



TEACHING EVIDENCE-BASED READING PRACTICES AT THE SECONDARY LEVEL
June 28–30 and July 7, 2022

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

Tuesday, June 28

- 1:00–1:30 p.m. ----- Welcome, Introduction, and Online Institute Overview
1:30–4:00 p.m. ----- *Teaching Evidence-Based Reading Practices at the
Secondary Level: Word Study*

Wednesday, June 29

- 1:00–4:00 p.m. ----- *Teaching Evidence-Based Reading Practices at the
Secondary Level: Vocabulary*

Thursday, June 30

- 1:00–3:45 p.m. ----- *Teaching Evidence-Based Reading Practices at the
Secondary Level: Comprehension*
3:45–4:00 p.m. ----- Follow-Up Session Preview

Thursday, July 7

- 1:00–3:00 p.m. ----- Follow-Up Session: Integration and Planning



FACULTY BIOS

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, and now does educational consulting and professional development. 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, PhD, has a background 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. As chief operating officer for The Meadows Center for Preventing Educational Risk (MCPER) at The University of Texas at Austin, Schnakenberg supervises and conducts all day-to-day operations across all funded projects, including planning, budgeting, and implementation. She has directed highly regarded, large-scale research projects related to secondary reading intervention, dropout prevention intervention, elementary reading intervention, and elementary behavior interventions. She has been the principal investigator of several state and federal initiatives related to reading and literacy and has worked to improve how schools use data-based individualization to make instructional decisions. Currently, Schnakenberg is the principal investigator for MCPER's work as an authorized provider of the House Bill 3 Texas Reading Academies through the Texas Education Agency.