

STEPS FOR FACILITATING SESSION THREE

Objectives: By the end of this session, participants will be able to...

- Explain the reasons and identify tools for assessing and profiling adult readers' skills.
- Utilize activities for introducing adult learners to the four components of reading instruction.
- Propose steps they will take next for teaching reading to adults.
- Analyze the supports and constraints they may face as they take steps to change how they teach reading to adults.
- Generate a plan for the group's next steps.

Time: 3½ hours

Preparation:



NEWSPRINTS (Prepare ahead of time: Underlined in the steps)

___ Session Three Objectives

___ Session Three Agenda

___ Discussing the ARCS and Component Skills/IALS Studies (NOTE: The questions listed in this newsprint can also be used for the alternative activity involving the ARCS Study video.)

___ Taking Next Steps: Supports and Constraints

___ Ideas for Our Group's Next Steps

Newsprints from Session One:

___ Alphabetic, Fluency, Vocabulary, and Comprehension (four separate newsprints)

___ What I Hope to Get from the Study Circle



HANDOUTS (Photocopy ahead of time: *Italicized* in the steps)

___ Some Examples of Next Steps for a Plan of Action

___ List of Reading-Related Web Sites

MATERIALS

- ___ 4" x 6" sticky-note pads (or blank strips of paper)
- ___ blank newsprint sheets
- ___ newsprint easel
- ___ markers, pens, tape
- ___ the Adult Reading Component Study Video
- ___ sticky dots

Steps:

1. WELCOME, SESSION THREE OBJECTIVES, AND AGENDA

(10 MINUTES)

Another Idea

Ask if any participants tried to explicitly address one of the components of reading instruction with students. If so, invite them to share their experiences with the group.

- **Welcome participants back to the study circle.** If the group is fairly large and a significant amount of time has passed since the last meeting, you may want to ask participants to re-introduce themselves.

Ask each participant to share a thought or question they have about teaching reading to adults.
- **Post the newsprint Session Three Objectives.** Go over the objectives briefly with the group.

Session Three Objectives

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- Explain the reasons and identify tools for assessing and profiling adult readers' skills
- Utilize activities for introducing adult learners to the four components of reading instruction
- Propose steps you will take next for teaching reading to adults
- Analyze the supports and constraints you may face as you take steps to change how you teach reading to adults
- Generate a plan for the group's next steps.

- **Post the newsprint Session Three Agenda.** Describe each activity briefly. Ask if people have any questions about the agenda.

Session Three Agenda

- Welcome, Session Three Objectives, and Overview of Agenda (Doing)
- Assessing and Developing Reading Profiles of Adult Learners
- Discuss the Usefulness of *Understanding What Reading Is All About*
- Making an Individual Plan of Action
- Taking New Steps: Supports and Constraints
- A Plan for Our Group
- Final Evaluation

2. ASSESSING AND DEVELOPING READING PROFILES OF ADULT LEARNERS

(60 MINUTES)

- **Explain to participants** that the purpose of the next activity is to discuss research about the specific reading profiles of adult learners and to look at one resource for developing profiles of adult learners with whom they work. *If you want the group to view the Adult Reading Component Study video instead of doing the small group discussion activity, this is the time to do so. See Another Idea.* ➡
-  **Refer participants to two readings assigned for session three: Adult Reading Components Study (ARCS): NCSALL Research Brief and The Relationship of the Component Skills of Reading to Performance on the International Adult Literacy Survey (IALS): NCSALL Research Brief.** Ask them to form small groups according to the categories of learners in the study:
 - Teachers of adults with GED/Pre-GED reading skills

Another Idea

Instead of dividing into small groups to discuss the research, show the NCSALL ARCS Study video (on DVD) to the whole group. You will need a TV and DVD player, OR a computer that can play DVDs and a projector. The video takes about 25 minutes. At the end of the video, use the questions in this activity to lead a whole group discussion about the ARCS study, the Component Skills/IALS study, and the Reading Profiles Web site.

Note to Facilitator

If participants teach more than one type of learner, ask them to join the group that corresponds to the type of learner for whom they are most interested in improving reading instruction. If there is only one person in a particular group, ask her/him to join another person, pair, or group.

- Teachers of adults with intermediate reading skills
- Teachers of adults with low-level/beginning reading skills
- Teachers of ESOL students

Groups should have no less than three members, so you may need to negotiate the groups until they are formed.

