

**Language Reading  
Connection:  
Deaf/Hard of Hearing  
(LRC:DHH)**

**Professional Development  
Summative  
2006-2009**

Response to Intervention

**RtI**



**TLC**

Teaching Learning Connections

Bureau of Exceptional Education and Student Services  
Division of Public Schools  
Florida Department of Education  
2009

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**Language Reading  
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**Professional Development  
Summative  
2006-2009**

by

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## Executive Summary

The focus of Response to Intervention Teaching Learning Connections (a.k.a., RtITLC) in Florida is to research, develop, and disseminate evidence-based strategies, methods, and resources to facilitate greater access to the general education curriculum for all students, including students with disabilities. One of the projects' numerous professional development initiatives funded through the Bureau of Exceptional Education and Student Services (BEES) at the Florida Department of Education (FDOE) is Language Reading Connection: Deaf/Hard of Hearing (LRC:DHH). This initiative was developed by a cadre of knowledgeable educators focused on the content of reading for students who are Deaf/Hard of Hearing in grades kindergarten through twelve. The cadre examined and implemented evidence-based instructional strategies to teach reading, aligned with the standards of *Just Read, Florida! (JR, F!)* and Florida Center for Reading Research (FCRR).

The rationale for the development of the Language Reading Connection: Deaf/Hard of Hearing (LRC:DHH) initiative and related resources was based on current student indicators such as statewide assessment results, current graduation rates, and program enrollment rates of students with and without disabilities in grades K-12 from the Florida Department of Education, as well as published research and student outcome data from national sources. The resulting professional development resources and materials provided a framework for teaching and assessing students who are Deaf/Hard of Hearing learning related to high quality instruction in literacy using the evidence-based resources and strategies of the professional development.

Evaluation of the teaching and learning process is continuous to determine the impact of instruction for students, for teachers, and for continuous program improvement. RtITLC employs a framework of evaluating the impact of professional development throughout each of its initiatives. A professional development evaluation framework (Guskey, 2000; Killion, 2004) was used to formally evaluate the impact of the professional development across five levels of data collection, from initial professional development to student results in classrooms and districts.

This evaluation summary reports data (quantitative and qualitative) of a series of continuous professional development and instructional coaching and support in the Language Reading Connection: Deaf/Hard of Hearing (LRC:DHH) initiative. Results indicated that participants were overwhelmingly satisfied with the planning, content, delivery and follow-up of the LRC: DHH professional development sessions. This report highlights the evaluation results and provides samples and visual representations of the knowledge gains of individual students. Finally, a summary of the evaluation and recommendations for continued success are offered.

## **Rationale**

There is a critical need to improve student rates of learning (FDOE Strategic Imperative, 2007), given that 50% of students with disabilities (SWD), ages 6-21, were served in a regular class (FDOE, 2006). In 2004-2005, 9 school districts (13%) met AYP targets in reading for SWD. The reported participation rate in FCAT assessment for SWDs was 91.5%, with an overall proficiency rate (scoring at least a 3.0) at 28%. Therefore, almost 72% of all tested SWD are not achieving the necessary level 3 on state assessments (FDOE, 2007). Given the rationale and continued needs in reading for SWD, the Language Reading Connection: Deaf/Hard of Hearing initiative has been created to enhance and extend the current professional development, technical assistance, and product development underway in the Language Reading Connection (LRC) initiative, but targeted specifically to address reading and language needs for students who are Deaf/Hard of Hearing. Of the students identified as DHH seven hundred sixty six (766), 35% (Grade 3), 35% (Grade 8), and 43% (Grade 10) are achieving Level 3 (grade level) or below on the FCAT, 2005 results (Saunders, 2007). Therefore, the rationale, data, and objectives from the State Performance Plan will be similar, albeit focused on students who are deaf and/or hard of hearing.

## **Program Description**

The LRC:DHH Professional Development Institute was written in accordance with the stated need for students who are Deaf/Hard of Hearing in Florida. The purposes of this three-day Professional Development Institute are to:

- provide in-depth information,
- opportunity for practice and application, and
- resources to teachers of students who are Deaf/Hard of Hearing.

In order to equip teachers to fulfill their role(s) in development of reading skills with K-12 level students who are Deaf/Hard of Hearing each of the stated purposes is critical through development and implementation.

The content includes the five areas of reading:

- assessment,
- phonological awareness,
- fluency,
- vocabulary, and
- comprehension.

The information disseminated is scientifically research-based content for students who are Deaf/Hard of Hearing in alignment with the Florida reading protocols for all learners.

## Evaluation Design and Procedures

### Description of Initial Cadre

A cadre of master teachers and professionals in the field of deaf education, as nominated from the program specialist within the Florida Department of Education, attended the initial planning and writing meetings to develop the content of the Language Reading Connection: Deaf/Hard of Hearing Professional Development Institute in the fall of 2006 (see Table 1 for Goals).

**Table 1. Goals for LRC: DHH Professional Development**

<p>Goal V. Initiative: Language Reading Connection-Deaf/Hard of Hearing</p> <p>Vc1. Research, develop, and finalize training materials (modules, handouts, PowerPoint presentations, resources, and activities) to meet identified student needs in Language-Reading Connection for students who are Deaf/Hard of Hearing.</p> <p>Vc2. Collect and analyze student impact data through action research from pilot participants.</p> <p>Vc3. Develop and "disseminate comprehensive plan, products, professional development, and resources through regional, state, and national venues, (conferences, electronic, media, etc.), as approved.</p>	<p>Vc1. Jan., 2008</p> <p>Vc2. Sept.-Jan., 2008</p> <p>Vc3. Ongoing</p>
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After review and approvals from the BEESS at FLDOE, Just Read, Florida!, and Florida Center for Reading Research, the initial professional development was conducted in December, 2007. This cadre participated in the writing and approval process conducted

in alignment with the Florida Professional Development Evaluation Protocol System (see Table 2 for planning committee).

**Table 2. LRC:DHH Planning Committee**

<b>Last Name</b>	<b>First Name</b>	<b>Job Title</b>	<b>School Agency</b>
Ardis, M.A.	Shelley	Coordinator of Distance Learning Services	Florida School for the Deaf and the Blind (FSDB)
Beech, Ph.D.	Martha	Project Manager for the Accommodations and Modifications for Students with Disabilities Project	Florida Department of Education
Lamar Crain, Ph.D.	Kelly	Assistant professor in the Department of Communication Sciences and Disorders	University of South Florida
Crawford, Ph.D., CCC-SLP	Kimberly	Assistant professor in the Department of Communication Sciences and Disorders	Western Carolina University
Finnegan, Ph.D.	Margaret	Coordinator of the Education of the Deaf/Hard of Hearing Program	Flagler College
Gorbea, M.S.	Diana	Program Monitor for Deaf/Hard of Hearing Programs	Broward County Public Schools
Hebbeler, M.S.	Lucinda	Youth and Family Support Specialist on Deafness	Family Center on Deafness
Jackson, Ph.D., CCC-SLP	Carla	Assistant Professor in Communication Disorders	Florida State University
Little, Ph.D.	Mary	Associate Professor in Child, Family, and Community Science Department; Principal Investigator of RtI Teaching Learning Connections (RtITLC)	University of Central Florida
O'Connor, M.Ed.	Anna	Project Coordinator of RtI Teaching Learning Connections (RtITLC)	University of Central Florida
Rawlinson, M.A.	D'Ann	Project Coordinator of Project Early Reading Intervention (ERI)	University of Central Florida
Rosa-Lugo, Ed.D., CCC-SLP	Linda	Associate Professor in the Department of Communication Sciences and Disorders	University of Central Florida
Rose, Ph.D.	Susan	Professor and coordinator of the professional development program in education for Deaf/Hard of Hearing students	University of Minnesota
Saunders, M.A.	Dawn	Program Specialist specializing in programs for students who are Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-blind	Florida Department of Education
Sears, M.A.,	Cynthia	Audiologist and Speech-Language	Volusia County Public

CCC-A/SLP		Pathologist	Schools
Shipp, M.S.	Robyn	Program Monitor for the Deaf/Hard of Hearing Program	Broward County Public Schools
Strickland-Albury, M.Ed.	Brenda	Reading Specialist for Deaf and blind students	Florida School for the Deaf and Blind (FSDB)
Woolsey, Ph.D., BCBA	Lynn	Director of the Center of Deafness	University of Tennessee

Upon completion of the professional development materials and content disseminated there have been three professional development institutes hosted in Central Florida. The first institute was held in December, 2007. The second institute was held in May, 2008. The third was held in December, 2008. The participants were comprised of educators (Exceptional Student and General), administrators, and district personnel. (See Figure 1 map of attending districts and Figure 2 list of districts.)

