ISD Project Group 2

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# Advanced Phonics Training for k-5th Teachers: Bridging Gaps in Phonics Teaching Strategies

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## I.  Background and Statement of the Problem

In the United States, only 35 percent of public-school students are reading proficient in grade 4. Beginning in the 1990's, school districts across the United States have focused their reading programs on whole language and balanced literacy methodologies. This has created a deficit in phonemic and phonological awareness in reading programs. To address literacy failure and risk of illiteracy, many school districts are moving towards supplementing their current curriculums with explicit, systematic phonics programs, but teachers are not receiving training on strategies to implement phonics into their classrooms, which is resulting in a push back for the needed change in phonics instruction. Our target audience is teachers and administration at the Mullanphy Botanical Elementary School. Our current subject matter experts will be Shawanda Crawford and reading specialists within our school districts.

## II.  Needs Analysis

### A.      Overview
*In the analysis, we explored participants' feelings toward the effectiveness and qualities of the phonic implementation training, resources and current curriculum provided by the school, their level of confidence towards teaching phonics, and the needs of a more effective phonics implementation training for the current curriculum and the teaching of different instructional strategies. Participants were also asked to share their thoughts about the top three problems in their school regarding phonic implementation and the possible contributions to those problems and what the school will look like when they are solved. The needs are normative and expressed.*

### B.      Data Methods and Analysis

| Data Source | Analysis Informed | Sample/Data Size \| Sampling Method |
|---|---|---|
| Interview with SME #1 | Gap | 14 interview questions were answered by the SME |

| | | |
|---|---|---|
| Google Form Survey | Gap | 12 surveys; respondents selected by referral from SME |
| Google Form Survey | Learner | 12 surveys; respondents selected by referral from SME |
| Observation | Contextual | Classroom observations |
| Interview with SME #2 | Contextual | 5 Interview questions were answered by the SME Expanded Checklist |
| Observation | Task | Classroom observations |
| Web Search | Task | Search for effective instructional strategies |
| Literature Review: "Uncovering the logic of English", "Sounding out the Sight Words", "The Logic of English Game Book" | Task | Review of the development of instructional strategies and English rules as they relate to the Myview Pacing Guide |
| Literature Review: "The Simple View of Reading" | Task | Review of Evidence based practices for phonics instruction |
| Literature Review: "Choosing and Using Decodable Texts" by Wiley Belvins | Task | Review of best practice for choosing and using Decodable Texts |
| Student's Star Assessment Performance Data | Contextual &Task | Star Data, Sample Reading Curriculum, and Demographics |

    C.    Gap Analysis

*A google form survey for teachers and administrators, an interview with the Subject Matter Expert and the students' Star Reading Assessment data were used to collect information to help evaluate the current state and desired state of phonic implementation at the Mullanphy Botanical Elementary School.*

| Current State | Desired State | Root Cause | Evidence of Root Cause | Strategies to Address |
|---|---|---|---|---|
| Teachers do not have enough instructional time to thoroughly teach phonics lessons | Teachers will have adequate instructional time to effectively teach phonic lesson | Not enough phonic instructional time allowed in the schedule | Teachers stated in the surveys that they do not have enough time to teach phonics. | Increase the amount of instructional time for teachers to teach phonics in the schedule |

| | | | | |
|---|---|---|---|---|
| Some teachers lack knowledge and skills of teaching phonics | All teachers will be equipped with knowledge and skills to effectively teach phonics | Poor professional development in teaching phonics | Survey responses and the SME interviews indicated a lack of effective training to teach teachers how to effectively implement phonics lessons. | Provide teachers with explicit and effective instruction on teaching phonics, which includes knowledge of phonics rules, language patterns and important concepts and instructional strategies. |
| Teacher can't address all student's needs with current phonic curriculum | Teachers will be able to meet the needs of all students in terms of teaching phonics | Current curriculum does not provide comprehensive phonics instruction | Survey responses indicated that 50% of teachers do not think current phonics curriculum effectively addresses student's needs and some teachers stated that the current curriculum is not comprehensive | Provide materials and resources to supplement the current curriculum for whole group and small group instruction; provide teachers with differentiated phonic teaching strategies to meet the needs of all students |
| Teachers are not aware of how to accommodate a Phonics for the high English language learner population. They also are not represented in the curriculum. | Teachers will learn how to scaffold a Phonics lesson for ELL learners and to integrate comprehension strategies. | Teachers are not utilizing ELL accommodations during Phonics lessons. | School data shows that the school has a high population of English language learners, and comprehension is one of the greatest needs. | Incorporate more diversity and cultural responsiveness into the curriculum to ensure that all learners feel represented and included. |
| Curriculum is often limited to isolated practice | Teachers will learn about applying skills in authentic contexts. | The curriculum does not provide opportunities for Phonics skills in authentic context, such as through reading and writing activities. | If readers can read the words but do not understand or connect the words to what they are reading, then they are not | Provide professional development for teachers on effective strategies for promoting reading and writing in authentic contexts |

| | | | really reading. Star Reading assessments show low literacy rates that are attributed to comprehension. | |
|---|---|---|---|---|

i.      Implications of Gap Analysis for Training Design

Based on the results of gap analysis, the team has determined specific knowledge, skills and instructional strategies that will be included in the training for teachers to meet the desired state of the phonic implementation, which is to ensure that teachers have the necessary knowledge and skills to effectively teach phonic lessons to eventually increase the reading skills of all students. (Prioritize what the learners need to know and learn)

