monitoring will be used but not how it is incorporated in the plan.	Does not address progress monitoring

**Appendix B Strategy Alignment Table**  
**Content Reading and Writing Strategies and Activities Aligned with**  
**ELA Content Standards and Louisiana's Reading and**  
**Language Competencies for Teachers**

Strategy/Activity	English Language Arts Content Standards	Reading Language Arts Competencies for New Teachers
<b>Word Study</b>		
<b>Meaning Vocabulary</b>		
Vocabulary Self-Collection Strategy	ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6	F.1.1, F.1.2, F.1.3, F.1.4, F.1.5, G.1.2
Semantic Mapping	ELA-1-M2, ELA-1-H2; ELA-2-M2, ELA-2-H1; ELA-4-M5, ELA-4-H5; ELA-5-M2, ELA-5-H2; ELA-5-M6, ELA-5-H6	F.1.1, F.1.2, F.1.3, F.1.4, F.1.5, G.1.2
List-Group-Label	ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6	F.1.1, F.1.2, F.1.3, F.1.4, F.1.5, G.1.2
Semantic Feature Analysis	ELA-1-M2, ELA-1-H2; ELA-1-M4, ELA-1-H4	F.1.1, F.1.2, F.1.3, F.1.4, F.1.5, G.1.2
Possible Sentences	ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6	F.1.1, F.1.2, F.1.3, F.1.4, F.1.5, G.1.2, G.1.5, H.3.2
Structured Overview	ELA-1-M2, ELA-1-H2; ELA-2-M2, ELA-2-H1; ELA-4-M5, ELA-4-H5; ELA-5-M2, ELA-5-H2; ELA-5-M6, ELA-5-H6	F.1.1, F.1.2, F.1.3, F.1.4, F.1.5, G.1.3, G.1.4, G.1.2
<b>Comprehending and Responding to Text</b>		
Directed Reading Activity	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-6-M2, ELA-6-H3; ELA-6-M3, ELA-6-H4	G.1.3, G.1.4, G.1.2
Directed Reading-Thinking Activity	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-6-M2, ELA-6-H3; ELA-6-M3, ELA-6-H4	G.1.3, G.1.4, G.1.2
Group Mapping Activity	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2, G.1.5
ReQuest	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5,	G.1.3, G.1.4, G.1.2

<b>Strategy/Activity</b>	<b>English Language Arts Content Standards</b>	<b>Reading Language Arts Competencies for New Teachers</b>
	ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	
Three-Level Guide	ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6	G.1.2
Selective Reading Guide	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-1-M5, ELA-1-H5	G.1.2
K-W-L Plus	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-2-M1, ELA-2-H1; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2, G.1.5, H.3.4
Anticipation-Reaction Guide	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-2-M5, ELA-2-H5; ELA-6-M2, ELA-6-H3; ELA-6-M3, ELA-6-H4; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2
Literature Response Groups	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-2-M5, ELA-2-H5; ELA-6-M2, ELA-6-H3; ELA-6-M3, ELA-6-H4; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2, G.1.3, G.1.4, G.1.5, H.3.2, H.3.4
<b>Writing and Responding to Text</b>		
Double Entry Journal	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5;	G.1.2, G.1.5
Learning Logs	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-3-M1, ELA-3-H1; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5;	G.1.2, G.1.5
Extended Writing	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-2-M3, ELA-2-H3; ELA-3-M1, ELA-3-H1; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5; ELA-5-M3, ELA-5-H3	G.1.2, G.1.3, G.1.4, G.1.5
Quick Writes	ELA-3-M1, ELA-3-H1	G.1.2, G.1.5
Role-Audience-Format-Topic (RAFT)	ELA-2-M2, ELA-2-H2; ELA-2-M4, ELA-2-H4; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5; ELA-4-M2, ELA-4-H2; ELA-5-M3, ELA-5-H3	G.1.2, G.1.3, G.1.4, G.1.5, H.3.2, H.3.3
Cubing	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-2-M1, ELA-2-H1; ELA-3-M1, ELA-3-H1; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5;	G.1.3, G.1.4, G.1.2, H.3.2
GIST	ELA-3-M1, ELA-3-H1; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5;	G.1.2, G.1.5, H.3.3
Guided Writing Procedures	ELA-2-M3, ELA-2-H3; ELA-2-M2, ELA-2-H2; ELA-3-M1, ELA-3-H1; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2, G.1.3, G.1.4, G.1.5, H.3.3
Inquiry Charts	ELA1-M2, ELA1-H2; ELA1-M3, ELA1-H2; ELA1-M4, ELA1-H4; ELA-2-M1, ELA-2-H1; ELA-2-M3, ELA-2-H3; ELA-3-M1, ELA-3-H1; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5; ELA-5-M3, ELA-5-H3; ELA-5-M5, ELA-5-H5; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2, G.1.3, G.1.4, G.1.5, H.3.3
Writing Workshops	ELA-2-M1, ELA-2-H1; ELA-2-M2, ELA-2-H2; ELA-2-M3, ELA-2-H3; ELA-2-M6, ELA-2, H6; ELA-3-M1, ELA-3-H1;	G.1.2, G.1.3, G.1.4, G.1.5,