Figure 1

Florida Map of Professional Development Institute Participants

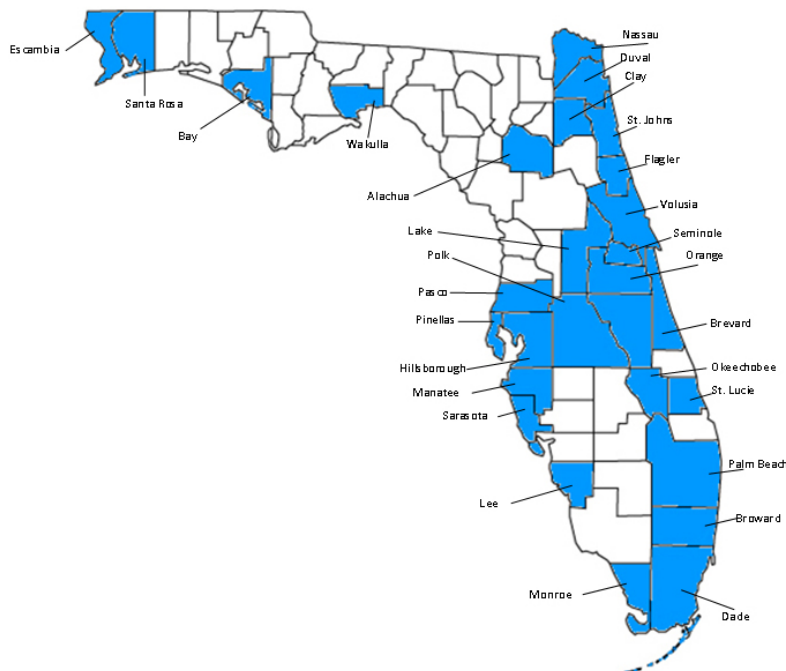


Figure 2

Professional Development Institute Participants by District

Alachua	Nassau
Bay	Okeechobee
Brevard	Orange
Broward	Palm Beach
Clay	Pasco
Dade	Pinellas
Duval	Polk
Escambia	Santa Rosa
Flagler	Sarasota
Hillsborough	Seminole
Lake	St. Johns
Lee	St. Lucie
Manatee	Volusia
Monroe	Wakulla

## **Evaluation Model**

A framework for evaluating professional development was used to evaluate all professional development. This model focuses on five critical levels of professional development evaluation (Guskey, 2000):

1. Participants' reactions
2. Participants' learning
3. Organization, support, and change
4. Participants' use of new knowledge and skills
5. Student learning outcomes

The following represents a brief overview of each of these levels as well as the instrument which RtITLC uses to effectively evaluate the five levels of professional development.

### **Level 1 - Participants' Reactions**

At the first level of evaluation, participants' satisfaction of the professional development activities is evaluated. The instrument used to gather this information is the Teacher Satisfaction Survey. This survey is divided into four (4) categories: Planning, Delivery, Follow-up and Evaluation, in alignment with the FLDOE Evaluation Protocol System. (See Appendix A for a sample of this survey.)

The planning section of this instrument is comprised of two subsections: (1) Individual Needs Assessment which assesses whether the content presented during the professional development related to the needs of the participants; (2) Content which assesses whether the participants received enough content/information from the professional development. Delivery assesses the relevance of the professional

development, learning strategies and time resources. Follow-up assesses the intent of participants to transfer their learning to their students while Evaluation assesses whether participants will apply the newly learned knowledge and skills in their instruction.

## **Level 2 - Participants' Learning**

At the second level of evaluation, the participants' use of knowledge and skills is measured. The goal at this level is to determine whether the professional practice of participants was affected by what was learned through their professional development experience (Guskey, 2000). Sample questions that were used to gather additional information on participants' use of knowledge and skills include:

- The professional development activity in which I participated provided me with enough content/information to implement it.
- I have begun to implement the content/information in my instruction to students.
- I share information about my implementation in meetings with colleagues.

The primary instrument which RtITLC uses at this level is the *Level of Implementation Survey*, based upon the Concerns-Based Adoption Model (CBAM) (see Appendix D).

## **Level 3 - Organization, Support, and Change**

At the third level of evaluation, the organizational conditions are evaluated to determine if appropriate support was provided to meet the professional learning goals of the faculty. The faculty's beliefs and perceptions of support and school culture are addressed at this level. Questions that were addressed to gather information about organization, support, and change include:

- Do you have the materials needed to implement this new idea?
- Does the administration provide adequate support?

- Do you have adequate time for sharing ideas about how to implement this new idea?

The instrument which is used to gather this information is *A Measure of Capacity* (NSDC, 2005). Participants are asked to rate their school on principles that include: leading professional development, supporting professional development, planning professional development, implementing professional development, monitoring professional development, and sustaining professional development. This data has not yet been collected, however will be used in subsequent professional development institutes. (See Appendix C for a brief sample of this survey.)

#### **Level 4 - Participants' Use of Knowledge and Skills**

At the fourth level of evaluation, the teachers' learning is evaluated to determine if they reported an increase in their knowledge of literacy for students who are Deaf/Hard of Hearing. Often this is measured by administering a pre and post knowledge survey focusing on the content of the professional development. Other evaluations of participant learning include classroom observation and reviewing reflective journals. (See Appendix B of the Sample Follow-up Activities).

#### **Level 5 - Student Learning Outcomes**

At the fifth level of evaluation, the impact of professional development on student learning is measured. The goal of the evaluation here is to assess whether the professional development resulted in improvements in students learning.

Some questions which are typically asked at this level include:

- Does this knowledge impact student achievement?
- What did your students like and dislike about the strategies?

- Did this new knowledge change your instruction?
- How would you use this knowledge differently next time?

Often, individual institutions use other assessment tools based on their goals and objectives. Some other forms of assessment which RtITLC uses at this level to determine student learning outcomes include reflective journals, teacher-made tests/observations and activities, FCAT scores, curriculum-based assessments, samples of student work and focus groups.

## Evaluation Results

The following evaluation results have been collected during the subsequent professional development in the Language Reading Connection: Deaf/Hard of Hearing Institutes.

### **Level 1: Satisfaction (December, 2007 - Orlando)**

A total of thirty seven (37) participants completed and submitted this professional development evaluation. The results indicated that respondents were satisfied with the delivery and content of the sessions. Overall, the mean scores for items were between 3.24 and 3.92, and because these are all above “3” it means that participants were *more* than just “satisfied” with the professional development they received.

Participants strongly agreed that they were satisfied with the content and alignment of materials provided for this professional development. The time allotted for the professional development, item fourteen (14), received the lowest mean score of 3.24. The percentage of participants who agreed with this item, accounted for 51.2 percent of all who attended this professional development. The percentage of participants who disagreed and strongly disagreed with this item accounted for 7.0 percent of all who attended this professional development. The percentage of participants who strongly agreed that the materials disseminated were useful and aligned with the content of professional development accounted for 79.1 percent of all who attended this professional development.

Overall, the results showed that participants were very satisfied with the presenters, materials, and the instructional application of this professional development. (See Table 3 below for a description of scores obtained per question). Table 4 highlights

the feedback received from participants. Participants were very appreciative of the content and materials received and felt that the training was excellent.

**Table 3.**

Descriptive Statistics  
 4 = Strongly Agree   3 = Agree   2 = Disagree   1 = Strongly Disagree  
*(The standard deviation measures how spread out the values in a data set are).*

Item	Analysis			
	Min. Score	Max. Score	Mean Score	Std. Dev.
1. The relation of the content that was presented to your own needs.	2	4	3.38	.681
2. The professional development activity I participated in provided me with enough content/information in my instruction.	2	4	3.51	.559
3. Objectives were identified for this professional development.	3	4	3.73	.450
4. The objectives identified for this professional development were met.	2	4	3.49	.607
5. The content presented was organized.	3	4	3.84	.374
6. The content presented was clear.	3	4	3.81	.397
7. The content presented was useful to me professionally.	2	4	3.78	.479
8. The presenters of the activity were knowledgeable.	3	4	3.86	.347
9. The presenters of the activity were helpful.	2	4	3.84	.442
10. The materials disseminated were applicable to the content.	3	4	3.89	.315
11. The materials disseminated were useful for the content.	3	4	3.86	.347
12. The materials disseminated were organized.	3	4	3.92	.277
13. The materials disseminated were aligned to the content.	3	4	3.92	.277
14. The time allotted for the professional development activity was sufficient.	2	4	3.24	.597
15. I intend to use the content/information in my instruction.	2	4	3.81	.462
16. I will apply the newly learned knowledge and/or skills in my instruction.	3	4	3.81	.397

**Table 4.**

The following represents direct feedback from the respondents.

