



Administrators' Pre-Training Information Webinar

Welcome!

Becki Lemke

Agenda

Welcome

State reading data

Overview of STAR training

Keys to success

Questions

Next steps

Statewide Data

- ABE Level 3: 488 Participants
 - **65.6 average hours**
 - **33.8% with MSG**

- ABE Level 4: 483 Participants
 - **59.0 average hours**
 - **41.1% with MSG**

What is STAR?

STAR is professional development
to help you implement
evidence-based reading instruction
(EBRI)
with your **intermediate level readers**
(GLE 4.0 – 8.9, NRS levels 3 and 4).

STAR and WIOA

STAR meets the requirements outlined in WIOA Section 223 in which states must -

- Establish or operate high quality professional development programs to improve adult education instruction around the **essential components of reading**
- Develop and disseminate instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate including **reading...**

STAR and WIOA

STAR is part of the South Dakota Unified State Plan:

- “South Dakota leadership monies will support...funding for evidence-based reading instruction (STAR)” p. 89

STAR and High-quality PD

Features of Effective Professional Development	Use of the Feature in STAR Training
Focusing on a specific curriculum content (e.g., literacy, math, science)	STAR focuses on reading instruction for intermediate level adult readers.
Providing opportunities to design and try out what is being recommended	After participants learn about diagnostic assessment and evidence-based instruction techniques in the modules they complete assignments requiring them to practice using the techniques with their students.
Supporting collaboration among participants	STAR training includes several program team meetings and program portfolios where participants from the same program share their work as a way to share and support each other. A cohort discussion board is also included so participants can ask questions and share ideas with participants from other programs in the training.
Providing models and modeling of effective practice (e.g., videos, lesson plans)	STAR training includes classroom videos and sample lesson plans to model diagnostic assessment and evidence-based instructional techniques.
Providing coaching and expert support	Certified trainers provide support throughout STAR training. In section 3 each teacher is supported by a coach who observes during instruction and assists the teacher in reflecting and identifying next steps in implementation.
Providing opportunities to reflect and ask for feedback	STAR participants practice the new diagnostic assessment and evidence-based instructional techniques in their classrooms and answer reflection questions in their online program portfolio where they receive feedback from their trainer and from others in their program. Two face-to-face meetings provide opportunities for participants to discuss their reflections and get feedback from their trainer and other participants.
Including adequate time to learn, practice, and reflect	STAR training takes place over a period of about 9 months. Participants are guided through cycles of learning new diagnostic assessment and evidence-based instructional techniques, practicing in their classrooms, and reflecting on their experiences.

