



GOVERNOR'S READING PROFESSIONAL DEVELOPMENT INSTITUTES 1999-2000

The Governor's Reading Professional Development Institutes began in the summer of 1999. More than 200 districts, 600 schools and 6,000 teachers are currently participating in the first institute.

The institutes brought together University of California, California State University and private independent systems and the state's K-12 schools to improve reading ability. Institutes were offered on 33 UC, CSU and independent college campuses.

The institutes operate during the academic school year for 120 hours. They serve schools and districts with large numbers of new and underprepared teachers in the primary grades as well as schools where student reading proficiency is well below grade level.

Schools participate in teams that include both beginning and experienced teachers and school site administrators. Instruction is consistent with state-adopted academic content standards and with the curriculum framework on English language arts adopted by the State Board of Education.

Institutes begin with an intensive, sustained training period of no less than 40 hours during the summer or intersession break. The training continues during the following school year with no fewer than the equivalent of five additional days of instruction and monthly school site meetings to focus on academic progress.

Students of participating teachers are assessed in a minimum of four critical skill areas three times a year. This data is collected over the World Wide Web and will be used to analyze student results, adjust instruction and improve program offerings. To date, teachers have entered data on more than 65,000 students statewide. Mid year data showing student progress will be entered beginning in January.

Each participant in the institute receives a \$1,000 stipend. Participating schools make a \$1,000 co-payment per school team for institute participation.

WHAT TEACHERS SAY ABOUT THE GOVERNORS READING INSTITUTES

Marques Allen, kindergarten teacher, Watts Learning Center Charter School, Los Angeles

The institute experience has been extremely valuable for our school team. In the summer, we received a solid foundation in how to teach reading based on the most current research. We heard from both university experts who had been studying the teaching of reading for many years and from accomplished practicing classroom teachers who were actually applying that information in the classroom. The combination of the two has been better for me and for my students than any course I have taken.

Shervaughna Anderson, second grade teacher, Will Rogers Elementary School, Lynwood, CA

The governor's institute gave me the tools in order to direct my instruction. It has helped me and my colleagues focus on results, set goals as a school team and set goals with parents. After I assessed all the students at the beginning of the year, I met individually with the parents of each student. We looked at where their child was in their reading skills and together we set goals for what we wanted them to accomplish and how we could help them.

Ercilia Zavala, first grade teacher, McQuiddy Elementary School, Watsonville, CA

The institute was my first opportunity to really learn how to teach children to read. My preservice classes did not give me this information. The governor's institute filled a big gap in my training. Not only did I receive valuable, specific and applicable information on how to teach reading, but the ongoing monthly support meetings at the school site have given the teachers in our school a clear focus and well defined goals to work towards. It has provided a forum for an ongoing school conversation around student achievement.