<b>Participant Feedback from LRC: D/HH Professional Development Altamonte Springs, FL December 6-8, 2007</b>
1. "This was very informative and provided a great opportunity to collaborate with colleagues. I do hope that you can continue with this project and that I will have another opportunity (or more) to participate. I am again energized! Very informative! "
2. "Would like a make and take. Textbook samplings of books sound to be effective. Lesson demo. Demonstrate scheduling and carrying out. Possible breakout sessions per grade level."
3. "Very well balanced presentation of topics for diversity of HI students we serve. Not all ASL, not all oral."
4. "Loved it!!"
5. "So much fantastic info. Please focus 90% on methods, ideas, techniques. Too much background info for "old" teachers of the deaf. Thanks for materials!"
6. "Super!!"
7. "The presenters did a good job of presenting information for both oral and TC/ASL students. The only area where perhaps this did not occur was in the vocabulary section, which focused on signs. Overall, the information was very useful and the materials "in the bag" were a real treat. Thank you."
8. "I enjoyed the conference immensely! The vocabulary section could have included more oral information."
9. "I appreciate all of the work that went into planning this activity. Thank you for the materials!"
10. "Simply fabulous and inspiring. Thank you!!"
11. "More time for application sections. Day 3 needed to be 2 full days. Need more workshops on bridging to writing! Need yearly updates as reading requirements change. Deaf/HH students are very unique and I appreciated this wonderful opportunity to learn from the experts and other teachers of the deaf. Fabulous – Fabulous – Fabulous many thanks!!"
12. "I suggest adding the book walk through Bringing Words to Life – don't rush through comprehension – this is an eager crowd – keep us longer on Day 1 and Day 2"
13. "I liked it overall, and I am very pleased I made the long drive. However, I found it was mostly geared toward oral deaf students and my population is mostly signers. I would've liked more ASL strategies. The last duo Shelly and Margaret did a WONDERFUL job!"
14. "Please consider doing a part II and include writing. The best conference ever! So much information that is truly useful. I can't think of anything that will not benefit me in some way or another."
15. "I feel very fortunate to attend this conference with valuable info and discuss related to my student population. It is so hard to attend Reading First, Fluency, Phonemic Awareness/Phonics in services and try to figure out how to apply this to my students. We

are truly acting as experts in an area where at times we need the expert advice. Please continue encouraging professional development among d/hh educators. Resources and networking are invaluable tools.”
16. “The conference was extremely professional, organized, and helpful. Great info for vocabulary, fluency, and comprehension. I wish we received more practical activities and strategies for phonemic awareness and phonics with oral deaf students.”
17. “Some instructors were excellent, but some were not. One instructor did not meet needs of audience – veteran teachers.”
18. “Great workshop!”
19. “Need to consider choice of interpreters and/or company, poor choice in skill and level.”
20. “Interpreter, not as professional as should have been.”
21. “Vocabulary/Comprehension was the most important thing I came for and the last thing presented. Time was short and I felt slighted. We did not need a whole day of assessment! Overall, great workshop! I was waiting for this.”
22. “Great job!”
23. “Great overall – really appreciated the professionals and professionalism. Having researchers present is great. More time on vocabulary and comprehension since that was what was determined to be most needed from the 1 <sup>st</sup> few sessions. Less on assessment since often district determines that – maybe just how to use more short ways to talk to each other – long lectures too long. Great workshop overall. Would like more with emphasis on strategies for itinerants.”
24. “Way too much time wasted on evaluation & assessment. Much more time should have been devoted to fluency & vocabulary & comp. strategies. That is exactly what I came for.”
25. “Excellent workshop. I have a lot of great new strategies.”
26. “More time on Monday!”
27. “Presenters were very willing to discuss with you after and be sure or expand on what was presented on.”
28. “More specific strategies/instructional practices would be more helpful.”
29. “Would like more resources for classroom use.”
30. “The information was too basic for this audience. We are experienced teachers. It felt like we were in a beginning teacher training class. (Especially day 2!) Too much time was spent defining terms. Spend more time showing specific resources and examples. Have more videos (show a video of visual phonics) break into groups for oral students – signing students and give more specific examples. Please revamp day 2 – show Cool Tools developed by UCF RtITLC.”

### **Level 1: Satisfaction (May, 2008 - Orlando)**

A total of forty (40) participants completed and submitted this professional development evaluation. The results indicated that respondents were satisfied with the delivery and content of the sessions. Overall, the mean scores for items were between 3.43 and 3.85, and because these are all above “3” it means that participants were *more* than just “satisfied” with the professional development they received.

Participants strongly agreed that they were satisfied with how the content was presented in an organized manner. The relation of the content presented to the participants’ own needs, item fourteen (14), received the lowest mean score of 3.43. The percentage of participants who agreed with this item accounted for 45.0 percent of all who attended this professional development. The percentage of participants who disagreed and strongly disagreed with this item accounted for 5.0 percent of all who attended this professional development. The percentage of participants who strongly agreed that the materials disseminated were useful and aligned with the content of professional development accounted for 77.5 percent of all who attended this professional development.

Overall, the results showed that participants were very satisfied with the presenters, materials, and the instructional application of this professional development. (See Table 5 below for a description of scores obtained per question.) Table 6 highlights the feedback received from participants. Participants were very appreciative of the content and materials received and felt that the training was excellent.

**Table 5.**

## Descriptive Statistics

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

*(The standard deviation measures how spread out the values in a data set are).*

Item	Analysis			
	Min. Score	Max. Score	Mean Score	Std. Dev.
1. The relation of the content that was presented to your own needs.	1	4	3.43	.675
2. The professional development activity I participated in provided me with enough content/information in my instruction.	1	4	3.55	.677
3. Objectives were identified for this professional development.	3	4	3.83	.385
4. The objectives identified for this professional development were met.	2	4	3.83	.385
5. The content presented was organized.	3	4	3.85	.362
6. The content presented was clear.	2	4	3.75	.494
7. The content presented was useful to me professionally.	1	4	3.60	.709
8. The presenters of the activity were knowledgeable.	2	4	3.78	.480
9. The presenters of the activity were helpful.	3	4	3.78	.423
10. The materials disseminated were applicable to the content.	3	4	3.80	.405
11. The materials disseminated were useful for the content.	3	4	3.78	.423
12. The materials disseminated were organized.	3	4	3.78	.423
13. The materials disseminated were aligned to the content.	3	4	3.83	.385
14. The time allotted for the professional development activity was sufficient.	2	4	3.63	.540
15. I intend to use the content/information in my instruction.	3	4	3.68	.474
16. I will apply the newly learned knowledge and/or skills in my instruction.	3	4	3.75	.439

The following represents direct feedback from the respondents.

