

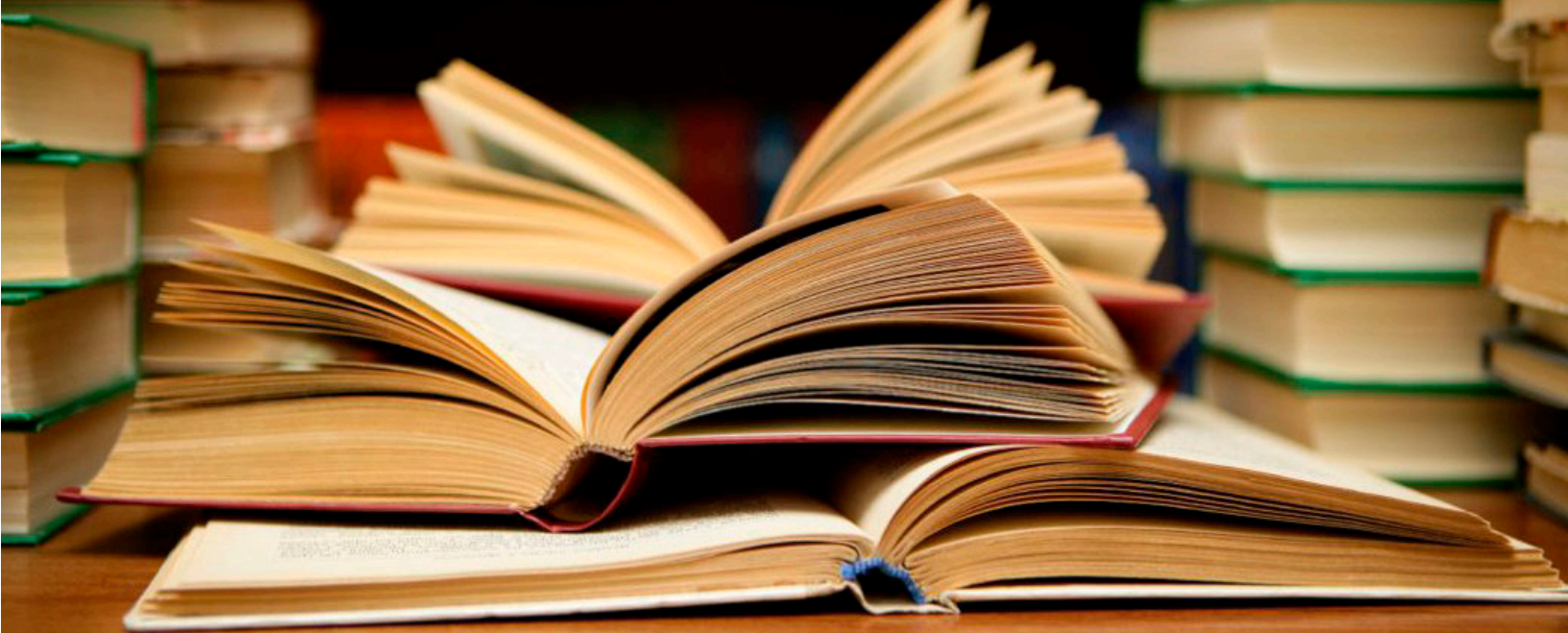
BEST PRACTICES IN READING INSTRUCTION
Thursday, October 18, 2018

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT WORKSHOP

City Education Partners • 250 E. Grayson St. • San Antonio, 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
8:45–10:30 a.m.	Word Study and Recognition <i>Dr. Diane Haager, California State University, Los Angeles</i>
10:45–11:30 a.m.	Vocabulary and Oral Language Development <i>Dr. 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>Dr. María Elena Argüelles</i>
3:15–3:30 p.m.	Closing announcements

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



BEST PRACTICES IN READING INSTRUCTION
Thursday, December 6, 2018

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT WORKSHOP

City Education Partners • 250 E. Grayson St. • San Antonio, 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.	Review of workshop contents and methods
8:45–10:30 a.m.	Comprehension <i>Dr. María Elena Argüelles</i>
10:45–11:30 a.m.	Word Study and Recognition <i>Dr. Diane Haager, California State University, Los Angeles</i>
11:30 a.m.–12:15 p.m.	Lunch
12:15–1:15 p.m.	Word Study and Recognition (cont.)
1:30–3:15 p.m.	Vocabulary and Oral Language Development <i>Dr. Jennifer B. Schnakenberg, The University of Texas at Austin</i>
3:15–3:30 p.m.	Closing announcements

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



BEST PRACTICES IN READING INSTRUCTION · SAN ANTONIO
Thursday, January 31, 2019

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT WORKSHOP

City Education Partners • 250 East Grayson Street • San Antonio, 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.	Review of workshop contents and methods
8:45–10:25 a.m.	Vocabulary and Oral Language Development <i>Dr. Jennifer B. Schnakenberg, The University of Texas at Austin</i>
10:40–11:15 a.m.	Comprehension <i>Dr. María Elena Argüelles</i>
11:15 a.m.–12:00 p.m.	Lunch
12:00–1:00 p.m.	Comprehension (cont.)
1:15–3:00 p.m.	Word Study and Recognition and Wrap-up <i>Dr. Diane Haager, California State University, Los Angeles</i>
3:00–3:30 p.m.	Certificate presentation and closing announcements

Made possible with support from the National Endowment for the Humanities and the Kronkosky Charitable Foundation.



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK



FEATURED SCHOLARS

MARÍA ELENA ARGÜELLES is an educational consultant who provides support to states, districts, and schools in their implementation of effective instruction for struggling learners and English learners. Dr. Argüelles is the co-author of several publications and a consultant to publishers developing programs for struggling readers and English learners. In addition, she has teaching experience at the public-school level as well as at the undergraduate and graduate level. Her primary areas of interest are the development of academic language and vocabulary skills, the study of effective instruction for all students, and reading instruction for young learners and students with reading difficulties.

DIANE HAAGER 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.

JENNIFER B. SCHNAKENBERG 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.