

BEST PRACTICES IN READING INSTRUCTION

Wednesday, October 23, 2019

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT WORKSHOP

Lady Bird Johnson Wildflower Center • 4801 La Crosse Avenue • Austin, TX

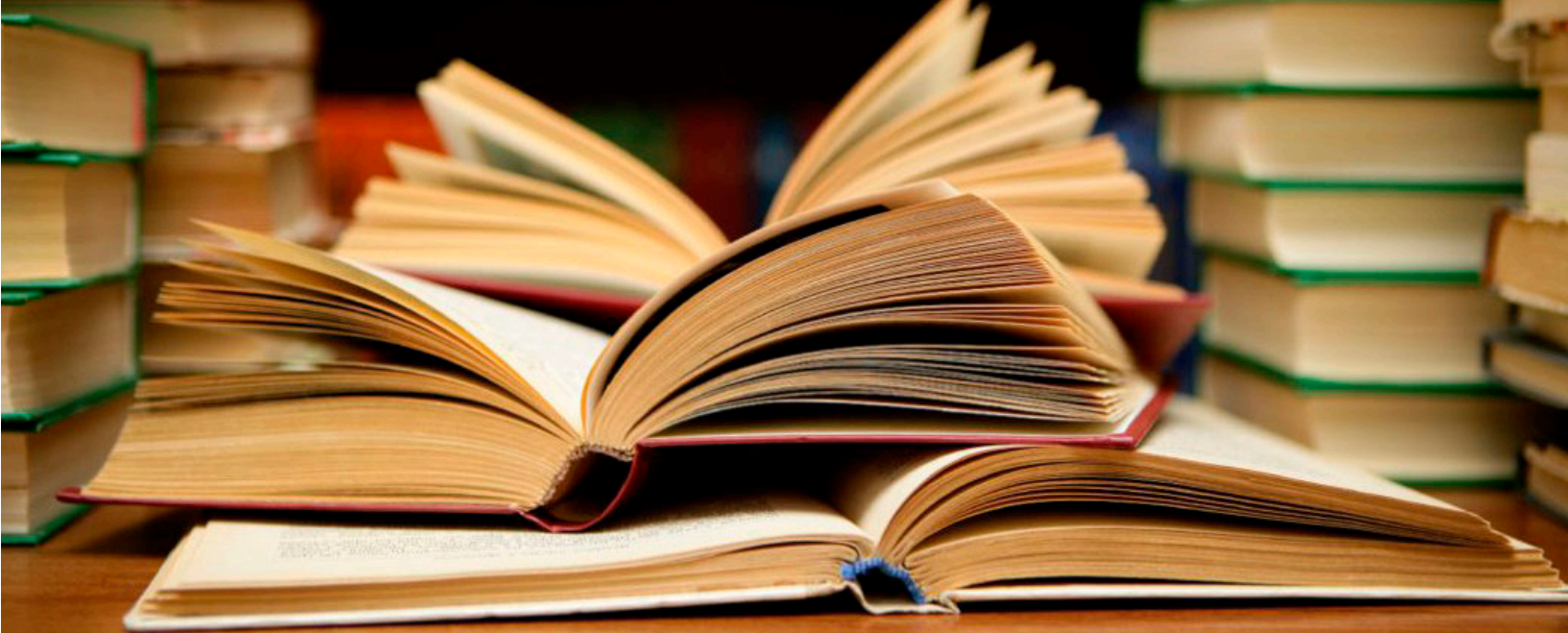
7:30–8:15 a.m.	Check-in and breakfast
8:15–8:30 a.m.	Welcome <i>Eric Lupfer, Humanities Texas</i>
8:30–8:45 a.m.	Overview of workshop and introduction of faculty <i>Jennifer B. Schnakenberg, The University of Texas at Austin</i>
8:45–10:30 a.m.	Word Study and Recognition <i>Diane Haager, California State University, Los Angeles</i>
10:45–11:30 a.m.	Vocabulary and Oral Language Development <i>Jennifer B. Schnakenberg, The University of Texas at Austin</i>
11:30 a.m.–12:15 p.m.	Lunch
12:15–1:15 p.m.	Vocabulary and Oral Language Development (cont.)
1:30–3:15 p.m.	Comprehension <i>Alejandra Rodríguez Mielke</i>
3:15–3:30 p.m.	Closing announcements

Made possible with support from the National Endowment for the Humanities.