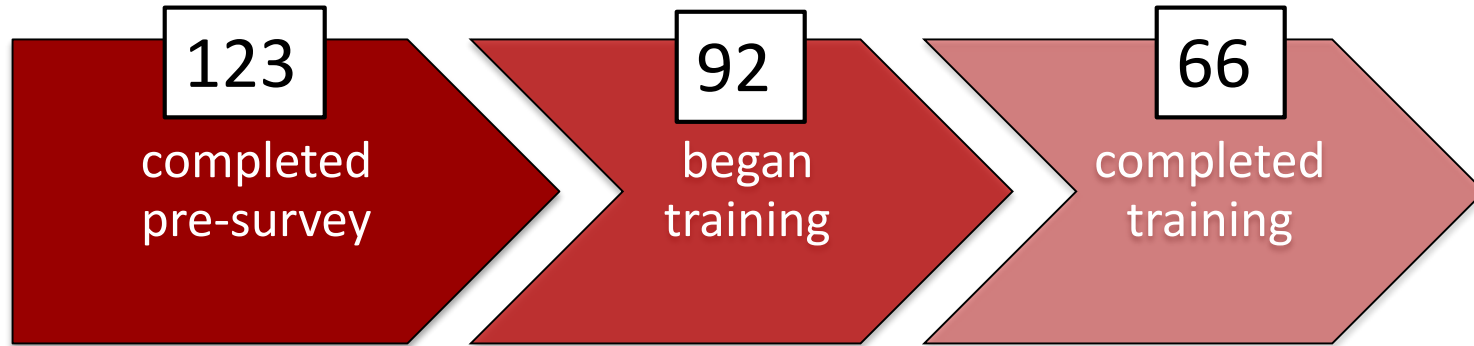
STAR, CCRS, HSE and Career Pathways



Training Delivery

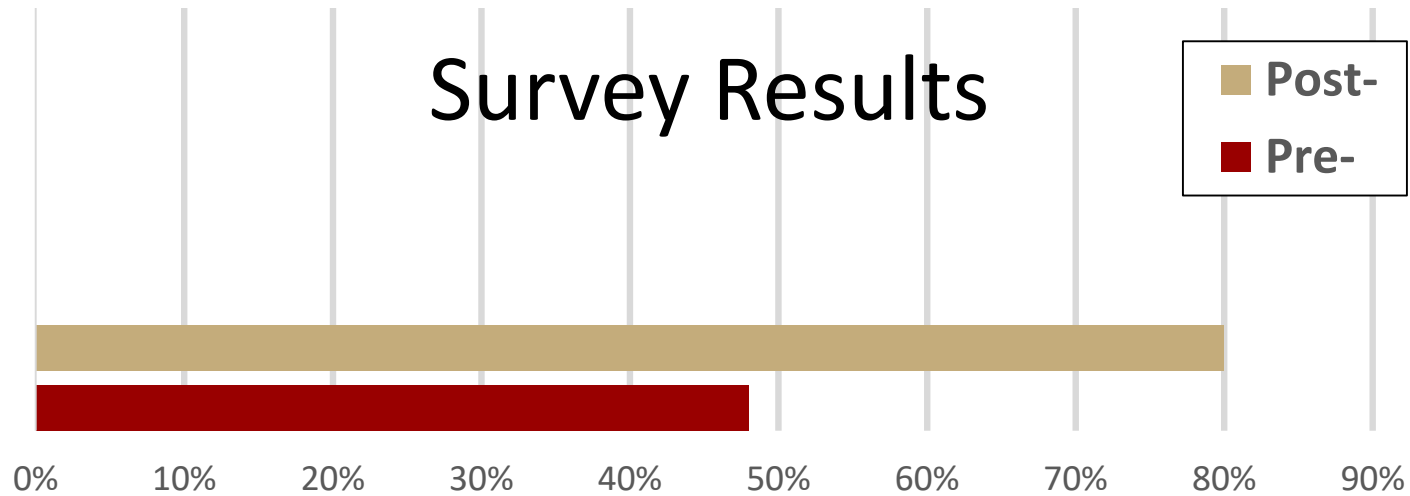
- 30 interactive online learning modules and portfolio assignments
- Two, one-day in-state problem solving sessions
- Flipped classroom approach

Retention Results



Overall Retention Rate = 72%

Impact on Knowledge and Beliefs



Understanding of EBRI Techniques and Skills:

- Pre-Training: 48%
- Post-Training: 80%

Impact on Instruction

Before
Training

- Participants were unfamiliar or inexperienced with half the practices in the training

After
Training

- Nearly all participants were familiar with practices and many had begun integrating them into their teaching

