Community of Practice:
2018 Evidence-Based Reading Instruction Institute

The California Department of Education (CDE) and the California Adult Literacy Professional Development Project (CALPRO) are pleased to offer the Community of Practice on Evidence-Based Reading Instruction (EBRI). This Institute provides training in adult basic education (ABE) reading instruction for programs serving intermediate-level learners who are enrolled in ABE reading classes or the ASE program. The Institute is especially timely given the increasing emphasis on reading comprehension as recommended by the College and Career Readiness Standards.

What is Evidence-Based Reading Instruction (EBRI)?
EBRI is not a curriculum or a set of materials. It’s an approach to teaching reading using evidence-based practices. These practices have been determined to be successful through research studies and through consensus among expert practitioners who monitor outcomes. While reading is the most basic of skills, teaching reading is a complex process that is often misunderstood. EBRI demystifies the teaching of reading because it lays out effective evidence-based assessment and instructional practices. Practices include assessments in each of the four components of reading; lessons based on those assessments; direct, explicit instruction; effective instructional strategies and techniques and regular monitoring of student progress. EBRI provides teachers with the tools to deliver effective instruction.

What are the four components of reading?
- Alphabets—phonemic awareness, phonics
- Fluency—the ability to read with accuracy, rate, and expression
- Vocabulary—the knowledge of word meanings
- Comprehension—interacting with text to derive meaning

Is this EBRI Institute intended for teachers of all ABE reading students? EBRI is for intermediate level learners (4th-8th grade level equivalent) who are enrolled in ABE reading classes or the ASE program. Nonreaders and beginning readers (0-3rd grade level equivalent) have different instructional needs. However, we understand that in many programs, instructors may teach in one content area one year and a different one in the following year. In an effort to respond proactively to programs that want to have teachers trained and ready to teach intermediate level learners (4th-8th grade levels) in the future, the California Department of Education will review each application for its appropriateness to the Institute on a case-by-case basis. All interested teachers are encouraged to apply.

What will be covered in the Community of Practice on EBRI?
The six 4½-hour sessions together with the pre- and post-session assignments will provide participants with the information and tools they need to implement EBRI. Through hands-on activities and practices, participants will learn how to assess in each of the four components of reading, design and deliver instruction and monitor student progress. Participants will learn how to identify and make changes in the classroom and at the agency/school site to support the implementation of EBRI. Each agency/school team will create an action plan to implement EBRI.

What are “Communities of Practice”?
Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.1 To provide opportunities for California adult educators to interact regularly and to engage in collective learning, CALPRO is offering this community of practice (CoP) on the topic of evidence-based reading instruction (EBRI). Participants will be expected to share with one another in an online format their experiences using and implementing EBRI in their classrooms.

What are the benefits of participating in a CoP on EBRI?
• Opportunity to interact with other teachers and administrators and trainers online and in-person to share classroom experiences and problem solve
• Support and help to implement EBRI in the classroom
• Ability to identify needs of students in four components of reading
• Ways to help students improve their reading and meet their personal goals
• Increase of professional knowledge in teaching reading
• Access to resources that support EBRI
• Working together as a school team to identify challenges, solve problems and make changes,

What kinds of changes will EBRI bring?
• Teachers will use recommended assessment tools, plan and deliver instruction using recommended instructional strategies, and employ a variety of student grouping configurations.
• Administrators will need to consider restructuring Adult Basic Education operations with respect to class size, support staff, and managed enrollment, and work as part of a team to support teachers who implement EBRI.

Why is the EBRI Institute offered only to agency/school teams and not individual teachers?
Successful implementation of EBRI usually requires program changes at the agency/school site. Teachers alone cannot make the necessary changes. They need the support of their administrators. Teachers and administrators must collaborate to implement EBRI successfully.

APPLICATION PROCESS

Eligibility: Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (WIOA, Title II: AEFLA) funded programs are eligible to apply.

Priority of Acceptance:
Priority for the Community of Practice on EBRI will be a team composed of the following:
• At least one administrator and one or more ABE or ASE teachers at the same school/agency. An administrator may be a principal, assistant principal, dean, program coordinator, etc. who has the institutional authority to make policy changes at his/her agency or site.
• ABE or ASE teacher(s) with adult learners at the intermediate level (CASAS 211-235 or 4th-8th grade level equivalent). CALPRO reserves the right to limit the number of participating teachers per agency in the interest of serving more agency teams.
• Teachers who are likely to be ABE or ASE teachers with adult learners at the intermediate level (CASAS 211-235 or 4th-8th grade level equivalent) within one year of completing the EBRI Institute.