**Table 6**

<b>Participant Feedback from LRC: D/HH Professional Development Altamonte Springs, FL May 21-23, 2008</b>
1. "Thankful for this workshop. Would like more."
2. "Thank you so much. It was so refreshing to attend a professional development that I can actually use."
3. "This was by far the best opportunity for teachers of Deaf/HH and I am so thankful to RtITLC for funding not only the excellent presenters and materials, but especially for my travel, and boarding!! Thank you!"
4. "This Professional Development was excellent. I have been teaching for over 36 years and I have participated in many PD workshops; however, I am very impressed with the quality of this presentation workshop. This is probably the best in-service I have had the opportunity to attend! Thank you for the inspiration!"
5. "Thank you!"
6. "Awesome presenters that was very knowledgeable about content matter in which they were presenting. They gave good resources for us to use in the classrooms. It was also important to be able to network with other professionals in our field."
7. "Excellent info. Appreciate websites!"
8. "This conference was so inspirational. I will use this information, my students will greatly benefit."
9. "Dr. Rose was extremely knowledgeable. It was so very interesting to listen to her. I think principals/regional/cluster administrations should be required to attend to learn about our population and their needs."
10. "I am recharged and excited about using the ideas I have learned. There is not enough room to tell everything I appreciated. Especially, liked the Progress Monitoring and assessing, MAZE and Passages because we are so accountable and data driven."
11. "We need more of this kind of workshop! I cannot put into words how beneficial this is for DHH students and teachers. Priceless!"
12. "This was great! I was overwhelmed with all the info. It was really too much to absorb in 3 days. More interaction, strategies, hands on would be wonderful."
13. "Great experience! This training was extremely helpful. I will be using many of newly learned strategies in my classroom. The training helped me understand my students better."
14. "Great training, with many good strategies."
15. "The presenters had so much to tell that they ran out of time to cover everything. I enjoyed the week very much. I am excited about using these strategies with my students."
16. "I really enjoyed hearing what other folks are doing. This was very informative

and lovely conference. Thank you.”
17. “Wish more time with Dr. Finnegan’s comprehension/application to classroom. Wish more concrete evidence for meeting DOE’s needs to show phonemic awareness.”
18. “Fabulous training.”
19. “Truly a great introduction – a follow-up in-service with more specific classroom activities would be great! Thank you so much.”
20. “My own needs currently are with HH students, no signers, but the strategies and info for ASL users was helpful. Really over all it was great! Thank you! Could we have access to presenter’s notes on the Power Points.”
21. “This has been very informative! As an inclusion teacher of HI students, I feel that the content has sensitized me to the needs of students with hearing loss. I think it would be beneficial for administrators and regular education instruction that interact with HI students to participate in conferences such as this.”
22. “Presenters were very knowledgeable in their specific area of expertise. I would like to see training that focuses, at least for 1/3 of the time on teaching HOH and cochlear implant itinerant – not all on cluster and Deaf training.”
23. “The workshop was very informative, and if I were a teacher that would be working 1:1 with DHH students and completing assessments, this would have been very helpful. Since these are not my duties with my deaf students, most of this information was above my schema and didn’t apply to me.”
24. “More activities, more moving around so that we are not sitting all day for 3 days. More cooperative learning to be able to interact with other people and school districts and variety of classrooms.”
25. “Can we bring in a DEAF performing group one evening/Deaf Storyteller for entertainment? Such as RATHSKELLAR?”
26. “Materials provided were excellent.”

### **Level 1: Satisfaction (December, 2008 - Tampa)**

A total of twenty five (25) participants completed and submitted this professional development evaluation. The results indicate that respondents were satisfied with the delivery and content of the sessions. Overall, the mean scores for items were between 3.24 and 3.88, and because these are all well above “3” it means that participants were more than just “satisfied” with the professional development they received.

The items with the highest mean score are: “objectives were identified for this professional development”, “the presenters of the activity were knowledgeable”, “the materials disseminated were applicable to the content”, “the materials disseminated were useful for the content”, and “the materials disseminated were aligned to the content”. The mean score was 3.88 and the standard deviation scores was .332. The item with the lowest mean score is: “the time allotted for the professional development activity was sufficient”. Reflecting a mean score of 3.24 and the standard deviation scores of .723.

Evaluation of the overall results show that participants were very satisfied with the presenters, materials, and the instructional application of this professional development with the majority of mean scores ranging within “3=Satisfied - “4=Very Satisfied” (See Table 7). Table 8 highlights the feedback received from participants. Participants were very appreciative of the content and materials received and felt that the training was excellent (see Table 8).

**Table 7.**

## Descriptive Statistics

4= Strongly Agree    3= Agree    2= Disagree    1= Strongly Disagree

*(The standard deviation measures how spread out the values in a data set are.)*

Item	Analysis				
	N	Mini. Score	Max. Score	Mean Score	Std. Dev.
1. The relation of the content that was presented to your own needs.	25	3	4	3.72	.458
2. The professional development activity I participated in provided me with enough content/information in my instruction.	25	3	4	3.80	.408
3. Objectives were identified for this professional development.	25	3	4	3.88	.332
4. The objectives identified for this professional development were met.	25	3	4	3.84	.374
5. The content presented was organized.	25	3	4	3.84	.374
6. The content presented was clear.	24	3	4	3.79	.415
7. The content presented was useful to me professionally.	25	3	4	3.76	.436
8. The presenters of the activity were knowledgeable.	25	3	4	3.88	.332
9. The presenters of the activity were helpful.	25	3	4	3.84	.374
10. The materials disseminated were applicable to the content.	25	3	4	3.88	.332
11. The materials disseminated were useful for the content.	25	3	4	3.88	.332
12. The materials disseminated were organized.	25	3	4	3.84	.374
13. The materials disseminated were aligned to the content.	24	3	4	3.88	.338
14. Time resources. The time allotted for the professional development was sufficient.	25	1	4	3.24	.723
15. Transfer to students. I intend to use the content/information in my instruction.	25	3	4	3.80	.408
16. Implementing the plan. I will apply the newly learned knowledge and/or skills in my instruction.	25	3	4	3.84	.374

The following represents direct feedback from the respondents.

**Table 8.**

Participant Comments  
*(The following represents direct feedback from the participants.)*

<b>Participant Feedback from LRC: D/HH Professional Development Tampa, Florida December 3-5, 2008</b>
1. "Excellent, practical information but at times was rushed. The more practical info, the better."
2. "Thank you. It was informative, useful and enjoyable!"
3. "A lot of great information! It'll take me some time to go back through my notes and investigate all the on-line resources, but well worth the time!"
4. "Excellent professional development opportunity. It's just so much info – good info – that it's hard to get it all in and still allow for questions and answers."
5. "Great – except skipping lunch and still working until 2pm."
6. "As a new DHH teacher, this was an amazing workshop!"
7. "Information was wonderful; presenters were very helpful and encouraged us to continue the relationship."
8. "1.2.5 – I understand that it's difficult to pull people away from their jobs, but this program is so wonderful, it really deserves another day to present the wealth of information."
9. "This was fantastic! So helpful and helped me renew the love of Deaf Ed. I think it should be one more day."
10. "I feel like we could have used more time. Presenters were rushing through in order to fit in all of their information."
11. "A lot of info very quickly expressed. Feel as though I need planning time to get everything organized."
12. "Very good."
13. "More hands-on, make and take activities."

**Level 2: Level of Implementation**

The following table represents the summary of Level Four data collected from teachers who participated in professional development hosted by RtITLC in the LRC: DHH initiative.

**December 6-8, 2007**

A total of twelve (12) participants completed and submitted this professional development evaluation. The results indicated that respondents were satisfied with the

delivery and content of the sessions. Overall, the mean scores for items ranged from 3.06 to 3.76. Item four received the lowest mean score (3.06). However, the percentage of participants who “disagreed” with the item accounted for 5.9% of all who attended the training; please see Table 9 below. Items that received a rating of “ Strong Disagreement” was related to sharing information with colleagues and approaching colleagues or administrators for the necessary materials/resources in order to implement the content for professional development. Participants strongly agreed that the implementation of the information and content was appropriate and available through the professional development.

Overall, the results showed that participants were highly satisfied with this professional development. The variances between items indicate that some of the participants have not been able to implement the information/content provided in the professional development. (See Table 9 below for a description of scores obtained per question.)

**Table 9**

Descriptive Statistics

4 = Strongly Agree    3 = Agree    2 = Disagree    1 = Strongly Disagree  
*(The standard deviation measures how spread out the values in a data set are).*

Item	Analysis			
	Min. Score	Max. Score	Mean Score	Std. Dev.
1. I have reviewed the professional development content/information I received as to its appropriateness for use within the classroom.	3	4	3.76	.437
2. The professional development activity provided me with enough content/information to implement it.	2	4	3.53	.624
3. I have all of the necessary materials and/or resources needed to implement the content/information I received.	2	4	3.29	.686

4. I have approached other colleagues, administrators, etc. for the necessary materials and/or resources needed to implement the content.	1	4	3.06	.748
5. I have considered using the content/information in my instruction.	3	4	3.76	.437
6. I have begun to implement the content/information in my instruction to students.	2	4	3.59	.618
7. I have begun collecting or have collected student baseline data in order to determine the effectiveness of the content/information I am implementing.	2	4	3.18	.636
8. I examine (or analyze or review) the effectiveness data that I collect (e.g. student performance data).	2	4	3.29	.686
9. I modify the content/information that I use in instruction based on the effectiveness that I collect (e.g. student performance data).	2	4	3.41	.618
10. I share information about my implementation with colleagues.	2	4	3.53	.717
11. I can describe successful use of the content/information I received to colleagues.	2	4	3.35	.606
12. I can demonstrate successful use of the content/information I received to colleagues.	2	4	3.35	.606

### May 21-23, 2008

The *Level of Implementation* Survey was administered once at the end of the professional development training. A total of 18 participants completed and submitted this survey. Only 5.6% of participants believe they do not have all the necessary materials and resources needed to implement the content and 5.6% have not begun to implement the content information in their instruction to students. Seventy-two percent (72.2%) have begun collecting student baseline data and 88.9% examine the effectiveness of this data.