D.      Learner Analysis (Heather)

| Category | Data Sources | Learner Characteristics |
|---|---|---|
| Entry behaviors | Google Form Survey, SME interview, observation data | Based on the targeted learning audience, teachers reported the key issues they face in phonics implementation are lack of curricular resources that do not support student learning and time constraints to meet all student needs. Teachers report that the school's curriculum does not adequately provide enough resources for their students and that time constraints impact their ability to teach phonics with fidelity. |
| Prior Knowledge of Topic | Google Form Survey, SME interview, observation data | Based on teacher responses from the survey, observation and SME interview, the surveyed educators reported the following years of experience in teaching phonics: |

| | | |
|---|---|---|
| | | 25 percent have 1-3 years' experience. 50 percent have 4-10 years of experience. 25 percent have 11-20 years of experience. Some of the teaching staff have also received training in the following language and phonics systems, LTTRS, Orten Gillingham, and Wilson Reading. The survey also revealed that teacher prep programs do not adequately prepare student teachers for instruction in phonics which creates a lack of teacher content knowledge. Mullanphy Botanical Elementary school also experiences a high turnover rate impacting the number of trained staff in professional development initiatives requiring extra training or support. |
| Attitudes toward content | Google Form Survey, SME interview, observation data | Over 70 percent of teachers surveyed reported that they would like to receive additional training in phonics implementation for their MyView curriculum. Based on survey responses there may be a lack of teacher accountability to implement training with fidelity. Most of the teaching staff surveyed report feeling confident in their ability to teach phonics but feel frustration due to lack of resources and time constraints. |
| Attitudes toward delivery system [technology, training format] | Google Form Survey, SME interview, observation data | Based on the results from the survey, 50 percent of teachers prefer in person training and |

| | | classes while the other 50 percent prefer self-guided online modules or virtual training with support. |
|---|---|---|
| Motivation for Instruction | Google Form Survey, SME interview, observation data | To have established phonemic and phonological awareness skills so that 95 percent of students will be grade level proficient by 3$^{rd}$ grade. |
| Demographics [specifics vary by project- age, gender, years of experience in job, etc] | Google Form Survey, SME interview, observation data | The faculty at Mullanphy Botanical Elementary school are highly educated professionals with degrees in Early Childhood Education, Elementary Education, Literacy and Reading specialists, Curriculum and Instruction, Special Education, and ESOL. Most staff are between 26-40 years of age with only 8.3 percent of staff over the age of 41. 58 percent of teachers surveyed have 4-10 years of teaching experience, 33 percent of teachers have 11-20 years of teaching experience, and 8.3 teachers are new teachers with 1-3 years of experience. |

    i.    Implications of Learner Analysis for Training Design

The learner analysis results will be used to center training to staff that supports instruction around supplemental curriculum development and instructional strategies that can maximize time throughout all content areas. Another consideration should be developing online training modules for new hires who may not have participated in the DESE literacy grant to maintain the same level of expectations and training for all teaching staff.

    E.    Contextual Analysis

*The context analysis is an examination of the environmental and situational factors of a public school that requires better literacy outcomes. The careful analysis of the current demographics and the classroom context has helped illuminate the significance of specific needs in a broader context.*

### a. Orienting Context

Mullanphy Botanical Gardens is a magnet school in St. Louis Missouri that promotes diversity and equity in education from diverse backgrounds and neighborhoods. There are over 400 students with an enrollment of 99% students coming from low-income families. According to Public School Review, Mullanphy is ranked within the bottom 50% based on combined math and reading proficiency testing data. According to the school's website, 100% of the teachers are fully certified, and 74.4% of the teachers have at least three or more years of teaching experience. Despite having qualified and experienced teachers, literacy programs and low student-to-teacher ratios, literacy rates still rank low. Compared to two other elementary schools in Missouri, Webster Groves School District, Bristol Elementary is ranked #4 out of 1,108 elementary schools in Missouri based on combined math and reading proficiency testing data, and Westchester Elementary School is ranked #15 out of 1,108 elementary schools. Both Bristol Elementary School and Westchester Elementary School have a lower percentage of students eligible for free/reduced lunch and slightly lower percentage of students with limited English proficiency. These factors could contribute to higher reading scores and should be considered when comparing schools.

Observations and interviews show that many teachers have completed literacy teacher training programs funded through the DESE literacy grant. Also, the immediate environmental factors at Mullanphy Public school indicate that teachers utilize sound walls, and 2/3 of the classroom walls include written Phonics objectives. The teachers also utilize "MyView" as Phonics Curriculum, and they are given 20-minute block each day to teach whole group phonics as well as a 60 min block to teach phonics in small groups. Additionally, teachers are using technology and multimedia resources, such as educational videos and games, to support students' learning. Despite having teachers who have had literacy training and who utilize a Phonics curriculum and other resources, the reading scores of the students continue to remain significantly low. Using our survey for teachers, a perceived utility of instruction was determined. Knowing what the teachers think is useful information that has helped us learn about the current gaps in Phonics teaching. Teachers were aware of the star graphs current thirty-percentile mark for phonemic awareness and comprehension, and they agreed that it indicated a lack of explicit and systematic instruction with adequate decoding. They also agreed that that it would be beneficial to have a course that will show teachers how to systematically integrate Phonics instructions along with comprehension. Questions also referenced the school's current high percentage of students with limited English, so teachers agreed that current ability to know how to be more culturally or linguistically responsive to the needs of all learners. Through careful observation, surveys, and interviews we determined the following learner's goals for teachers at Mullanphy will also include instruction that prioritizes alternative phonics approaches that may include helping teachers understand how to teach phonics in whole groups and small groups. Instruction that prioritizes phonics instructions for students for students who fall through the gaps. Teachers will learn how to accommodate students that struggle with traditional phonics instruction or have learning differences that require a more individualized approach. Regarding the existing curriculum, it has been observed that it may not provide enough emphasis on reading and writing for authentic purposes, and it may not be effective for learners who need more support or instruction in other areas such as vocabulary, syntax, or discourse. Instruction for the teachers will include embedded scenarios so the teachers will experience a more concrete and realistic learning environment. As a whole classroom, training will show them practical ways to approach

