

Just Read, Florida!
Professional Development
Transparencies

Florida K-12 Reading Endorsement
REESOL Bundle Inservice Training
Developing a Community of Learners

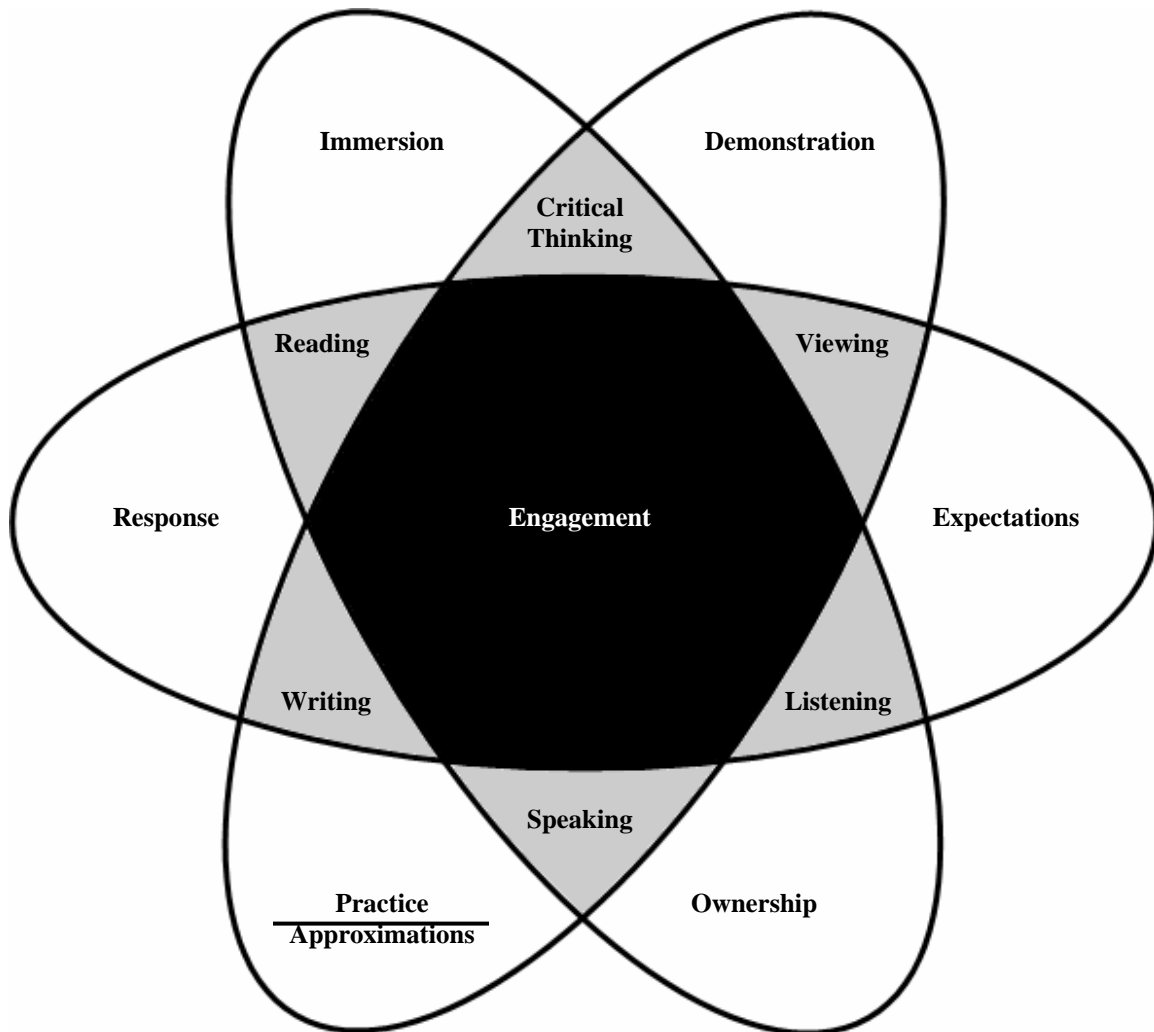


FLaRE is a Project of Just Read, Florida!