- **Post the newsprint Discussing the ARCS and Component Skills/IALS Studies.** In their small groups, ask participants to spend 40 minutes to discuss the ARCS and Component Skills/IALS studies, guided by the questions on the newsprint.

Discussing the ARCS and Component Skills/IALS Studies

- What questions do you have about the research findings from the ARCS Study? From the Component Skills/IALS? (Try to answer your questions among your group.)
- Do you agree with the implications presented in the study? Why or why not?
- What might these implications mean for your teaching?
- How do you think these findings fit with the different models of reading instruction (skills-based, comprehension-driven, and integrated)?

- **After 40 minutes, bring the small groups back together as a whole group.** Ask each small group to say a few sentences highlighting what was covered in their discussion.
-  **Ask participants to pull out the Reading Assigned for Session Three: Assessment Strategies and Reading Profiles (introduction to the ARCS Web site)** (a NIFL-supported Web site based on the ARCS), which is meant to help teachers take information they may have about learners and develop reading profiles that may provide

direction for instruction. Ask how many participants had the opportunity to visit the Web site. Ask those participants who went to the ARCS Web site to talk about what they found there.

- **Facilitate a whole-group discussion for 15 minutes**, using the following questions as a guide:
 - ? *Given your own teaching situation, how might this Web site be helpful to planning instruction for the learners with whom you work?*
 - ? *What would support you or hinder you from using this Web site?*
 - ? *What additional information do you need, and how might you find it?*

3. DISCUSS USEFULNESS OF THE *UNDERSTANDING WHAT READING IS ALL ABOUT TEACHING MATERIALS* (10 MINUTES)

- **Refer participants to the Reading Assigned for Session Three: Introduction to *Understanding What Reading Is All About Teaching Materials*.** Explain that these are actual lesson plans they can use in their classes to help adult learners understand the reading process. Some adult learners think that reading is a mysterious process, or that it's about "being smart." Most do not know that it is a set of skills and practices that, while used as a whole in everyday reading, can be broken down into areas to concentrate on as they're learning to read. These teaching materials allow adult learners to think metacognitively about reading itself. Research indicates that learners who have a metacognitive understanding of reading may be more successful at reaching their goals for reading.
- **Facilitate a brief discussion in the whole group** about these materials, using the following questions as a guide:
 - ? *What are some of the advantages of helping adult students to understand the components of the reading process?*

? *What are some of the disadvantages of helping adult students understand the components of the reading process?*

- **Remind participants that they can get the complete teaching materials guidebook at the NCSALL Web site:** www.ncsall.net.

BREAK (15 minutes)

4. MAKING AN INDIVIDUAL PLAN OF ACTION

(45 MINUTES)

Another Idea

Conduct a brainstorming session with the entire group to generate this list of action steps.

- **Tell participants that, in this next activity, they will be working in pairs to develop the next steps they would like to take for teaching reading to adults in their own instructional setting or program.** Suggest that, for example, one step could include learning more about reading research. Tell them they will have 20 minutes to work on their lists.
- **Repost the four newsprints from Session One, Alphabetics, Fluency, Vocabulary, Comprehension,** for participants to review to inform their next steps. Also, ask participants to refer to the Reading Assigned for Session Three: **Selections from the Adult Reading Toolkit: Fluency, Vocabulary, Decoding, Comprehension,** which provide some specific strategies for instruction related to improving fluency, vocabulary, decoding, and comprehension skills. Participants may get some concrete ideas for next steps to take in their classrooms from these readings.
-  **Hand out** *Some Examples of Next Steps for a Plan of Action*. Explain that these are some examples of “next steps” that participants/teachers in other study circles have generated. Give participants a few moments to read them silently.