a particular literacy problem with a student, and then they may practice their new skill in small groups. By incorporating innovative approaches and resources in the <u>learner's context,</u> teachers can learn how to meet the diverse learning needs of their students and create a more inclusive and effective learning environment.

Leadership approves of a Phonics program that will systematically fill the current knowledge gap in Phonics training, and they are willing to offer current and future teachers a day to complete the training. Teachers will be <u>accountable to</u> complete the course on the professional development days.

### b. Instructional Context

 According to our team's survey, about half of the teachers preferred in-person training, while the other half preferred virtual. Based on interviews conducted, it has been revealed that the school has been providing literacy training in person while the training sessions for the district are conducted via Zoom. However, all teachers are comfortable and familiar with any training platform. It has been determined that Training will last approximately five hours via Zoom. It will be offered in 2.5 segments. Asynchronous online access to review materials will also be accessible. However, official training will occur once a year inside the school. Mullanphy school has decided to include this training into their schedule as a teacher development day. Training will be delivered at the school in the school cafeteria because there are multiple tables with chairs that can be positioned and moved around for small group sessions. There is also a microphone and a smart television with CD access as well. Teachers will need to bring their laptops for notes and for specific training modules. School Chrome books are also available for teachers if they prefer. Internet access is available through the school, but people with personal devices will need to have access to the username and password including the trainers. A work order for the school technician will need to be also arranged, so that passwords are distributed to trainers and networks won't be interfered with. Many of the materials for small groups will be printed material. Manipulatives will also be brought by the trainers for the learners to practice with. Teachers informed us about many new teachers that are hired mid-year who may miss the opportunity to take the DESE funded literacy course that is offered annually. As a result, we must also offer our course as a customized solution that addresses the gaps and needs of students at this school. This special course will be available by the second quarter, after integrating and updating current gaps and needs, and will include an always-accessible online version for new hires. The on-campus training will last about the length of a single school day, and it will be counted as a professional development day. The school will use the built in PD days on the calendar, and they have included one of the days for phonics training, which will take place in the fall before the holidays. An email before the training will be sent out as a reminder, and all the teachers will need to reply to the email before the training to access the teacher training online platform.

The design of the training will be aligned according to the current gaps based off the results of the interviews, observations, and surveys. Our training module will ensure that learners will:
- Teachers will learn how to teach Phonics in whole group and small group
- Have access to effective materials

- Understand how to effectively supplement the Phonics curriculum

### c. **Performance Context**

Curriculum and Classroom Environment

According to observation and interviews, Mullanphy utilizes MyView Phonics curriculum for the early child grades (PreK – 3) called readers routine companions. The curriculum includes a lot of isolated phonics exercises, but teachers will need to learn to place the work in a variety of contexts for authentic learning practices. Teachers have a 20-minute block-time each day to teach whole group phonics as well as a 60 min block to teach phonics in small groups with a current student ratio of 1:9 which is lower than the Missouri state level of 13:1. Their English language learner population is slightly above than that of the rest of Missouri's. The average limited English-speaking students are 12% where the average is 9% according to the online Public School Review at https://www.publicschoolreview.com/mullanphy-botanical-gardens-profile.

From classroom environment, Phonics objectives are stated on 2/3 of the classroom boards, and one of the three classrooms observed utilizes a sound wall. Instructional content consisted of alphabet charts, vowel charts, sound walls, and anchor charts that included blends, digraphs, vowels, and long vowels.

Teachers are using technology and multimedia resources, such as educational videos and games, to support students' learning: our SME observed that one teacher used an alphabet song within the lesson. Another teacher used a letter game in the beginning of the lesson called spot the vowel. Additionally, students practice on phonics apps called IXL or Success Maker on their iPad. Technology is implemented, as necessary.

### ii. Implications of Contextual Analysis for Training Design

The alignment of the performance and learning and the collection of qualitative and quantitative research has helped us determine how we meet expectations and desired outcomes. Overall, the Phonics training program has been thoughtfully designed to consider all three contexts-orienting, instructional, and performance-to maximize the learning outcomes of the targeted learners.