The item with the highest mean (3.61) was “I have reviewed the professional development content/information I received as to its appropriateness for use within the classroom.” The item with the lowest mean (3.00) was “I have approached other colleagues/administrators for the necessary materials and/or resources needed to implement the content/information.”

Overall, the results show that participants are very eager about implementing the content received from the professional development training and have begun sharing information about their implementation with their colleagues. (See Table 10 below for a description of scores obtained per question.)

**Table 10**

Descriptive Statistics

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

*(The standard deviation measures how spread out the values in a data set are).*

Item	Analysis			
	Min. Score	Max. Score	Mean Score	Std. Dev.
1. I have reviewed the professional development content/information I received as to its appropriateness for use within the classroom.	3	4	3.61	.502
2. The professional development activity provided me with enough content/information to implement it.	3	4	3.56	.511
3. I have all of the necessary materials and/or resources needed to implement the content/information I received.	2	4	3.28	.575
4. I have approached other colleagues, administrators, etc. for the necessary materials and/or resources needed to implement the content.	1	4	3.00	1.029
5. I have considered using the content/information in my instruction.	1	4	3.56	.784
6. I have begun to implement the content/information in my instruction to students.	0	4	3.22	1.003
7. I have begun collecting or have collected student baseline data in order to determine the effectiveness of the content/information I am implementing.	2	4	3.17	.857
8. I examine (or analyze or review) the effectiveness data that I collect (e.g. student performance data).	2	4	3.50	.707
9. I modify the content/information that I use in instruction based on the effectiveness that I collect (e.g. student performance data).	1	4	3.22	1.003
10. I share information about my implementation with colleagues.	2	4	3.33	.767
11. I can describe successful use of the content/information I received to colleagues.	2	4	3.33	.594
12. I can demonstrate successful use of the content/information I received to colleagues.	2	4	3.17	.707

## **December 3-5, 2008**

The *Level of Implementation* Survey was administered once at the end of the professional development training. A total of twenty (20) participants completed and submitted this survey. The results indicate that 100% of participants agree having reviewed the professional development content received as to its appropriateness for use within the classroom.

Ten percent (10.5%) of participants have not begun to implement the content information in their instruction to students. Eighty-four percent (84.2%) of participants have begun collecting student baseline data and 95 percent of participants examine the effectiveness of this data. Equally important is that most participants (95%) employ data driven instruction in their classrooms.

The item with the highest mean (3.90) was “I have considered using the content/information in my instruction”. The item with the lowest mean (3.20) was “I have approached other colleagues, administrators, etc. for the necessary materials and/or resources needed to implement the content/information”. Overall, the results show that participants are very eager about implementing the content received from the professional development training. (See Table 11 below for a description of scores obtained per question.)

**Table 11**

## Descriptive Statistics

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

*(The standard deviation measures how spread out the values in a data set are).*

Item	Analysis			
	Min. Score	Max. Score	Mean Score	Std. Dev.
1. I have reviewed the professional development content/information I received as to its appropriateness for use within the classroom.	3	4	3.85	.366
2. The professional development activity provided me with enough content/information to implement it.	3	4	3.65	.489
3. I have all of the necessary materials and/or resources needed to implement the content/information I received.	2	4	3.35	.745
4. I have approached other colleagues, administrators, etc. for the necessary materials and/or resources needed to implement the content.	2	4	3.20	.894
5. I have considered using the content/information in my instruction.	3	4	3.90	.308
6. I have begun to implement the content/information in my instruction to students.	2	4	3.47	.697
7. I have begun collecting or have collected student baseline data in order to determine the effectiveness of the content/information I am implementing.	2	4	3.42	.769
8. I examine (or analyze or review) the effectiveness data that I collect (e.g. student performance data).	2	4	3.25	.550
9. I modify the content/information that I use in instruction based on the effectiveness that I collect (e.g. student performance data).	2	4	3.40	.598
10. I share information about my implementation with colleagues.	3	4	3.59	.507
11. I can describe successful use of the content/information I received to colleagues.	2	4	3.39	.608
12. I can demonstrate successful use of the content/information I received to colleagues.	2	4	3.39	.608

**Level 3: Measure of Capacity**

During these reporting years, permission to adapt and use the instrument, *Measure of Capacity*, was received from the National Staff Development Council (NSDC). Measure of Capacity will be complete in the fall of 2008. Upon completion of

the qualitative interviews feedback will be discussed with the LRC: DHH Professional Developers and the staff of RtITLC as a means for programmatic continuous improvement to assure increased rates and quality of implementation.

#### **Level 4: Knowledge**

Several opportunities and methods for feedback, from participants related to their increased knowledge and specific learning as a result of the information included in the LRC: DHH professional development sessions, are collected. Follow-up activities are an integral component of the professional development institute. The activities are aligned with the professional development components and were included in the review process by Just Read, Florida! See Sample 1 and 2 of exemplary follow-up activities completed by professional development participants from December, 2007 in Appendix F.

#### **Level 5: Student Impact**

Student impact data are collected and reported to the Florida Department of Education with each state-sponsored professional development session in two ways: potential student impact and numbers of students included in teacher action research reports with student data sent as part of the follow-up activities. Potential student impact data are collected during the implementation planning and action research process at the end of each LRC: DHH Professional Development Institute.

The following information represents the total number of students who were impacted by the professional development activities. The potential impact is presented in several categories of students with and without disabilities, in addition to the specific categorical disabilities for reporting to the Florida Department of Education, Bureau of

Exceptional Education and Student Services (BEESS). (See Appendix E of the sample Potential Student Impact data collection tool.)

<b>Date</b>	<b>Students without Disabilities</b>	<b>Students with Disabilities</b>	<b>Totals</b>
December 2007 – May 2008	435	5738	6173

The following information includes the reported potential student impact for the LRC: DHH Professional Development offered. Participants in the three professional development sessions are in the process of implementation and student data collection.

**LRC: DHH Professional Development Institute - December, 2007**

Students with disabilities: 1,444

Students without disabilities: 0

Total Students: 1,444

General Educators: 0

Exceptional Student Educators: 48

Administrators: 5

Total Educators: 53

**LRC: DHH Professional Development Institute - May, 2008**

Students with disabilities: 3,589

Students without disabilities: 365

Total Students: 3,954

General Educators: 7

Exceptional Student Educators: 37

Administrators: 3

Total Educators: 47

**LRC: DHH Professional Development Institute - December, 2008**

Students with disabilities: 705

Students without disabilities: 70

Total Students: 775

General Educators: 3

Exceptional Student Educators: 22

Administrators: 2

Total Educators: 27

## Appendix A – Level 1: Satisfaction Survey

Title of Professional Development:

Date:

*Place a check in the box which best conveys your satisfaction with this professional development. Please use the following scale for your responses.*

**4 = Strongly Agree    3 = Agree    2 = Disagree    1 = Strongly Disagree**

1.1	Planning	4	3	2	1
1.1.1.	<b>Individual Needs Assessment</b> The relation of the content that was presented to your own needs.				
1.1.5.	<b>Content</b> The professional development activity I participated in provided me with enough content/information in my instruction.				
1.2	Delivery				
1.2.1.	<b>Relevance of Professional Development</b> Objectives were identified for this professional development.				
1.2.1	The objectives identified for this professional development were met.				
1.2.2.	<b>Learning Strategies</b> The content presented was organized.				
1.2.2.	The content presented was clear.				
1.2.2.	The content presented was useful to me professionally.				
1.2.2.	The presenters of the activity were <i>knowledgeable</i> .				
1.2.2.	The presenters of the activity were <i>helpful</i> .				
1.2.2.	The materials disseminated were <i>applicable</i> to the content.				
1.2.2.	The materials disseminated were <i>useful</i> for the content.				
1.2.2.	The materials disseminated were <i>organized</i> .				
1.2.2.	The materials disseminated were <i>aligned to the content</i> .				
1.2.5.	<b>Time Resources</b> The time allotted for the professional development activity was sufficient.				
1.3	Follow-up				
1.3.1	<b>Transfer to Students</b> I intend to use the content/information in my instruction.				
1.4	Evaluation				
1.4.1.	<b>Implementing the Plan</b> I will apply the newly learned knowledge and/or skills in my instruction.				