<b>Strategy/Activity</b>	<b>English Language Arts Content Standards</b>	<b>Reading Language Arts Competencies for New Teachers</b>
	ELA-3-M2, ELA-3-H2; ELA-3-M3; ELA-3-M4; ELA3-M5, ELA 3-H5;	H.3.1, H.3.3
<b>Study Skills</b>		
Predict-Locate-Add-Notes (PLAN)	ELA-1-M5, ELA-1-H5; ELA-5-M3, ELA-5-H3	G.1.2, G.1.3, G.1.4, G.1.5
Prereading Plan (PreP)	ELA-5-M3, ELA-5-H3	G.1.1, G.1.2
Read-Encode-Annotate-Ponder (REAP)	ELA-1-M5, ELA-1-H5; ELA-5-M3, ELA-5-H3	G.1.2, G.1.3, G.1.4, G.1.5
Survey-Question-Predict-Read-Respond-Summarize (SQP2RS)	ELA-1-M5, ELA-1-H5; ELA-5-M3, ELA-5-H3	G.1.2, G.1.3, G.1.4, G.1.5, H.3.3
Survey-Read-Recite-Review (SQ3R)	ELA-5-M3, ELA-5-H3	G.1.1, G.1.2
Think-Predict-Read-Connect (TPRC)	ELA-1-M5, ELA-1-H5; ELA-5-M3, ELA-5-H3	G.1.1, G.1.2
<b>Collaborative Learning and Literacy</b>		
Group Reading Activity	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-6-M2, ELA-6-H3; ELA-6-M3, ELA-6-H4; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.3, G.1.4, G.1.2
Jigsaw I	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2, G.1.5
Jigsaw II	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2, G.1.5
Creative Thinking-Reading Activity	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-6-M2, ELA-6-H3; ELA-6-M3, ELA-6-H4; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2
Ask Something	ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-6-M2, ELA-6-H3; ELA-6-M3, ELA-6-H4; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2
Group Investigation	ELA-1-M2, ELA-1-H2; ELA-1-M3, ELA-1-H2; ELA-1-M4, ELA-1-H4; ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4	G.1.2, G.1.3, G.1.4, G.1.5, H.3.3

<b>Strategy/Activity</b>	<b>English Language Arts Content Standards</b>		<b>Reading Language Arts Competencies for New Teachers</b>
Cone of Experience	ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4		G.1.2
Text Sets	ELA-4-M1, ELA-4-H1; ELA-4-M2, ELA-4-H2; ELA-4-M3, ELA-4-H3; ELA-4-M4, ELA-4-H4; ELA-4-M5, ELA-4-H5; ELA-4-M6, ELA-4-H6; ELA-6-M2, ELA-6-H3; ELA-6-M3, ELA-6-H4; ELA-7-M1, ELA-7-H1, ELA-7-M2, ELA-7-H2; ELA-7-M4, ELA-7-H4		G.1.2
<b>Evaluating Instructional Materials</b>		<b>Assessment (Monitoring Performance)</b>	
Readability Formula	B.2.1, B.2.3, B.2.4, E.1.2	Informal Reading Inventory	B.2.1, B.2.2, B.2.3, B.2.4, E.1.2
Group Reading Inventory	B.2.1, B.2.3, B.2.4, E.1.2	Portfolios	B.2.1, B.2.2, B.2.3, B.2.4, E.1.2
Readability Checklist	B.2.1, B.2.3, B.2.4, E.1.2	Observation as an Assessment Tool	B.2.1, B.2.2, B.2.3, B.2.4, E.1.2
Cloze Testing	B.2.1, B.2.3, B.2.4, E.1.2	Developmental Inventory	B.2.1, B.2.2, B.2.3, B.2.4, E.1.2
Friendly Text Evaluation Scale	B.2.1, B.2.3, B.2.4, E.1.2	Interviews	B.2.1, B.2.2, B.2.3, B.2.4, E.1.2
Informal Assessments	B.2.1, B.2.2; B.2.3, B.2.4, E.1.2	Student Self-Assessment	B.2.1, B.2.2, B.2.3
Formal Assessments	B.2.1, B.2.2; B.2.3, B.2.4, E.1.2		