## III. Task Analysis

*The methods for collecting data sources for the listed tasks included multiple data sources. For leveled phonics sort centers and small group reading with decodable texts, purposeful sampling of Google Form surveys, random sampling of classroom observations, systematic sampling of literature review sources, and stratified sampling of student's Star assessment performance data based on reading level and demographics were used. For Elkonin/sound boxes, sound bingo with*

*phonics, sound walls, manipulatives, and sound blending boxes, random sampling of classroom observations and systematic sampling of literature review sources were used. The data sources for all tasks include literature reviews ("Uncovering the Logic of English", "Sounding out the Sight of Words", "The Logic of English Game Book"), and student's Star assessment performance data (Contextual & Task).*

**Topic: Create and Implement a Leveled Phonics Sorts Center for Small Group Instruction**

Method: Internet Search

A: Facts/Concepts:

1. Teachers will need access to computers, three sets of printable sound sorts, the printable sound sorts worksheet for students, printers, and three different colored papers
2. Teachers will need access to students' star reading assessment result
3. Teachers will need plastic bags, scissors, sharpies and pocket charts
4. Teachers will need an example of expectations and procedures of phonic sorts center for their students
5. Teachers need to know what leveled phonics sorts are and why this strategy is important

   5.1 The process of grouping sounds and words into specific categories. It requires students to think about how words work by drawing their attention to common sound and spelling patterns.

   5.2 It is fun and interactive, it promotes higher-level thinking skills, and it provides oral language development opportunities that build on students' prior knowledge and individual needs.

6. Teachers need to know when to implement this teaching strategy.

   6.1 After the target phonic patterns and vocabulary words have been taught, teachers use this differentiation strategy to further facilitate students' phonic skills.

B: Procedures

1. Prepare materials needed to set up a leveled phonic sorts center

   1.1 open the three sets of printable sound sorts and the sound sort worksheet for students in the computer

   1.2 Print the right amount of sound sort worksheets for students

   1.3 Print the title pages and put them on the top of a magnetic pocket chart

   1.4 Print the set 1 words in red papers

   1.5 Print the set 2 words in yellow papers

   1.6 Print the set 3 words in green papers

   1.7 Cut the set 1 words using a scissor, put them in a plastic bag and label Red Group.

1.8 Cut the set 2 words using a scissor, put them in a plastic bag and label Yellow Group

1.9 Cut the set 3 words using a scissor and put them in a plastic bag and label Green Group

1.10 Create own sets of words for differentiation if needed based on the lessons taught in class using examples provided and repeat steps 1.1 to 1.9

2. Set up the physical environment for leveled phonic sorts center

2.1 Find a wall or a board in the classroom and put the pocket chart there where students can easily access

2.2 Place the three plastic bags with word cards next to the pocket chart where students can easily access

2.3 Group students into three groups (red, yellow, green)

2.3.1 Group students based on their star assessment result for reading in a document

2.3.1.1 Place names of students who are below basic in red group

2.3.1.2 Place names of students who are basic and proficient in yellow group

2.3.1.3 Place names of students who are advanced in green group

2.3.2 Regroup students based on their mastery level of the target phonic patterns

when needed.

2.4 Create pairs or triples for students to work together within groups

2.5 Make a space for posting expectations and procedures chart for students to work in the center

3. Implement the leveled phonic sorts center with students

3.1 Introduce the phonic sorts center to students

3.2 Inform students of their group colors and pairs or triples

3.3 Create an expectations and procedures chart with students and post it in the phonic sort center

3.4 Demonstrate the procedures of working in the center to students

3.5 Pass down the worksheets to students and ask students to take turns to practice working in the center

3.6 Observe students' working in the center and provide guidance and feedback

3.7 Check completed worksheets from students and provide feedback

(This figure shows an example of the leveled phonic sorts center)
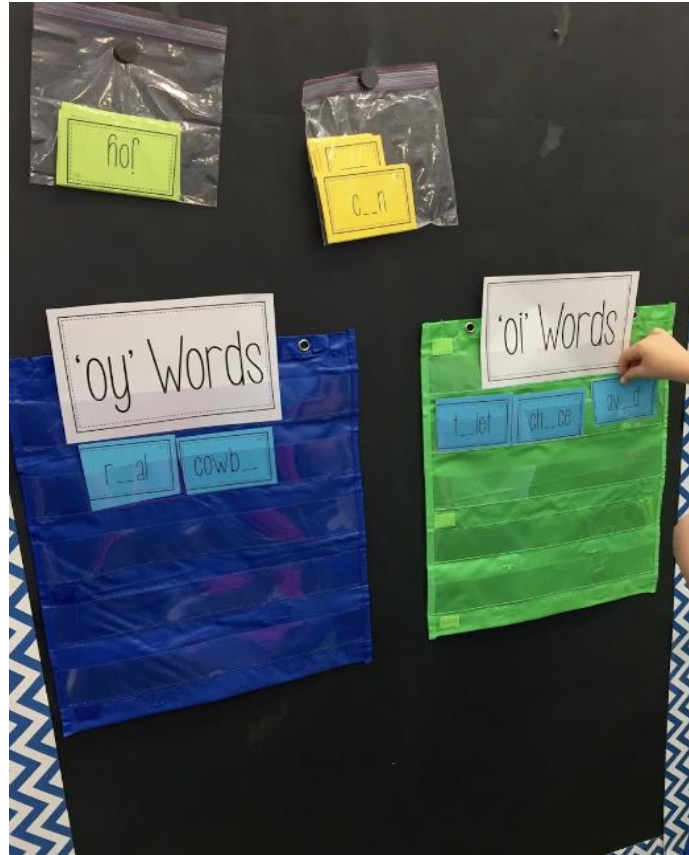
C: Attitudes

1. A desire to create a leveled phonic sorts center for small group instruction
2. Value differentiated instructions for teaching phonics

**Topic: Implement Small Group Guided Reading Using Leveled Decodable Texts**

Method: Literature Review, Internet Search

A: Facts/Concepts:

1. Teachers need to know what guided reading is.

   1.1 Guided Reading is a small group instructional strategy in which a teacher works with a small group of students, usually 3-5 students, who are reading at similar levels and supports each learner's development of effective reading competencies.