Preview

- Personal background and applicable education experiences
- REESOL bundle (220 hrs.)
- Conditions for co-learning
- Study groups
- Reading as a process

Conditions for Co-learning



Modified from "Breaking the Lore: An Alternative View of Learning" by Brian Cambourne, *Frameworks Theory into Practice*, 1991, by Lynn Langer Meeks, Ph.D., Consultant, English Language Arts, Idaho State Department of Education.

Definition of a Study Group

A study group is a small group of individuals who meet on a frequent and regular basis to explore the interests of the group based on the needs of the students.



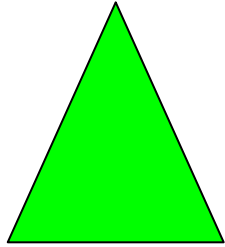
Types of Study Groups

- **Whole faculty study groups**
- **Small group (stand-alone)**
- **Grade or subject area study group**
- **Teachers from different schools or districts**
- **Student study groups**
- **Study groups earning college or in-service credit**
- **Forums**

Benefits of Study Groups

- Increase student learning
- Increase dialogue among faculty
- Increase synergy
- Positively affect attitudes
- Provide a support group
- Provide a framework for systemic, autonomous learning

Who Are Your Co-Workers?

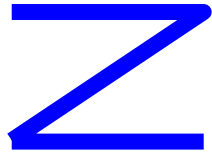


Intelligent

Change jobs often, with an average stay of 18 months

Need help with developing relationships (perhaps the result of moving a lot)

10% of the population



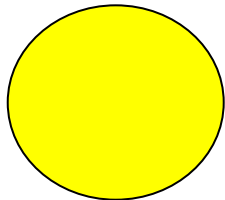
Creative, visual, innovative; full of ideas

Free spirit; tolerate and appreciate differentness

Lots of friends but maintain a few stable ones

Average stay at job 1.5 -3 years

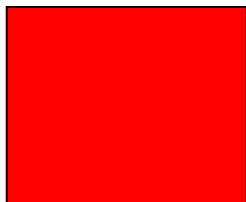
25% of the population



Emotional, warm, sensual

Prefer sameness with a little bit of spice

Average stay at job is 5-7 years



Honest, dependable, hard-working

Relish sameness – don't like or handle change well

Maintain long-term relationships

Average stay at job is 15 years

10% of the population

Creative Brain: Dr. Ned Herman

With Dialogue

- Different views are presented as a way of discovering a new perspective.
- There exists a free and creative exploration of complex, subtle issues.
- Deep listening occurs.
- One's views are suspended.
- Understanding is deepened.

Dialogue is “a stream of meaning flowing among and through us and between us. . . out of which may emerge some new understanding. . . . this shared meaning is the ‘glue’ or ‘cement’ that holds people and societies together. In a dialogue, nobody is trying to win. . .there is no attempt to gain points, or to make your particular view prevail. In dialogue, everybody wins.”