- **Divide the whole group into pairs**, preferably pairing teachers who teach in the same context (e.g., two ESOL teachers, two GED teachers, etc.). Explain that they will have 20 minutes to make an individual plan for the next steps or actions. Each teacher should make some notes on paper. Remind participants that they will be asked to share something from their plan with the whole group.
- **After 20 minutes, reconvene the whole group.** Ask the first pair to read aloud one idea for next steps, then write it on newsprint (paraphrasing for the newsprint may be necessary). Ask the next pair to read aloud one idea, then add that idea to the newsprint list. Continue around the group, going back to every pair until a list of all the ideas that participants wish to share has been written on the newsprint.
- **Have participants consider the help they may need to implement the next steps;** for example, materials, resources, contact with other teachers, etc. Encourage discussion about ways to get supports that are needed.
- Revisit what participants wanted to get out of this study circle by **reposting the newsprint from Session One** What I Hope to Get from the Study Circle. Talk about the extent to which these hopes were met. If not met, could any of them be addressed by adding something to “Next Steps?”
-  **Distribute the handout** *List of Reading-Related Web Sites*, and suggest that participants look at these Web sites for additional resources, particularly if one of their next steps calls for finding more information.

5. TAKING NEXT STEPS: SUPPORTS AND CONSTRAINTS (30 MINUTES)

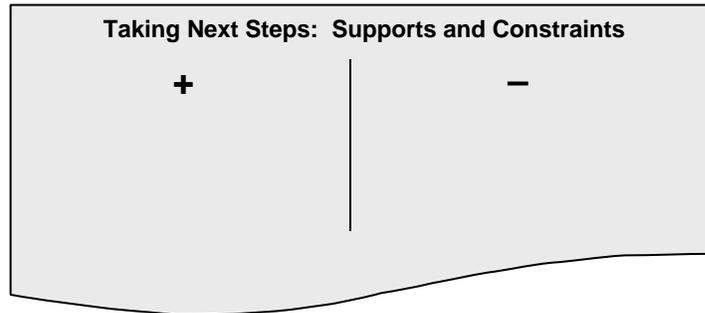
- **Explain that the next activity is called a “force field analysis.”** It will help them to brainstorm and strategize

about how to deal with those factors that would hinder or support them in implementing their next steps.

- **Post the newsprint** Taking Next Steps: Supports and Constraints.

Another Idea

To provide an opportunity to get ideas across teaching contexts, briefly explore constraints or supports that are common to all the work environments. Ask if individuals outside that context have thoughts on decreasing constraints or increasing supports.



- **Ask the group to brainstorm the constraints (factors that hinder) they may face when taking their next steps for teaching adults to read.** These may be classroom constraints, program constraints, lack of time to prepare lessons, or policy constraints. Write each constraint mentioned under the “minus” sign on the right side of the newsprint. Take no more than five minutes to list constraints.
- **Then, ask the group to brainstorm all of the supports (factors that help) for taking their next steps.** Write these on the left side of the newsprint under the “plus” sign.
- **Lead a discussion with the whole group about how constraining forces could be reduced, and how supporting forces could be increased.** This discussion should be based on the notion that many constraining forces cannot be removed or eliminated (such as lack of time) but, rather, may be reduced or lessened through actions the teachers or their programs can take.

6. A PLAN FOR OUR GROUP

(30 MINUTES)

- **Post the newspaper Ideas for Our Group's Next Steps.**
Explain that now that the individual participants have plans for what they will do when back in their classrooms and programs, the group should make a plan about its next steps.

Ideas for Our Group's Next Steps

- Schedule a follow-up meeting to share what happened when participants implemented their individual plans.
- Organize an e-mail list so participants can stay in touch and share ideas.
- Summarize what the group learned—something practical—that can be shared with other practitioners or policymakers in its programs or in the state, such as:
 - A list of the group's most preferred reading strategies, discussed during this study circle
 - A list of policy or program structure changes that would better support teaching reading to adults

- **Ask the group members if they want to add other ideas to this list for the group to consider.** Write them up on the newspaper. When the list is complete, suggest to the group members that they choose one or two to implement, and that you will use “dot” voting to do this.
- **Hand out a sticky “dot” to each participant** and ask them to put their dot next to the idea they would most like the group to do. If they don't want to do any of the activities, they should not put their “dot” on the newspaper.
- **Lead the group in organizing its choice:**
 - If the group chose to schedule a follow-up meeting, set the date, time, and place for the meeting, and brainstorm an agenda for the meeting. Determine

Note to Facilitator

If the group chooses to schedule a follow-up meeting or an e-mail list, then the third option—producing a summary—can be done at the follow-up meeting or via e-mail. If the group decides not to meet again, participants could brainstorm a summary in the next few minutes.

who will definitely be coming and who will take the responsibility to cancel the meeting in case of bad weather.