2. Teachers need to know what leveled decodable texts are.

   2.1 Decodable texts are used in beginning reading instruction which focus on helping students practice phonic patterns they have learned and develop phonic skills needed to decode accurately.

   2.2 Leveled decodable texts are categorized decodable texts based on the difficulty level.

3. Teachers need to know when to implement this teaching strategy.

   3.1 After the target phonic patterns are taught, teachers use this teaching strategy to further facilitate students' decoding skills

4. Teachers need access to leveled decodable texts, student worksheets, plastic bags, and markers.

5. Teachers need to know three principles for choosing high-quality decodable texts:

   5.1 Comprehensive: the decodable texts are natural sounding and have meanings

   5.2 Instructive: the decodable texts align with the phonics instructions and match the phonics patterns that have been taught

   5.3 Engaging: the decodable texts are interesting for students to read for multiple times

B: Procedures

1. Prepare materials needed to set up a reading workshop center for small group guided reading using leveled decodable texts

   1.1 Select decodable texts that are comprehensive, instructive, engaging and align with the phonic patterns and sounds that have been taught

   1.2 Make enough copies of the decodable texts for students

   1.3 Categorize the decodable texts into three difficulty levels: beginner, intermediate and advanced

   1.4 Put the beginner texts into a plastic bag and label Red Group

   1.5 Put the intermediate texts into a plastic bag and label Yellow Group

   1.6 Put the advanced texts into a plastic bag and label Green Group

2. Set up the physical environment for small group guided reading

   2.1 Find a location in the classroom with a table and enough chairs to be used as the reading workshop center

   2.2 Put enough pencils and erasers for students in the reading workshop center

   2.3 Prepare a whiteboard and markers for teaching

   2.4 Group students into three groups (red, yellow, green)

      2.4.1 Group students based on their Star Reading Assessment result in a document

         2.4.1.1 Place names of students who are below basic in red group

         2.4.1.2 Place names of students who are basic and proficient in yellow group

2.4.1.3 Place names of students who are advanced in green group

2.4.2 Regroup students based on their learning progress

2.5 Create clears expectations and procedures for students to work in the center using an example that is provided

3. Implement Small Group Guided Reading Using Leveled Decodable Texts with Students

3.1 Introduce the reading workshop center to students

3.2 Inform students of their group colors

3.3 Create an expectations and procedures chart with students and post it in the reading workshop center

3.4 Demonstrate the procedures of working in the center to students

3.5 Pass down the decodable texts and writing utensils to students

3.6 Start the small group guided reading instruction

3.6.1 Before reading, introduce the decodable text, review the target phonic patterns that have been taught and explain unknown vocabulary

3.6.2 During the first reading, choral read or echo read the text with the students

3.6.3 During the second reading, ask students to read with a neighbor

3.6.4 During the third reading, ask students to read independently

3.6.5 After reading, ask students to circle words containing the target phonic patterns

3.6.6 After students finish circling the words, go over each word with them

3.6.7 Ask comprehension questions about the text to check students' understanding of the text and provide feedback to students' answer

3.7 Finish the small group instruction with positive remarks

C: Attitudes

1. A desire to implement small group guided reading using leveled decodable texts
2. Value differentiated instructions for teaching phonics


**Topic: Elkonin boxes**

**A: Facts/Concepts**

1. Teachers need to know what Elkonin boxes are and why they are helpful for learning to

read and spell.

2. Teachers need to know how to set up a space in the classroom for using Elkonin boxes, such as a table or desk with a set of boxes for each learner or group.

3. Teachers need access to word cards that match their students' reading level and the phonic pattern being studied.

**B: Procedures**

1. Demonstrate how to use Elkonin boxes with a sample word.

    1.1 Draw Elkonin boxes on the board and write a word with the target pattern.

    1.2 Explain that each box represents a sound in the word.

    1.3 Model how to segment the word into sounds by saying each sound as you tap each box.

    1.4 Model how to blend the sounds back together to say the word.

2. Have students practice using Elkonin boxes with partners or small groups.

    2.1 Provide each group with a set of word cards with various levels of phonic levels.

    2.2 Explain that they will take turns using the Elkonin boxes to segment and blend the words.

    2.3 Monitor the students and provide feedback as needed.

3. Evaluate the effectiveness of using Elkonin boxes and adjust as necessary

    3.1 Use formative assessment data to evaluate progress and adjust grouping phonic patter level as needed.

    3.2 Reflect on the effectiveness of using Elkonin boxes and make adjustments to procedures or materials as necessary.

**C: Attitudes**

1. Patience: It may take some time for teachers to become familiar with using Elkonin boxes, and it may take some time for their students to grasp the concept as well.
2. Adaptability: Teachers may need to learn to adjust their approach to using Elkonin boxes based on the needs and abilities of their students.
3. Positive attitude: Teachers should approach the use of the Elkonin boxes with enthusiasm and a positive attitude in order to create a positive learning environment for their students.

**Topic: Word Bingo**

**A: Facts/Concepts**

1. Teachers need to know what Bingo Phonics is and how it can help students learn phonics and spelling.
2. Teachers need to know how to set up a space in the classroom for playing Bingo Phonics, such as a table or desk with Bingo cards and markers for each learner or group.
3. Teachers will be provided with Bingo cards and word lists that match their students' reading level and the phonics patterns being studied.