Bohm, D. (1996). *On Dialogue*. pp. 6-7

With Discussion

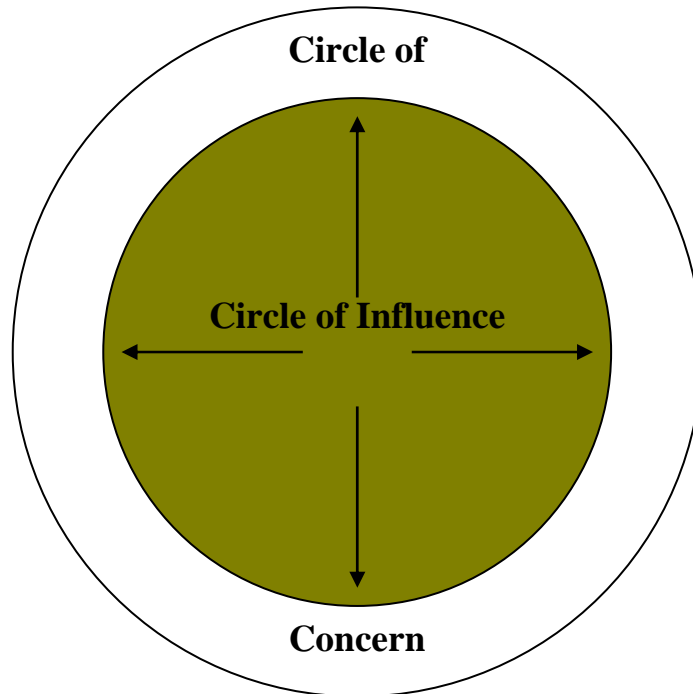
- Different views are presented and defended in search of the best view to support a decision.
- An issue is analyzed and dissected from many perspectives.
- Winning is usually the goal (one's view prevails) but must take second priority to coherence and truth.
- Decisions are made.

Discussion is “to break things up. It emphasizes the idea of analysis, where there may be many points of view, and where everybody is presenting a different one—analyzing and breaking up. Discussion is almost like a ping-pong game, where people are batting the ideas back and forth and the object of the game is to win or to get points for yourself. Possibly you will take up somebody’s else’s ideas to back up your own—you may agree with some and disagree with others—but the basic point is to win the game.”

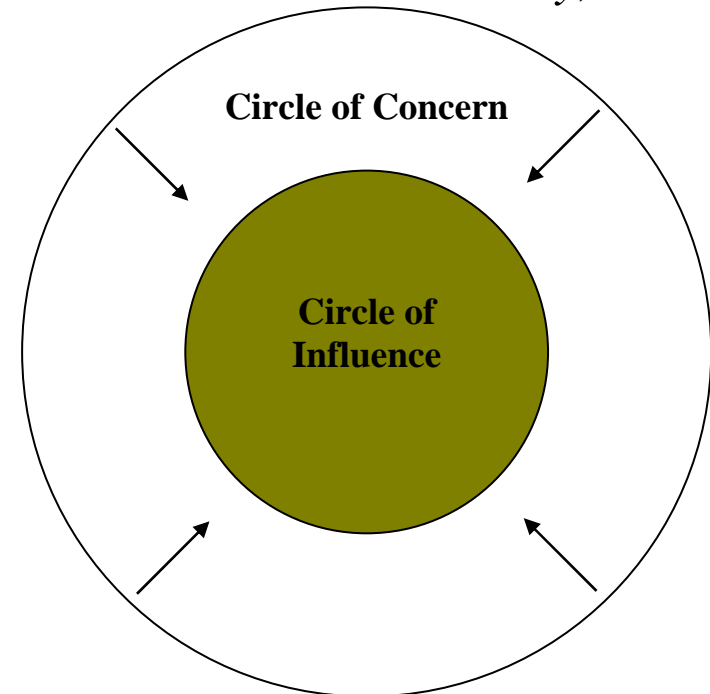
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Circle of Influence