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK





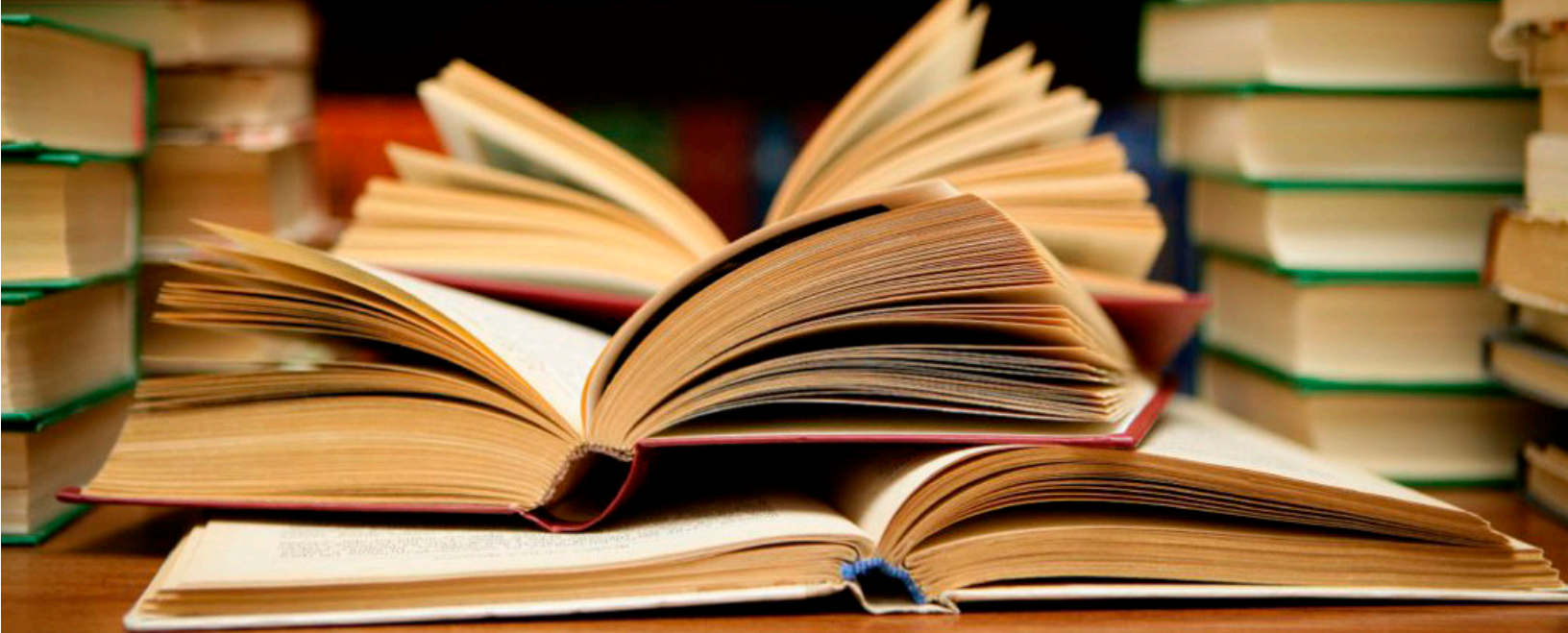
BEST PRACTICES IN READING INSTRUCTION
Wednesday, December 4, 2019