## B: Procedures

1. Demonstrate how to play Bingo Phonics with a sample word list.

   1.1 Provide each student with a Bingo card and word list.

   1.2 Explain that each square on the Bingo card represents a phonics pattern, and each word on the list contains one of the phonics patterns on the card.

   1.3 Model how to play Bingo Phonics by calling out words from the list and having students mark the corresponding phonics on their card.

   1.4 Model how to win by marking five squares in a row, either horizontally or vertically, or diagonally.

2. Have students practice playing Bingo Phonics with partners or small groups.

   2.1 Provide each group with a set of Bingo cards and word lists with various levels of phonics patterns.

   2.2 Explain that they will take turns playing Bingo Phonics and marking the phonics patterns on their card.

   2.3 Monitor the students and provide feedback as needed.

3. Evaluate the effectiveness of using Bingo Phonics and adjust as necessary.

   3.1 Use formative assessment data to evaluate progress and adjust the level of phonics patterns being studied as needed.

   3.2 Reflect on the effectiveness of using Bingo Phonics and adjust procedures or materials as necessary.

## C: Attitudes:

1. Commitment: Teachers should be committed to implementing Bingo Phonics as part of their regular phonics instruction. They should recognize the importance of consistent practice and reinforcement of phonics skills.
2. Adaptability: Teachers should be adaptable and willing to adjust their use of Bingo Phonics based on the needs and abilities of their students. They should be willing to modify their approach and provide additional support or guidance as needed.

**Topic: Sound wall/Word wall**

**A: Facts/Concepts**

1. **Teachers need to know the basic phonics rules**
   a. Phonemes vs. graphemes
   b. Vowels vs. consonants
   c. Long vowel sounds vs short vowel sounds


2. **Teachers need to know the specific details to create and use a sound wall effectively**
   a. A space in the classroom where the sound wall is visible and easily accessible
   b. The materials for daily sound wall instruction (Mouth placement picture cards, phoneme cards, grapheme cards, vowel valley and consonant titles pictures of different phoneme sounds).


3. **Teachers need to know which phonemes to teach in order.**
   a. The phoneme order is important to avoid confusion and encourage a better understanding of blending sounds into words


4. **Teachers need to know how to pronounce each phoneme their students will learn**
   a. Phoneme pronunciation videos are available through many videos' outlets and curriculum resources


**B: Organizing the Sound Wall Procedures**

**Organizing the sound wall in the classroom**

   a. When setting up the sound wall, arrange consonants on the left and the vowels on the right.
   b. The consonants are organized according to the type of sound/phoneme (stops, fricatives, affricates, glides, liquids, and nasals) and if the sound is voiced or unvoiced.
   c. The vowels are organized in a *V* shape called the vowel valley. The vowel valley on your classroom wall will show how the mouth looks and feels as each vowel sound is vocalized.
   d. At the top of the valley, the mouth is mostly closed, and slowly, as you descend in the valley, the mouth opens.
   e. Once the sound wall is organized and affixed to your classroom wall, cover each sound with a piece of paper. When sounds that have not been taught are concealed, the wall is initially a mystery to students.

**Introducing a new sound to student's procedures**

**1. Introduce a new phoneme**

  f. Ask your students what their lips, teeth, tongue and voice are doing and how the air is flowing through their mouth.

  g. Talk about the vibration we feel when we make sounds and teach your students that it is called voicing. Some sounds are voiced, others are not.

**2. The teacher will add and uncover the graphemes and mouth pictures as they are introduced.**

  a. be careful you don't introduce similar sounds in sequence.  It just gets too confusing for students!

**3. Once the phoneme is introduced, teach the most common letter or grapheme that represents the sound.**

  a. Add the graphemes and mouth articulation photos to each phoneme you introduce.

  b. You can also attach keywords and pictures to help students remember the sound.

**4. Review the articulation of each phoneme each day.**

  a. The mastery of phonics requires students to have plenty of opportunities for review and repetition.  It is really so valuable for your students.

**C: Attitudes:**

a. Willingness: Teachers should be willing and ready to learn about a strategy that can aid in growing phonics and reading skills.

b. Adaptability: Teachers should be adaptable to adjust their phonics routine and classroom organization when adding sound walls to their daily instruction.

c. Engaging: Teachers should be engaged and excited to teach a new sound! Students will in turn get excited as well, thus starting to evolve a love for phonics and reading!

**Topic: Manipulatives (letters, different color magnetic tiles)**

A. Facts/Concepts:

- Understanding of the phonics rules that will be targeted in the lesson, such as vowel sounds, consonant blends, and digraphs.

- Familiarity with the manipulative tools being used, including magnet tiles or letter cubes, and how they can be used to create words.

- Knowledge of sight words that can be incorporated into word building activities.

B. Procedures:

- Distribute the manipulative tools to each student.

- Assign a specific sound to each group or pair of students.

- Instruct the students to use the manipulative tools to create as many words as they can that contain the targeted sound.

- Encourage the students to work together and share their creations with the class.

- Have the students create their own set of manipulative cards that they can use in future phonics lessons.

- Use additional tools such as PowerPoint slides, Pop-it word builder, word building blocks, and sand segmenter to provide a variety of manipulative options.

- Provide handouts outlining key concepts and strategies for using manipulatives.