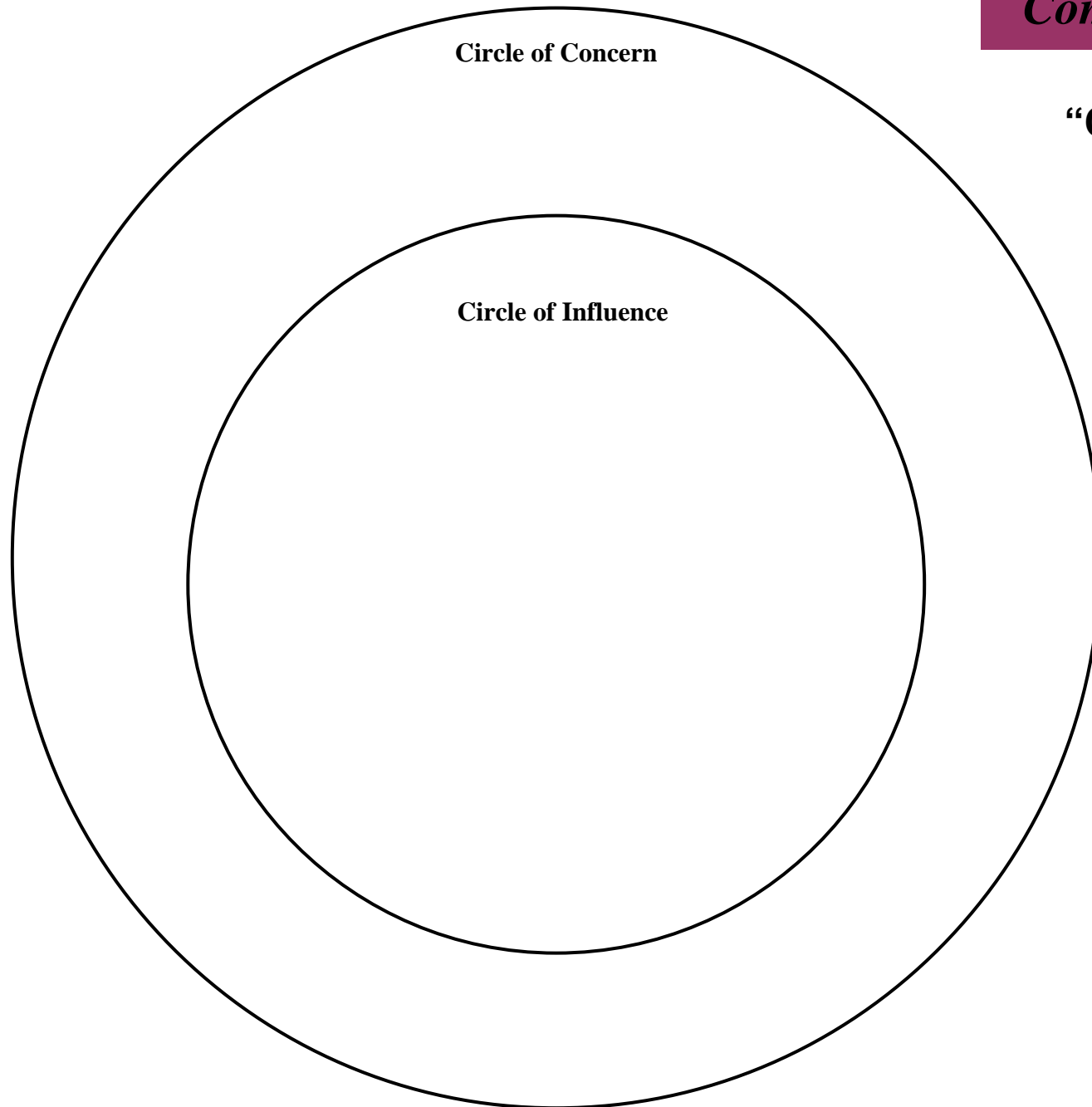
Covey, 1989



PROACTIVE FOCUS
(Positive energy enlarges the Circle of Influence)