Comments:

## Appendix B: Level Two– Level of Implementation Survey

Based on your recently attended professional development provided by RtITLC, please rate the following statements based on your level of agreement or disagreement with each by placing an “X” in the corresponding box. Provide any additional information which will facilitate the planning of future activities in the area for comments at the end of the survey.

Name: \_\_\_\_\_ County: \_\_\_\_\_ Job Title: \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have reviewed the professional development content/information I received as to its appropriateness for use within the classroom.				
2. The professional development activity in which I participated provided me with enough content/information to implement it.				
3. I have all the necessary materials and/or resources needed to implement the content/information I received.				
4. I have approached other colleagues, administrators, etc., for necessary materials and/or resources needed to implement the content/information.				
5. I have considered using the content/information in my instruction.				
6. I have begun to implement the content/information in my instruction to students.				
7. I have begun collecting or have collected student baseline data in order to determine the effectiveness of the content/information I am implementing.				
8. I examine (or analyze or review) the effectiveness of the data that I collect (e.g., student performance data).				
9. I modify the content/information that I use in instruction based on the effectiveness data that I collect (e.g., student performance data).				
10. I share information about my implementation in meetings with colleagues.				
11. I can <i>describe</i> successful use of the content/information I received to colleagues.				
12. I can <i>demonstrate</i> successful use of the content/information I received to colleagues.				

**Demographics**

1. Do you have Internet access?

Yes. Please specify where: \_\_\_ Home \_\_\_ My classroom  
\_\_\_ My school's media center \_\_\_ Other:\_\_\_\_\_

No

2. Please provide an email address where we can contact you. Your email address will not be shared with others outside of RtITLC and will be used only so that RtITLC staff can contact you regarding your participation and follow-up with this professional development.

My email address is:

\_\_\_\_\_

I do not have an email address.

**Comments or suggestions:**

\_\_\_\_\_  
\_\_\_\_\_

## Appendix C - Level 3: A Measure of Capacity (Sample)

**Name: (to match pre- and post-surveys)** \_\_\_\_\_

Circle the most appropriate number

- 1-We are not doing this in our school.
- 2-We are beginning to move in this direction.
- 3-We are progressing well here.
- 4-We have this condition firmly established.
- 5-We are refining this practice.

### A. LEADING PROFESSIONAL DEVELOPMENT

*In our school*

1. We help all adults feel a strong sense of accountability to one another in supporting and nurturing learning.	1   2   3   4   5
2. We work collaboratively in large and small groups.	1   2   3   4   5
3. We prepare staff to be skillful members of various decision-making groups (e.g. school improvement committees, grade-level teams).	1   2   3   4   5
4. We share resources of time, money, and people to support the highest professional development priorities.	1   2   3   4   5
5. We keep student learning as our central focus – it is what we talk about, struggle with, decide about, and plan for.	1   2   3   4   5
6. We are knowledgeable about change and apply that knowledge to learning.	1   2   3   4   5
7. We are knowledgeable about diversity and apply that knowledge to learning	1   2   3   4   5
8. We facilitate group processes using tools and techniques that enhance effectiveness and efficiency.	1   2   3   4   5
9. We reflect norms of collaboration, inquiry, reflective practice, and innovation.	1   2   3   4   5
10. We have created a climate where it is safe to take calculated risks, explore new behaviors, and seek, receive, and respond to feedback.	1   2   3   4   5
11. Our staff views professional development as means to prepare ourselves to hold high expectations for student performance.	1   2   3   4   5
12. We develop our own criteria for monitoring, assessment, and accountability regarding our individual and shared work.	1   2   3   4   5

## Appendix D – Level 4: Knowledge

### General Information

In an effort to provide high quality professional development and alignment with Florida's Professional Development System Evaluation Protocol, all participants attending the December 2007 Language-Reading Connection: Regional Institute for teachers of students who are Deaf/Hard of Hearing will complete a follow-up activity. Certificates of attendance, noting the required continuing education units (18) in-service points, will *not* be provided to participants until the completed follow-up activity is received or confirmed. For more information on Florida's Professional Development System Evaluation Protocol visit <http://www.firm.edu/doe/profdev/pdstandards.htm> or <http://www.teachinflorida.com/teachertoolkit/StaffDevToolkit.asp/>

#### **Directions for submitting the Follow-up Activity:**

- 1. Assignment Completion:** Complete the Follow-up Activity using the information you received from the Language-Reading Connection: Deaf/Hard of Hearing Regional Institute.
- 2. Format:** Type all responses. Handwritten responses will not be accepted. Please number each page of your document (example: Page 1 of 3).
- 3. Deadline Date:** Your Follow-up Activity must be postmarked by the deadline date. Follow-up Activities postmarked after the deadline date will not be accepted. The postmark deadline dates are as follows (*date of institute/postmark due date for Follow-up Activity*):
  - *Varies based on dates of attendance.*Activities submitted after these specified dates will not be considered and therefore, In-service points, and Certificates of Completion will not be awarded.
- 4. How to Submit your Follow-up Activity:** Send your completed Follow-up Activity via mail to the following address.

RtI Teaching Learning Connections  
University of Central Florida  
Attn: Rhonda Chubb  
4000 Central Florida Blvd.  
TA93, Room 403  
Orlando, FL 32816

Once your activity is reviewed, your certificate of completion will then be mailed to you.

- 5. Questions:** For questions regarding the submission of Follow-up Activities, please contact Rhonda Chubb at: [rchubb@mail.ucf.edu](mailto:rchubb@mail.ucf.edu) or 407.823.3284

## Follow-up Activity

Please provide your name on all Follow-Up Activity documentation you submit.

Name: (First, Middle, Last)	Work Phone:	Home Phone:
Mailing Address:	School District:	Email Address:

**Directions:** Use information from both sessions of the December 2007 Language-Reading Connection: Deaf/Hard of Hearing Regional Institute to complete the activities below.

***Complete 2 out of the 3 activities:***

1. Choose a document, an article, or a book to read that was distributed at the Language-Reading Connection: Deaf/Hard of Hearing Regional Institute. Summarize your reading/findings and describe how you plan to apply or incorporate what you learned through the reading to your evaluation and instruction of students with reading deficits.
2. Plan an event at your school to educate other professionals and/or parents on the connection between language and reading and the importance of collaboration. Describe the event by discussing how you will advertise the event, the content/information that will be covered, the audience that will be targeted, materials that will be distributed, and the activities you will use during the event. Also include the expected implementation date.
3. Choose a student with reading difficulties from your caseload who presents deficits in vocabulary and comprehension. Review the student's previous testing, interview one additional team member (teacher, therapist, etc.) and observe the student during a literacy activity to determine how you can support the student in classroom reading activities. Submit a summary of your findings from the file review, your conversation with the team member, and your observations. Discuss how you plan to support the student and his/her classroom teacher.

## Follow-up Activity Review Score Sheet

**Directions to Reviewers:** The participant must complete two out of three activities. Criteria for passing is a **total score of 8**. Participants that do not score 8 points or higher should be asked to resubmit to the reviewer within **3 days**. The reviewer will then score the new submission.