- Administer a short quiz for summative assessment to ensure students have grasped the targeted phonics concepts.

C. Attitudes:

- Create a positive and encouraging learning environment where students feel comfortable experimenting with new sounds and words.

- Foster a sense of collaboration and teamwork among students as they work together to create words.

- Encourage students to be creative and take risks in their word building.

- Emphasize the importance of active participation in the learning process to reinforce the use of manipulative tools as effective learning aids.

**Topic: Sound blending boxes**

A. **Facts/Concepts**:

- Phonological awareness: Phonological awareness refers to the ability to manipulate sounds in words. To use sound blending boxes, students should have a basic understanding of phonological awareness and be able to identify individual sounds within words.

- Sound recognition: Students must have a basic understanding of the sounds being targeted in the activity. The teacher should introduce these sounds beforehand and ensure that students can recognize and differentiate them from other sounds.

- Familiarity with the sound blending boxes, either the DIY cardboard boxes or the digital tool

- Object-picture association: The objects or pictures used in the sound blending boxes must be associated with the target sound. This requires students to be able to identify words that contain the target sound and match them with appropriate objects or pictures.

B. **Procedures**:

- Distribute sound blending boxes: Students should be provided with either DIY cardboard boxes or a digital tool that allows them to manipulate sounds and objects.

- Select objects or pictures: The teacher should choose objects or pictures that represent words containing the targeted sounds. These objects or pictures should be placed inside the sound blending boxes.

- Blend sounds: Students should be guided through the process of blending sounds together to create words represented by objects or pictures. The teacher should model the process and encourage students to say the words aloud as they blend the sounds together.

- Encourage the students to say the words aloud as they blend the sounds together

- Monitor the students' progress and provide feedback as needed

- Facilitate a class discussion to review the words that were created and reinforce the targeted sounds

C. **Attitudes**:

- Willingness to participate: Students must be willing to participate in the activity and engage with the sound blending boxes. The teacher should create a safe and supportive learning environment that encourages students to take risks and make mistakes.

- Positive attitude towards learning: Students should have a positive attitude towards learning and be open to new experiences. The teacher should promote a growth mindset and emphasize the importance of persistence and effort in the learning process.

- Respect for others: Students should respect the learning environment and their peers. The teacher should establish clear expectations for behavior and reinforce positive interactions between students. Flexibility to adjust the pace or difficulty level based on individual student needs. Willingness to provide constructive feedback to help students improve their sound blending skills.

# IV. Training Design

A.      Broad Goals

**What are the broad goals that will be met by this program?**

The broad goals of the Phonics training program are to improve teachers' knowledge and understanding of how to properly teach Phonics. Specifically, teachers will broaden their familiarity with Phonics practices, and gain a deeper appreciation of how Phonics supports reading. They will develop their teaching strategies and learn how to bridge information gaps within a curriculum. Teachers will facilitate improvements in students' fluency and oral reading, and they will learn how to systematically integrate phonics instruction along with reading comprehension.

1. Teachers will broaden their familiarity with Phonics practices.

2. Teachers will gain a deeper appreciation of how Phonics supports reading.

2. Teachers will develop their teaching strategies.

3. Teachers will improve their ability to teach decoding skills.

4. Teachers will learn how to bridge information gaps within a curriculum.

5. Teachers will facilitate improvements in students' fluency in oral reading.

**What signs would you have that the training was successful?**

The identification of performance gaps through both qualitative and quantitative evaluations and our research has helped to determine a more precise understanding of the training needs. Also, identifying the target learners' background and preferences will help align an authentic reflection of how participants will be required to learn and use the knowledge. The teachers acknowledged that the current score of thirty percent in phonemic awareness and comprehension on the star graph revealed a deficiency in explicit and systematic instruction with sufficient decoding. It was agreed that phonics instruction with comprehension would be advantageous. The need for more culturally and linguistically responsive to meet the needs of all learners was also discussed.

**What performance changes would you see, or metrics would you change?**

We would want to focus more on the specific outcomes and what the learner needs to know by the end of the training. I would do this by implementing the SMART learning tool to develop effective learning objectives.

Observing the gap between Phonics and literacy would also be beneficial to know what to teach. If a school already is implementing Phonics and has annual Phonics training for teachers, but the literacy rates have not increased, then what other causes are contributing to the low literacy scores? There are multiple causes for low literacy, and the need for teacher training in teaching Phonics is just one of many reasons for low literacy. Nevertheless, most reading literacy demographics and assessments often show a single score that includes both phonemic awareness

and comprehension. I would want to specifically determine if the low literacy rate is due to a lack of phonemic awareness or due to comprehension. In most cases, it is a little bit of both, and that is why a program that promotes phonics strategies along with comprehension techniques will help to fill that gap.

The specific gaps include teachers learning how to:

- Integrate lessons for students with different learning styles.
- Incorporating teaching techniques that would benefit limited English speakers and representing a variety of cultures.
- Including more authentic contextualized learning for whole language.
- Adding writing and comprehension techniques for display in the classroom.
- Learning new techniques for whole group and small group lessons.
- Learning new evaluation techniques to assess students with ongoing formative techniques and a final summative evaluation.