Cost: There is no registration fee to participate in the EBRI Institute. All expenses for teacher release time, travel, and meals are the responsibility of the agency/participants.

Certificates: Certificates of completion will be issued only to those who complete all online and classroom based assignments and attend and participate in all face-to-face sessions.

Registration/application deadline is Monday, January 8, 2018.
Notification of acceptance will be no later than Tuesday, January 9, 2018. Please complete pages 4 through 7 and fax, send an email scan or mail a hardcopy to:
Ellen Oka, CALPRO
2151 River Plaza Drive, Suite 320
Sacramento, CA 95833
Fax: 855-459-6213
E-mail: eoka@air.org
Phone: 916-286-8817
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1. Online Activities – January through June 2018

Participants must access and submit pre-session assignments online before each face-to-face session, submit post-session assignments following the last face-to-face session and engage in other online activities. Pre-session assignments are essential to the training, and all participants must complete the assignments prior to attending the face-to-face sessions. The online time required ranges from 20-25 hours for teachers and 8-10 hours for administrators; plan on a minimum of 3.5 hours required online work between sessions. The face-to-face sessions will not repeat information that participants have received online.

2. Training Sessions - All sessions are face-to-face except for the Administrator Webinar.

Dates: Saturday, January 20.................Session 1, 8:00 am – 12:30 pm
       Saturday, February 10..................Session 2, 8:00 am – 12:30 pm
       Saturday, March 10.....................Session 3, 8:00 am – 12:30 pm
       Thursday, March 22....................2-hour Administrators’ Webinar, 2:00 p.m. – 4:00 p.m. (a virtual meeting)
       Saturday, April 7........................Session 4, 8:00 am – 12:30 pm
       Saturday, May 5..........................Session 5, 8:00 am – 12:30 pm
       Saturday, June 2.......................Session 6, 8:00 am – 12:30 pm

Hours: 8:00 a.m. - 12:30 p.m.
Location: Room 118, Evans Community Adult School, 717 North Figueroa Street, Los Angeles, CA 90012

Teacher participants are required to attend all six face-to-face sessions.

3. Administrators Meeting

Administrators are required to attend the first and last in-person sessions on January 20, 2018 and June 2, 2018. There will also be a required EBRI administrators’ 2-hour webinar on Tuesday, March 22, 2018 from 2:00-4:00 pm. This session will be offered through an online platform and will not represent an additional face-to-face commitment.

Important: Participation in this CoP requires more than attending the face-to-face training sessions. Success of the CoP hinges on the commitment of all participants to meet expectations listed below. Participants must initial next to each item to indicate understanding and commitment. Please return the initialed page as part of the agency’s registration/application.

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Phone: 916-286-8817
AGENCY PROGRAM INFORMATION

ABE Program Information

1. How many students does your ABE program serve per year? ______________

2. How many instructional staff does your ABE program have?
   _____ Teachers   _____ Aides   _____ Volunteer tutors

3. Do you currently operate your ABE program with open or closed enrollment? ______________

ASE Program Information

1. How many students does your ASE program serve per year? ______________

2. How many instructional staff does your ASE program have?
   _____ Teachers   _____ Aides   _____ Volunteer tutors

3. Do you currently operate your ASE program with open or closed enrollment? ______________

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TO BE COMPLETED BY ADMINISTRATOR

Administrators---By initialing below, I commit to:

_____ Being willing to experiment with a form of managed enrollment for the participating teacher’s ABE or ASE EBRI
class and ensure that the class will be offered for the duration of the implementation phase of evidence-based reading
instruction.

_____ Being willing to experiment with leveling a class or make provisions for 0-3 GLE students.

_____ Working with my team of participating teacher(s) to plan EBRI implementation by creating a program action plan
and meeting with participating teacher(s) at least twice throughout the training period on topics such as:
  o Managing student enrollment in the participating teacher’s ABE or ASE EBRI class
  o Implementing multiple assessments for the participating teacher’s ABE or ASE EBRI class.

_____ Participating in both the first and last in-person sessions on January 20, 2018 and June 2, 2018. It is highly
recommended (but not required) that the administrator participate in all six in-person training sessions and online for
the duration of the EBRI Institute.

_____ Participating in pre-session online assignments (e.g., read materials and respond to reflection questions) prior to
in-person sessions and online discussion forums.

_____ Participating in the 2-hour administrators’ webinar on March 22, 2018.

_____ Using the computer, internet, and e-mail to fulfill selected assignments.

DISTRICT OR ORGANIZATION NAME: _______________________________________________________
(e.g., Los Angeles Unified School District, San Diego Community College District, etc.)