- If the group chose to organize an e-mail list, pass around a sheet for everyone to write his/her e-mail address. Decide who is going to start the first posting, and discuss what types of discussions or postings people would like to see (e.g., questions about how to try out something in their classroom, describing what happened after they tried it, sharing other resources they might find about reading instruction, etc.).
- If the group chose to produce a summary of what they learned or a list of strategies or policy changes, put up a blank sheet of newsprint and start the brainstorm. When the brainstorm is finished, have participants decide as a group what they want to do with the list (e.g., someone type it up and send around to people so they can share it with other teachers in their program; send it to the State Department of Education to reprint in the state newsletter; send it with someone's program director to the next statewide directors' meeting; forward to the next reading study circle organized by the state, etc.).

7. FINAL EVALUATION

(10 MINUTES)

- **Ask each person individually to comment on the most useful idea or concept** they will walk away with from this study circle.
- **Then ask if participants have suggestions for improving the study circle.** These suggestions may be related to:
 - *Process* (e.g., the activities, the way readings were organized, etc.)

- *Content* (e.g., the specific readings chosen, the clarity or richness of the readings or handouts, the focus of the discussions, etc.)
- **Take notes** as people talk so that you can adapt or adjust the next study circle. Feel free to add your own suggestions.
- **Refer participants to the NCSALL Web site** (www.ncsall.net) for further information. Point out that NCSALL publications may be obtained by contacting NCSALL at World Education: ncsall@worlded.org.
- Thank everyone for coming and participating in this study circle.

Quick Reference Sheet for Facilitating Session Three	
1. Welcome, Session Three Objectives, and Agenda	<i>10 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Post newsprints; review. 	
2. Assessing and Developing Reading Profiles of Adult Learners	<i>60 mins., SMALL GROUP then WHOLE GROUP (if discussion) 60 mins., WHOLE GROUP (if video)</i>
<ul style="list-style-type: none"> • Refer to two readings: ARCS Research Brief and Component Skills/IALS Research Brief. • Form small groups according to the type of students participants teach. • Post the newsprint <u>Discussing the ARCS and Component Skills/IALS Studies</u>; spend 40 minutes in small groups discussing the research. • Regroup; brief report on highlights from each smaller group. • Refer to reading: Assessment Strategies and Reading Profiles (introduction to the ARCS Web site). • Whole group discussion: <ul style="list-style-type: none"> ? <i>Given your own teaching situation, how might this Web site be helpful to planning instruction for the learners with whom you work?</i> ? <i>What would support you or hinder you from using this Web site?</i> ? <i>What additional information do you need, and how might you find it?</i> <p>OR</p> <ul style="list-style-type: none"> • Show ARCS Video (25 minutes); whole group discussion using questions on newsprint and in guide for this activity. 	
3. Discuss Usefulness of the <i>Understanding What Reading Is All About Teaching Materials</i>	<i>10 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Discuss importance of metacognitive understanding of reading. • Whole group discussion: <ul style="list-style-type: none"> ? <i>What are some of the advantages of helping adult students to understand the components of the reading process?</i> ? <i>What are some of the disadvantages of helping adult students to understand the components of the reading process?</i> 	
15–Minute Break	

Quick Reference Sheet for Facilitating Session Three

4. Making an Individual Plan of Action	<i>45 mins., PAIRS, then WHOLE GROUP</i>
<ul style="list-style-type: none"> • Repost newsprints <u>Alphabetics</u>, <u>Fluency</u>, <u>Vocabulary</u>, <u>Comprehension</u> from Session One; refer to reading Selections from the Adult Reading Toolkit: Fluency, Vocabulary, Decoding, Comprehension; hand out <i>Some Examples of Next Steps for a Plan of Action</i>; review. • Divide into pairs by teaching context; give pairs 20 minutes to make individual plan of action or next steps; come back ready to share one idea for steps. • Regroup; go round robin, pair to pair, hearing one step and recording on newsprint, until all of the ideas participants wish to share are listed. • Repost newsprint <u>What I Hope to Get from This Study Circle</u>; ask them if goals met, consider what else they need. • Distribute the handout <i>List of Reading-Related Web Sites</i>. 	
5. Taking Next Steps: Supports and Constraints	<i>30 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Post the newsprint <u>Taking Next Steps: Supports and Constraints</u>. • Conduct force field analysis (brainstorm supports, brainstorm constraints, strategize how to increase supports and reduce constraints). 	
6. A Plan for Our Group	<i>30 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Post the newsprint <u>Ideas for Our Group's Next Steps</u>. • Ask if any new ideas; list. • Dot vote. • Take action on their choice (set up follow-up meeting, brainstorm summary, set up e-mail list, etc.). 	
7. Final Evaluation	<i>10 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Ask each individual to comment (no more than one minute) on most useful concept they got from study circle. • Ask for suggestions (process, content) for improving study circle. • Remind them of NCSALL Web site (www.ncsall.net); thank them for participating. 	