**Participant:** \_\_\_\_\_ **Reviewer Initials:** \_\_\_\_\_

### Activity #1: Summarization of Document

*Did the participant complete the following components of the activity?* *Yes*      *No*

*(Circle score)*

Summarized an article, document, or book from the LRC.	2	0
Described how to apply information to evaluation & treatment of students.	2	0

**Score for Activity #1**

### Activity #2: Planning a School Event

*Did the participant include the following components of the activity?* *Yes*      *No*

*(Circle score)*

Described advertising strategies.	1	0
Described the content/information covered.	1	0
Described targeted audience and date of implementation.	1	0
Described materials & activities for event.	1	0

**Score for Activity #2**

### Activity #3: Review/Gathering of Information

*Did the participant include the following components of the activity?* *Yes*      *No*

*(Circle score)*

Summarized identified student's previous testing.	1	0
Completed teacher interview summary.	1	0
Completed child observation summary.	1	0
Discussed plan of support for student.	1	0

**Score for Activity #3**

## Appendix E: Potential Student Impact

### EFFECTIVE INSTRUCTIONAL PRACTICES PARTICIPANT STUDENT IMPACT INFORMATION

*Your data will be compiled.\**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Training: \_\_\_\_\_ Project Initiative: \_\_\_\_\_

School: \_\_\_\_\_ County: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ FDLRS: \_\_\_\_\_

**Current Position (Circle One):** General Educator    Special Educator    Other: \_\_\_\_\_

<b>Number of Students per Grade Level</b>				
<b>Primary Exceptionality of Students</b>	Pre-K	Elem.	Middle	High
<b>Developmentally Delayed</b>				
Educable Mentally Handicapped				
Trainable Mentally Handicapped				
Physically Impaired:				
Orthopedically Impaired				
Other Health Impaired				
Traumatic Brain Injury				
Speech and Language Impaired				
Deaf/Hard of Hearing				
Visually Impaired				
Emotionally Handicapped				
Specific Learning Disabilities				
Autistic				
Dual Sensory Impaired				
Profound Mentally Handicapped				
Severely Emotionally Disturbed				
Gifted				
ESOL				
<b># of Students without Identified Exceptionalities</b>				

## **Appendix F: Samples of Exemplary Follow-Up Activities**

### **Sample 1**

#### **Language-Reading Connection: Deaf/Hard of Hearing Professional Development Institute**

##### **Activity 1**

Choose a document, an article or a book to read that was distributed at the Language-Reading Connection: Deaf/Hard of Hearing Regional Institute. Summarize your reading/findings and describe how you plan to apply or incorporate what learned through the reading to your evaluation and instruction of students with reading deficits. Article – “Learning from Text” by Dave L. Edyburn, Ph. D.

##### **Summary**

“Learning from Text” by Dave L. Edyburn, Ph.D., discusses the issue of the educational demands students face in today’s “No Child Left Behind” approach to education. The increased emphasis on exposing all students to the general education curriculum has also resulted in increased demands for students to be able to learn information independently through the reading process. Edyburn explains that this has created a mismatch between the skills that students with disabilities (SWD) bring to the general education classroom and the expectations deeply rooted in learning from text instructional models. The article focuses on how to make systematic decisions about the type of instructional and assistive technology interventions that make it possible for students to learn from text when the nature of their disability affects their ability to decode, read fluently and comprehend written passages. Edyburn discusses the critical question educators face when trying to determine whether the best course of action is to focus on remediation (providing additional time & varied approaches) or if the best course of action is to focus on compensation (recognizing that remediation has failed and compensatory approaches are needed to allow students to perform to their maximum potential). He goes on to explain that the answer to this question may not be an either/or decision. He suggests that educators ask “What percentage of time and effort will be devoted to remediation and percentage of time and effort will be devoted to compensatory approaches?”

Since educators typically are familiar with remediation practices, Edyburn focuses on compensatory approaches and assistive technology tools that will allow students to experience success and achieve successful outcomes in their academic classes. He discusses five types of text adaptations: 1) bypass reading, (2) decrease reading, (3) support reading, (4) organize reading graphic organizers, and (5) guide reading.

Bypass reading offers interventions that treat the student as if he were blind by presenting written information in audio formats. High tech and low-tech approaches to this intervention are discussed. One of the most interesting tools was the use of software that saves text files as audio files so that students can listen to text on portable MP-3 players.

Decreased reading is a strategy that decreases the amount and /or complexity of reading required for students with reading disabilities. Creating summaries using the

AutoSummary feature on Microsoft Word was discussed. Creating rebus-enhanced texts using Slater Software's Picture It (<http://www.slatersoftware.com>) was also discussed.

Support reading is another strategy that assists the student by providing vocabulary support or illustrations to enhance comprehension. Multimedia dictionaries as well as Google image searches may be used in this strategy.

Organizing reading material with graphic organizers has been widely recognized as a tool for clarifying written information. Inspiration and Kidspiration software products are mentioned in this section.

Guide reading emphasizes the use of study guides and structured notes to help students understand concepts presented in difficult texts. This can be achieved using teacher created materials as well as through the use of websites such as [www.cliffnotes.com](http://www.cliffnotes.com), [www.sparknotes.com](http://www.sparknotes.com), [www.pinkmonkey.com](http://www.pinkmonkey.com) as well as others.

Edyburn asserts that routine failure to attain appropriate levels of academic performance should trigger assistive technology consideration. It is the responsibility of the special educator to become familiar with different types of assistive technology available so that each student is helped to achieve to their maximum potential.

### **Application**

This article touched home for me as an itinerant teacher for Deaf/Hard of Hearing (DHH) students. One of my assignments this year is to work with DHH students in a middle school setting. The middle school program is housed in a new school this year. It is the first experience this school's administration & teaching staff has had with DHH students. The principal is a strong believer in mainstreaming every student possible into the general education setting. This has resulted in some sixth grade DHH students being mainstreamed for academic classes for the first time in their lives. The DHH team (DHH teachers, speech therapist and interpreters) has been struggling to provide the support needed by these students so that they can be successful in the face of so many new challenges. I work with these students for a short 25 minute study hall. They also have a 50-minute learning strategies class with another DHH teacher. Their general education classes consist of the general education teacher, an ESE co-teacher (with an SLD background) as well as a sign-language interpreter. We have been providing support for these newly mainstreamed students in a number of ways. Edyburn's article pointed out additional approaches and resources we can use to assist these students.

Since most of the students we work with have mild to moderate hearing losses, using the bypass reading strategy could be appropriate. I am especially interested in exploring the possibility of providing some of the textbook reading assignments to the students as audio files. Many of our students have a very long bus ride. If they could access textbook reading assignments on MP3 players, they could listen to the textbook selections while they are riding the bus home. Some of the students are on the bus for as much as one hour to and from school. This would be a good use of their time as students often complain of being bored on the long bus rides.

Using the AutoSummary feature as a way of decreasing reading demands in the science and social studies classes is something we are currently exploring. This would assist students in a number of ways. The reading process is so laborious for these students that even when they try their hardest to comply with all the reading demands made of them, they become exhausted before they can complete all of their assignments. They

also have difficulty picking out the most important information in a text and therefore read but do not remember the main idea of passages resulting in confusion in class discussions and poor performance on tests. We will be working with the ESE co-teacher to provide Auto Summaries to the DHH as well as other ESE students in these sixth grade mainstreamed classes.

Support reading is already being used to some degree by my students in some settings. The article listed some resources on the web that I was not previously familiar with. My students and I are currently exploring these websites. I am also sharing this information with the reading specialist at the middle school.

The general education teachers at the middle school make good use of graphic organizers to help the students organize and comprehend text. This is probably the one strategy that is currently being used appropriately to enhance student learning.

Fortunately, the general education teachers working with the DHH students are familiar with many websites and materials for providing guided reading. I will be providing specific lessons to the DHH students during study hall to be sure they are familiar with all the websites listed in the article so that they can use this strategy in seventh and eighth grade as well as in high school.

This article highlighted many ways to assist students who struggle to read and comprehend grade level texts. Edyburn helped me to rethink the approaches we are currently using with the middle school students who are mainstreamed into general education classes for the first time in their lives. While we are utilizing graphic organizers and guided reading materials, we need to explore new technology & try using audio books and files with the hard of hearing students. We are also beginning to use Auto Summaries especially in the areas of science and social studies. Direct lessons will be provided to the students to make them aware of the many websites available which provide multimedia dictionaries to aid in vocabulary comprehension as well as guided reading websites to aid in the comprehension of literature. The challenge for today's DHH teachers will be to constantly keep up with advancements in technology which can benefit our DHH students. While it is a formidable challenge, it is also a very exciting time as new technologies continue to open doors for our students.

## **Activity 2**

Plan an event at your school to educate other professionals and/or parents on the connection between language and reading and the importance of collaboration. Describe the event by discussing how you will advertise the event, the content/information that will be covered, the audience that will be targeted, the materials that will be distributed, activities you will use during the event and include the expected implementation date.

Event- Presentation of selected information and materials from the Language-Reading Connection: Deaf/Hard of Hearing Regional Workshop presented in Altamonte Springs in December, 2007.

Targeted Audience- 15 itinerant teachers of deaf and hard-of-hearing students who work for Orange County Public Schools in Orlando, Florida.