SCHOOL OR SITE WHERE YOU WORK: ___________________________________________________
(e.g., Belmont Community Adult School, Educational Cultural Complex, etc.)

ADDRESS: ______________ ______________ ______________

CITY: ___________________________________________ ZIP: __________________________

ADMINISTRATOR’S NAME: _______________________________ TITLE: _______________________________

WORK CONTACT NUMBER: _______________________________

ALTERNATE CONTACT NUMBER: _______________________________

E-MAIL: ______________________________________________

ALTERNATE E-MAIL: __________________________________________

I understand that my agency is responsible for staff release time and applicable travel expenses related to participating
in the Community of Practice on EBRI. I agree to participate in the first and last in-person sessions on January 20, 2018
and June 2, 2018, complete the pre-session online assignments prior to those sessions, attend the March 22, 2018 2-
hour administrators’ webinar, and commit to the school team expectations described in this application.

ADMINISTRATOR’S SIGNATURE: ____________________________ DATE: ____________________________

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TO BE COMPLETED BY TEACHER(S)

One or more teachers from an agency/organization may apply. Teachers listed below are required to participate fully in all six in-person sessions and complete all pre- and post-session assignments and other online activities.

1. TEACHER’S NAME: ____________________________________________________________

SCHOOL OR SITE WHERE YOU WORK: _____________________________________________
(e.g., Belmont Community Adult School, Educational Cultural Complex, etc.)

CLASS TIME: ___________________ CLASS(ES) TEACHING: _______________________

WORK CONTACT NUMBER: ___________________________________________________________________

ALTERNATE CONTACT NUMBER: ___________________________________________________________

E-MAIL: ___________________________________________________________________________________

ALTERNATE E-MAIL: _________________________________________________________________________

By initialing below, I commit to:

____ Participating in all in-person sessions.

____ Completing all online assignments and classroom activities by requested dates.

____ Practicing instructional techniques presented at the EBRI Institute in the classroom.

____ Using multiple assessments presented at the EBRI Institute and submitting a summary of assessment results

____ Working with my team to plan EBRI implementation by creating a program action plan and meeting with my team
(including the administrator) at least twice throughout the training period.

____ Using the computer, internet, and e-mail to fulfill selected assignments. Technology use includes opening an
internet browser, opening documents online, clicking to view videos or audio files, and typing text in a Web site.

If you are currently NOT an ABE or ASE teacher(s) with adult learners at the intermediate level (CASAS 211-235 or
4th-8th grade level equivalent), please explain below why you should be considered for participation in the EBRI
Institute:

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_________________________________________________________________________________________

I have read the description and the expectations of the Community of Practice: EBRI Institute and agree to fully
participate as requested.

TEACHER’S SIGNATURE: ________________________________________________________________ DATE: ______________________

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TO BE COMPLETED BY TEACHER(S)

2. TEACHER’S NAME: ____________________________________________________________

SCHOOL OR SITE WHERE YOU WORK: ____________________________________________
(e.g., Belmont Community Adult School, Educational Cultural Complex, etc.)

CLASS TIME: _____________________________ CLASS(ES) TEACHING: __________________

WORK CONTACT NUMBER: _______________________________________________________

ALTERNATE CONTACT NUMBER: _________________________________________________

E-MAIL: _______________________________________________________________________

ALTERNATE E-MAIL: _______________________________________________________________________

By initialing below, I commit to:

_____ Participating in all in-person sessions.

_____ Completing all online assignments and classroom activities by requested dates.

_____ Practicing instructional techniques presented at the EBRI Institute in the classroom.

_____ Using multiple assessments presented at the EBRI Institute and submitting a summary of assessment results

_____ Working with my team to plan EBRI implementation by creating a program action plan and meeting with my team
(including the administrator) at least twice throughout the training period.

_____ Using the computer, internet, and e-mail to fulfill selected assignments. Technology use includes opening an
internet browser, opening documents online, clicking to view videos or audio files, and typing text in a Web site. In-
depth training on using the internet will not be provided.

If you are currently NOT an ABE or ASE teacher(s) with adult learners at the intermediate level (CASAS 211-235 or
4th-8th grade level equivalent), please explain below why you should be considered for participation in the EBRI
Institute:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

I have read the description and the commitment/expectations of the Community of Practice: EBRI Institute and
agree to fully participate as requested.

TEACHER’S SIGNATURE: __________________________ DATE: __________________________

Registration/application deadline is Monday, January 8, 2018.