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT WORKSHOP

Lady Bird Johnson Wildflower Center • 4801 La Crosse Avenue • Austin, TX

7:30–8:15 a.m.	Check-in and breakfast
8:15–8:30 a.m.	Welcome
8:30–8:45 a.m.	Review of workshop contents and methods <i>Jennifer B. Schnakenberg, The University of Texas at Austin</i>
8:45–10:30 a.m.	Comprehension <i>Alejandra Rodríguez Mielke</i>
10:45–11:30 a.m.	World Study and Recognition <i>Diane Haager, California State University, Los Angeles</i>
11:30 a.m.–12:15 p.m.	Lunch
12:15–1:15 p.m.	World Study and Recognition (cont.)
1:30–3:15 p.m.	Vocabulary and Oral Language Development <i>Jennifer B. Schnakenberg, The University of Texas at Austin</i>
3:15–3:30 p.m.	Closing announcements

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BEST PRACTICES IN READING INSTRUCTION

Wednesday, January 29, 2020

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT WORKSHOP

Lady Bird Johnson Wildflower Center • 4801 La Crosse Avenue • Austin, TX

7:30–8:15 a.m.	Check-in and breakfast
8:15–8:30 a.m.	Welcome
8:30–8:45 a.m.	Review of workshop contents and methods <i>Jennifer B. Schnakenberg, The University of Texas at Austin</i>
8:45–10:25 a.m.	Vocabulary and Oral Language Development <i>Jennifer B. Schnakenberg, The University of Texas at Austin</i>
10:40–11:15 a.m.	Comprehension <i>Alejandra Rodríguez Mielke</i>
11:15 a.m.–12:00 p.m.	Lunch
12:00–1:05 p.m.	Comprehension (cont.)
1:20–3:00 p.m.	Word Study and Recognition <i>Diane Haager, California State University, Los Angeles</i>
3:00–3:30 p.m.	Certificate presentations and closing announcements

Made possible with support from the National Endowment for the Humanities.



DIANE HAAGER, PhD, is a researcher and teacher educator in reading and learning disabilities, with an emphasis on English language learners. She is Professor Emeritus at California State University, Los Angeles, where she continues to instruct special education teachers and graduate students. Dr. Haager has worked in urban schools as a reading specialist and special educator. Her research interests include issues related to effective reading instruction for English language learners, students with learning disabilities, and students at risk for reading failure.

ALEJANDRA RODRÍGUEZ MIELKE, PhD, is an educational consultant with more than twenty-five years' experience in the language and literacy development of Spanish-English bilingual students in the U.S. and Latin America. After working as a teacher and literacy coach for a decade in her native Mexico, she has been an educational consultant, university instructor, and project coordinator in the College of Education at The University of Texas at Austin for the last nineteen years managing and contributing to several research, curriculum development, and technical assistance projects related to the fields of second language acquisition and literacy development of elementary students, including English learners and students with disabilities. As part of these projects, she has participated in numerous activities including: chairing technical assistance-teams to conduct school visits to document and analyze literacy teaching practices and provide feedback, providing individualized and differentiated instructional support to teachers and administrators based on observation and assessment data, guiding school administrators and teachers to conduct instructional needs assessments, writing dozens of professional development workshops as well as instructional print resources based on best practices to enhance the language and literacy development of English learners, training hundreds of teachers in research-based literacy instructional practices for bilingual students, and teaching courses on content-area literacy for multilingual learners.

JENNIFER B. SCHNAKENBERG, PhD, is the chief operating officer at the Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Her background is in educational psychology with an emphasis on learning, cognition, instruction, and motivation. She has provided high-quality professional development and technical assistance at the national, state, district, and campus levels to build capacity and implementation of evidence-based and sustainable literacy practices. Her research interests include teacher and leadership effectiveness, the impact of professional development on teacher learning and student achievement, interventions for students with reading difficulties of all ages, and how leadership influences school culture and climate. Currently, she is directing Project BASIC—a five-year research project funded through the Institute of Education Sciences. This project focuses on the integration of academics and behavior within a multi-tiered system of supports for elementary students in both reading and mathematics.