Materials to Hand Out in Session Three

CONTENTS

Handouts for Session Two

Handout : *Some Examples of Next Steps for a Plan of Action*

Handout : *List of Reading-Related Web Sites*



Some Examples of Next Steps for a Plan of Action

The following examples were generated by teachers and participants in previous Reading Study Circles:

- Locate more skills-based materials that are adult oriented
- Design a new intake form that gets more information about the learner as a reader
- Read aloud to my students
- Learn more about comprehension strategies and teach learners to use them
- Increase learners' awareness of alphabets and phonics
- Learn more about guided and repeated oral reading strategies
- Gather examples of interviews used by other programs to develop learner profiles
- Learn more about teaching techniques for introducing the four components to learners



List of Reading-Related Web Sites

1. **LINCS: Literacy and Learning Disabilities Special Collection:**

http://ldlink.coe.utk.edu/teacher_tutor.htm

2. **NCSALL *Focus on Basics*:** All articles related to reading:

www.ncsall.net/index.php?id=91

3. **EFF Toolkit:**

<http://cls.coe.utk.edu/efftlc/>

- Look at pages on Examples: Read with Understanding:
<http://cls.coe.utk.edu/efftlc/examples.htm>
- Look at pages on Standards, Reading with Understanding:
http://cls.coe.utk.edu/efftlc/pdf/01Read/pg_0001.htm
- Look at Supports, Reading Strategies:
http://cls.coe.utk.edu/efftlc/support_reading_strategies.htm

4. **The National Institute for Literacy Partnership for Reading site:** Strategies that are successful with children (and might be adapted for use with adults):

www.nifl.gov/nifl/pfr.html

NOTE TO FACILITATOR: SUGGESTIONS FOR ORGANIZING A FOLLOW-UP SESSION

If your group decides to meet again for a follow-up session, here are some suggestions for how to organize that session.

- **Suggest to the group that they choose a date for a follow-up session** that is far enough in the future so that participants have a chance to try something out in their classroom related to what they learned in this study circle (that is, to implement part of their individual plan) but not so far in the future that participants lose the “thread” or drift away from the work. A follow-up date of six to eight weeks is probably ideal.
- **Suggest to the group that participants should come to the follow-up session prepared to talk about what they did and what they learned from it.** In other words, rather than have a follow-up session simply to talk more about the research, the follow-up session could focus on sharing what participants have done and learned in implementing their individual plans.
- After Session Three but before the follow-up session, **send participants the following guiding questions for preparing to come and talk about what they may have tried** in their classrooms related to reading instruction. These questions could serve as a format for a written or oral update of teachers’ experiences.
 1. What specific research finding related to reading instruction prompted you to try a new strategy in your classroom or program?
 2. Why did this research finding particularly interest you?
 3. In brief, what did the research finding recommend as an effective practice or policy?
 4. What instructional or program strategy did you decide to implement, based on this finding?
 5. How did you implement the strategy? What, specifically and step-by-step, did you do in your classroom or program?

6. What was the outcome of the strategy for the learners, for the program, and for you? What did you learn and what do you think the adult learners got from it?
 7. What do you plan to do next?
- **Ask participants either to come prepared to talk about what they did**, using these questions as a guide, or to write up something that could be photocopied and shared with other teachers at the session.
 - At the follow-up session, **ask each person whether they have (a) an experience to share or (b) a question to pose to the group**. Figure how much time you have and allot equal time to each participant either to:
 - (a) describe what new strategy they tried in their classroom, share what they learned in doing this, and hear feedback, questions, and comments from their colleagues in the group; or
 - (b) pose their question and facilitate a discussion among their colleagues that is designed to shed light on their question