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Evidence-Based Reading Interventions for Middle and High School Teachers

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About this Professional Learning Module

Team Members: Brittany Evans, Beverly Hart, MaShonda Surrat

PLM Title: Evidence-Based Reading Interventions for Middle and High School Teachers

PLM Hours: May take 3 hours

PLM Link <https://sorplm22.wixsite.com/reading-intervention>

Description: The purpose of this professional learning module is to provide middle and high school teachers with the tools they need to intervene with students who are struggling to read. Throughout the module, leaders will learn about the research behind teaching foundational reading skills, how to assess for skills deficits, and how to intervene at the phonological awareness, phonics, and fluency levels. This module can be used individually for professional development. It should take approximately three hours to complete. Once the training is completed, an assessment will be given. Upon successful completion of the assessment, a certificate will be provided via e-mail. On the material for further study page, there are additional resources for each principle.

Subjects: science of reading, reading instruction, reading interventions, foundational reading skills, phonemic awareness, phonological awareness, phonics, fluency, struggling readers, middle school, high school

Terms of Use:

The learning cycle featured in this project is based on the STAR Legacy Cycle developed by the IRIS Center (2013; <http://iris.peabody.vanderbilt.edu/>) and based on the work of Dr. John Branford and colleagues (National Research Council, 2000).

About the Authors

Brittany Evans holds a Bachelor of Science in Elementary Education from East Carolina University (2011). She holds a Master of School Administration from East Carolina University (2019). Brittany is a doctoral candidate at Gardner-Webb University. She is interested in researching Science of Reading implementation at school and higher-education levels.

Brittany has been an educator since 2011 and holds licenses in the areas of Elementary Education (K-6), Reading, Curriculum Instructional Specialist, and School Administrator-

Principal. She was named Teacher of the Year for G. R. Whitfield School in 2016 and was nominated for Pitt County Schools Teacher of the Year the same year.

Brittany served as an Instructional Coach in a rural K-8 school in Pitt County, North Carolina, for three years before moving to the role of Assistant Principal within the same county.

Brittany is licensed in North Carolina and is an adjunct instructor at Gardner-Webb University, where she teaches pre-service teachers and candidates in the university's Teacher Assistant to Teacher program.

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Beverly Hart is an educator with 23 years of experience. During that time, she spent ten years serving as an Instructional Coach and Literacy Specialist. In 2020, she returned to the classroom as a teacher to reduce class size and offset the impact of the Covid-19 pandemic. She is currently a doctoral candidate at Gardner-Webb University. She is interested in research and early literacy development.

Beverly earned her Bachelor of Arts in Elementary Education from Lenoir-Rhyne University in 1998. She obtained a Master of Arts in Reading Education from Appalachian State University in 2007. She has held a National Board Certification in Early Elementary Education since 2005. She is endorsed as an Academic and Intellectually Gifted teacher and is a certified Keys to Literacy Coach. She served as a lead mentor for twelve years.

Beverly enjoys curriculum development and contracted with the National Geographic Society to develop social studies curricula around the Inquiry Design Model and the National Geographic Framework. She is involved with several professional organizations, including the Association for Supervision and Curriculum Development, The International Literacy Association and the Professional Learning Association.

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MaShonda Surratt holds a Bachelor of Science in Elementary Education from Limestone College (2005). She holds a Master of School Administration from Gardner-Webb University (2017). MaShonda is a doctoral candidate at Gardner-Webb University. She is

interested in researching and providing professional development for teachers based on the Science of Reading.

MaShonda has been an educator since 1999 and holds licenses in the areas of Elementary Education (K-6), Reading, and School Administrator- Principal. She was presented with an Agape Award for Graham Elementary in 2019. In 2018, she was recognized as a Distinguished Educator for Cleveland County Schools.

MaShonda served as a Title I Interventionist and Coordinator in a rural Pre-K through 4 school in Cleveland County, North Carolina, for three years before moving to the role of Assistant Principal within the same county.

MaShonda is licensed in North Carolina and is an assistant principal at Elizabeth Elementary a Pre-K through 5th-grade school.

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Videos:

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<https://www.youtube.com/watch?v=DssEAponAd8>.

ESC Region 13. (2022b, April 7). What is partner read and how does it improve reading fluency?. <https://www.youtube.com/watch?v=bMpG4uKYL4M>.

Reading Rockets. (2019, August 19). Linda Farrell: Learning multisyllabic words with silent "e" and vowel teams. <https://youtu.be/q8n4dkiHrSU>.

Reading Rockets. (2019, September 3). The simple view of reading. <http://www.youtube.com/watch?v=BhpHr3SC7hk>.

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Zaner-Bloser. (2020, October 15). The science of reading basics, part 3: Scarborough's reading rope. <https://youtu.be/JR7GbAHntQ4>.

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