Participant Satisfaction Results



believe training gave them opportunities to apply their learning



were satisfied with the training



felt their time in online and face-to-face training was used effectively



found the online and face-to-face training engaging

In the STAR Project you will learn

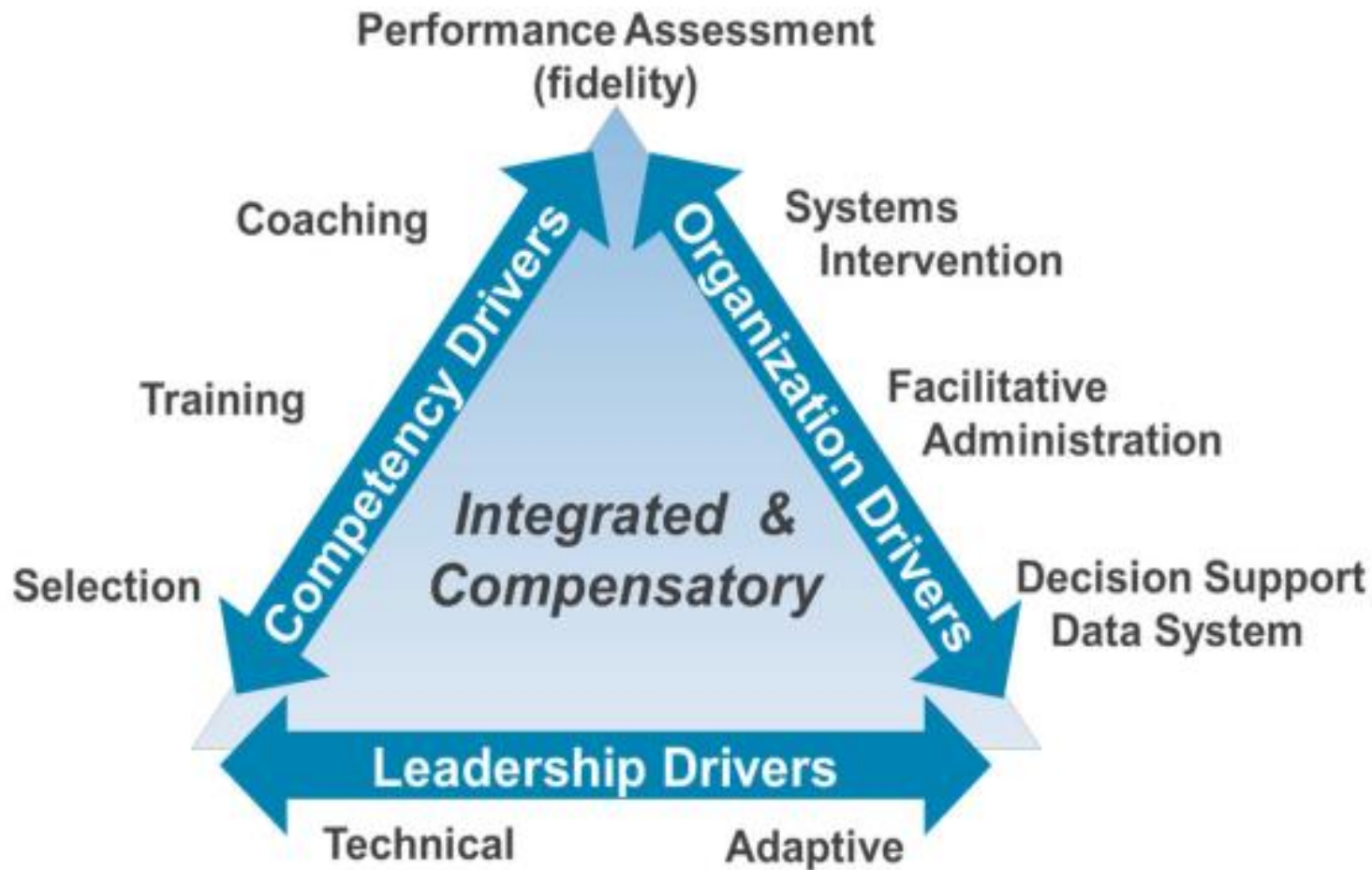
- ✓ How to conduct diagnostic reading assessment
- ✓ How to identify instructional priorities for each student and group students based on diagnostic assessment results
- ✓ Evidence-based techniques for reading instruction
- ✓ How to create a classroom instructional routine

Change will be Needed for Implementation

- Time and space will be needed for diagnostic assessment
- Teachers will need time for direct instruction
- Teachers may need additional planning time to get started

The role of the state and program leaders is to identify and make the changes necessary to support implementation

Implementation Drivers



Training Overview

Section 1 (February - April)

What is EBRI?

Diagnostic assessment

Section 2 (April - June)

Evidence-based instructional techniques

Section 3 (July - September)

Creating an instructional routine

Next steps

Keys to Success

- ✓ Leadership
- ✓ Flexibility to change
- ✓ Support the completion all modules and assignments
- ✓ Support of a coach

Questions



Next Steps

1. Training registrations due by December 14, 2018.
Register at
<https://goo.gl/forms/z3NZ53U4HZFKccIE2>
2. Kickoff webinar March 1, 2019 2:30-4:00 Central time
3. Face-to-Face #1 April 11, 2019
4. Face-to-Face #2 July 8, 2019 (Summer Summit)
5. Coaches' webinar August 2, 2019