Date of Implementation – January 16, 2008 at a monthly staff meeting of DHH itinerant teachers. I will be presenting along with another attendee of the workshop.

Advertising Strategy- The event was advertised via email. The email was sent by the district level administrator for the DHH Program. Attendance at monthly staff meetings is required for all DHH itinerant teachers.

Describe Materials & Activities for the Event – Materials will consist of a Power Point presentation highlighting key points to be discussed. There will also be copies of several articles and handouts from the original workshop. Activities will involve presentation of information along with group discussion and a question and answer period.

Content and Information Covered – Due to time constraints, this presentation will focus on select information that is new or especially applicable to our group of itinerant teachers.

### **Key Points discussed from Section 1- Rationale**

- The Florida Department of Education’s Memorandum dated September 14, 2006; Subject: Reading Requirement for Students with Disabilities. We will discuss state regulations and current practices in Orange County Schools.
  - *90 minute reading block must be uninterrupted in the same location.*
  - *ESE services must be in addition to the 90 minute block.*
- “The IEP team may determine that the student’s functioning level is not appropriate for the intensive reading course, or that other instruction is more essential for the student. The IEP team may determine that other instruction, such as language acquisition or applied functional reading in a community, vocational, or work setting, is more appropriate for the student.
  - *This may apply to several secondary students especially in our self-contained programs.*
- Article – Learning From Text by Dave L Edyburn, Ph. D.  
The concept of remediation vs. compensation
  - *Bypass reading- converting text files to audio files & loading them on to an MP3 player. Students can listen to text from their MP3 players.*
  - *Decrease reading- AutoSummary on Microsoft Word*

### **Key Points discussed from Section 2- Evaluation & Assessment**

- Five Areas of Reading- for DHH students there are 6 areas of reading – you must add LANGUAGE as the sixth area!
- FCAT Passage Type Chart- *We need to spend more time teaching students to read informational text.*
- Progress Monitoring- *Screening should always be done at grade level.*
  - *Measure growth in skill by testing at instructional level.*
  - *Use the “end of the year goal” to measure overall progress.*
- Selected measures for Monitoring Progress in Reading
  - *Prereading*
  - *Picture Identification (IGDS) <http://ggg.umn.edu> DHH students should be able to name 36 pictures in one minute (due to articulation & sign production) before they are ready to learn to read. Hearing kids should be able to name 42 pictures in one minute.*

- *Being able to read 40 dolce words in one minute is **highly predictive** of reading success.*
- *Maze procedure- Can be used with 1<sup>st</sup> grade through high school.*
- *Leave the first sentence intact. Delete every seventh word. Add two distracters. One of the two should be very outlandish.*
- Test of Silent Contextual Reading (TOSCRF) Pro Ed. From 3<sup>rd</sup> to 12<sup>th</sup> grade
  - *Take out all the spaces between the words and see if the students can mark the words.*
- Reading Tests- for diagnostic purposes – test at grade level.  
For functional information- test at functioning level but don't report the scores
- Language Assessment- OWLS, CELF-4 & TOLD
  - *“The best way to assess language is to use informal measures – oral language sample & written language sample.*
- Visual Phonics has been shown to aid in speech intelligibility (Wilson, 1987) may be due to time on task for phonics development.

### **Key Points discussed from Section 5- Fluency**

- Independent Reading Level – recognizes 95% of words / 90% comprehension without assistance from the teacher.
- Instructional Reading Level – recognizes 90-94% of words/ comprehends 75% without assistance from the teacher.
- Frustration Level- recognizes fewer than 90% of words / comprehends less than 50%.
- Test at the instructional level.
- Remediate at the independent level.
- 5 Finger Rule – “If the student doesn't know 5 words on a page of any given book, then the book is too hard.
- Materials mentioned:
  - FSDB uses the Bader Reading Inventory to track progress
  - Read for Real by Zaner-Blosser – reading program used at FSDB in high school reading class
  - FSDB uses Read 180 and is having success with it.
  - Failure Free Reading Program by Dr. Joe Lakovitch
  - Google – 1200 high frequency word list
  - Great Leaps – for repeated reading
  - SRA Dolch Readers- good books to order
  - Pepnet has free CD's of idioms in sign language
  - News2u.com
  - Vis-u-words
  - Cloze Pro by Crick

### **Key Points discussed from Section 6- Vocabulary**

- Learning new vocabulary – conversation is not efficient – direct instruction is the most effective method.
- Gaustad – morphological list – what is appropriate for each grade level.

**Sample 2**  
**Language-Reading Connection: Deaf/Hard of Hearing**  
**Professional Development Institute**

**Activity 1**

**A Struggling Reader's Profile**

Student Data:

Mary is an 8 years and 2 month old female. She has not yet taken the FCAT. Her Bader Word List Level is 1.5 and Bader Independent Level is Pre-primer.

Teacher remarks:

Mary:

- is motivated to learn and gives good effort on reading tasks.
- has a very limited vocabulary.
- uses incomplete sentences to express herself.
- reads words but does not comprehend the meaning of sentences.
- does not use context clues to figure out the meanings of unfamiliar words.
- pauses at words that she does not understand.
- is unable to retell a story in her own words, she requires assistance with retelling a story.
- struggles to answer basic questions related to a story.
- prefers to use sign language and does not vocalize spontaneously.

Observation of Literacy Activity:

Story: Preprimer

Mary:

- had background knowledge on the topic of "Pets".
- was able to read the individual words with minimal assistance.
- read the words as individual units and did not appear to gain meaning from the simple phrases and sentences presented.
- was unable to retell the story from unprompted memory.
- was able to recall 4 items from the story when prompts were given.
- was only able to answer a "Who" question related to the text.
- was not able to answer an interpretive question (Why did the cat jump?)
- did not read with an appropriate rate or fluency.
- used sign language only during the reading activity.
- did not demonstrate stress, pitch or intonation in voicing or in sign language.
- attended well during the activity.

Summary of Recommendations/Needs:

Mary needs to:

- read for comprehension, not words only.
- use pictures and information on the page to aid comprehension.

- bring prior knowledge to the reading task.
- be able to sequence events in the story.
- be able to retell the story in her own words.
- be aware of what she is reading and monitor what she does and does not understand.
- develop Word Recognition skills (Semantic and Syntactic cues).
- develop Comprehension skills (Prediction Strategies, Self-Monitoring, Literal Meaning).
- develop Language skills (Receptive & Expressive Language, Written Language, Conceptual Development, Vocabulary Development).

Plan of Support for the Student:

During Language Therapy sessions, short reading passages will be presented.

Mary will:

- activate prior knowledge with talk about pets, dogs in particular.
- look at the pictures for clues prior to focusing on print.
- use thinking aloud and predicting based on what is seen.
- read the story.
- sequence story cards, with both pictures and print.
- retell the story in her own words using the sequence cards as prompts.
- answer WH questions to check comprehension.
- retell the story independently.
- write the story and illustrate it.
- place the story in a personal reading “book” to share with teacher and parents.

Follow-up Activity in Therapy:

Story from “Dick and Jane, Fun with Our Family”

Spot

Here, Spot. Here, Spot. Look here. Jump, Spot! Jump, jump. Oh, Spot!

Jane

Jane said, “Look! Look here, Dick.” Jane said, “Oh, oh! Help! Help!”

Dick said, “Go, Jane. Jump! Jump! Jump, Jane!”

-We talked about Mary’s dog.

-Mary looked at the pictures and told me what she saw and what she thought would happen next.

-I asked Mary if her dog jumped and played.

-Next, Mary read the story. A prior word check was done and Mary could sight read all words.

-Mary was able to sequence the sentence/picture cards correctly.

-Mary retold the story independently. Her retelling of the story was adequate.

**The following questions were asked using both sign language and spoken English. Mary responded using sign language with vocal support.**

Question: Who wanted the bone?

Response: “Spot”

Question: What was the name of the family's pet?

Response: "Spot"

Question: Who played with Spot?

Response: "Dick and Jane"

Question: Why did Spot jump?

Response: "because favorite bone"

Question: Why did Dick say, "Oh Spot!"?

Response: "boy fall"

Question: Why did Jane say, "Help! Help!"?

Response: "help, help dog want jump"

**Independent Retelling without Prompts using sign language with vocal support:**

"Spot"

"boy say, "come, jump"

"bone"

"fall boy"

"Jane, oh, oh"

"Spot want jump rope"