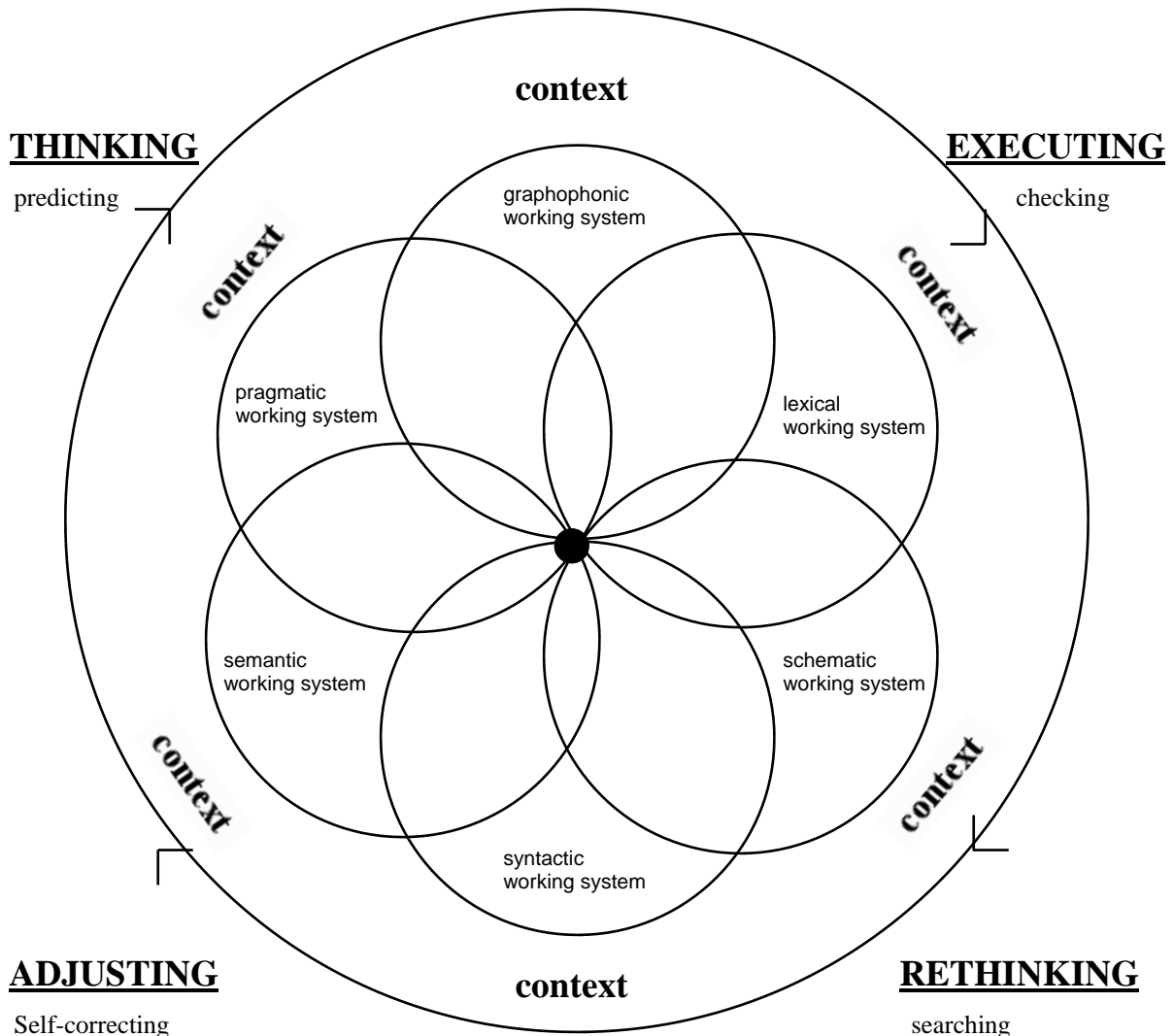


REACTIVE FOCUS
(Negative energy reduces the Circle of Influence)



“Circle of Influence”
Covey, 1989

A Model of Reading as a Process



- **comprehension and fluency are paramount**
- **working systems may create new sources of information**
- **phonemic awareness, phonics, vocabulary, comprehension and fluency are embedded in context**
- **feedforward (predicting and anticipating) makes the process efficient**
- **feedback (checking, searching, and self-correcting) makes the process effective**
- **working systems are transformational**

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