    B.       Overview of Training Design

*Based on the need analysis findings, we decided to implement a five-hour, face-to-face, onsite training program at the school. The training materials will be readily accessible for printing as well as for review if needed.*

**Workshop Format:**
- Provide learners with opportunities to learn and apply effective strategies for promoting reading and writing in authentic contexts
- Include opportunities for teachers to modify lesson plans, create new materials, and develop assessments that measure learners' ability to apply Phonics skills in authentic contexts.
- Create a hands-on and interactive workshop where teachers can practice and receive feedback on their teaching strategies.

**Modality:**
- Deliver the training in-person on site

**Length of Time:**
- This is a five-hour training program for two days that will cover five sessions

## C.    Learning Objectives

**Learning Objectives:** The following are the essential skills and knowledge that learners will be expected to perform to demonstrate mastery of the skills.

**1. Developing effective strategies for prompting reading and writing**
   1.1 By the end of the lesson, teachers will be able to effectively implement a sound wall

routine into daily phonics lessons.

**2. Modifying lesson plans, creating new materials, and developing assessments that measure learner's ability to apply Phonics skills in authentic contexts.**
2.1 By the end of the lesson, teachers will be able to define phonics rules and language patterns.
2.2 By the end of the lesson, teachers will be able to utilize manipulative to instruct students' awareness of word spelling, aspects of words, and sounds
2.3 By the end of the lesson, teachers will modify or supplement a MyView phonics lesson in order for students to gain stronger phonemic awareness using previous instruction.

**3. Teaching Phonics in whole group and small group settings.**
3.1 By the end of the lesson, teacher will be able to implement small group guided reading using leveled decodable texts
3.2 By the end of the lesson, teacher will be able to create and implement a leveled phonics sorts center for small group instruction
3.3 By the end of the lesson, teachers will be able to facilitate an effective phonics Bingo lesson, and gain understanding of how to individualize Bingo games for students with various phonic-level proficiencies.

**4. Apply explicit and systematic instruction to integrate Phonics instruction with reading comprehension.**
4.1 By the end of the lesson, teachers will be able to demonstrate their understanding and application of the Elkonin boxes and manipulatives to help students build phonological awareness skills by segmenting words into individual sounds.

*The table below provides examples of our tasks and learning outcomes along with the assessments. The assessments will be used to measure the success of the learning outcomes.*

| Task | Learning Outcomes | Assessments |
|---|---|---|
| Develop effective strategies for promoting reading and writing | Teachers will be able to design lesson plans and instructional materials that promote reading and writing in authentic contexts. | Observations, feedback from peers and trainers, self-reflection, performance-based group activity |
| Modify lesson plans, create new materials, and develop assessments that measure learners' ability to apply Phonics skills in authentic contexts. | Teachers will be able to modify existing lesson plans, create new materials, and develop assessments that measure learner's ability to apply Phonics. | Peer and trainers review of lesson plans, materials, and assessments created by teachers, performance-based group activity, feedback from peers and trainers, evaluation of the effectiveness of these resources in promoting Phonics skills, group project as the summative assessment |

| Teach Phonics in whole group and small group settings. | Teachers will be able to effectively teach in whole group and small group settings. | Observations, KWL chart activity, concept map activity, knowledge check, think-pair – share, feedback from peers and trainers, self-reflection, performance-based group activity, and end-of session exit ticket |
|---|---|---|
| Apply explicit and systematic instruction to integrate Phonics instruction with reading comprehension. | Teachers will be able to integrate Phonics instruction with reading comprehension through explicit and systematic instruction. | Observations, feedback from peers and trainers, self-reflection, and also end-of workshop evaluation. |

D.      Learning Experiences and Implementation Plan

| Learning Objective | Instructional Strategy | Assessment Strategy | Time | Materials Needed/Technology |
|---|---|---|---|---|
| **Day 1** | | | | |
| **2.1**<br>**(Heather)** | | | 30min | |
| 4.1 | Multimedia PowerPoint slide presentation with demonstration and video:<br><br>Warm Up:<br>Provide learners with word lists and ask them to segment or blend the sounds in each word. This will activate teachers' prior knowledge to prepare them to learn how to use Elkonin boxes effectively.<br>Word List for Warm Up<br><br>Lecture:<br>PowerPoint slide presentation where teachers will be shown how to effectively utilize Elkonin boxes and | Performance-based activity: (Formative) Teachers will engage in hands-on practice sessions in pairs and small groups while trainers provide ongoing feedback and support. | 20min | PowerPoint slides, Index cards, manipulatives such as pennies, stones, etc., and Elkonin boxes. Laminated Worksheet & Dice plus dry erase markers. |

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| | manipulatives as a multisensory aid to enhance students' phonological awareness. A demonstration video will be offered.<br><br>Group Activity:<br>Teachers will work in groups or in pairs to practice using Elkonin boxes.<br><br>Finish Up:<br>Ask the learners to reflect on what they have learned with a partner, and how they might use it in their own teaching. Write down 4 ideas about what they think are the strengths and limitations of Elkonin boxes. Then share it with the rest of the group. | | | |
| | Break | | 10min | |
| 3.3 | Multimedia PowerPoint slide presentation with demonstration<br><br>Warm up:<br>Play "Word Association" Directions to Word Association<br><br>Lecture:<br>PowerPoint slide presentation with demonstration: Teachers will receive a tutorial on how to choose a suitable Bingo game that matches their students' Phonics levels. Teachers will be shown a | Performance-based activity: (Formative) Teachers will collaborate in small groups to practice aligning three levels of Phonics-beginning, intermediate, and advanced-with the appropriate Bingo game. They will then apply their skills by playing the game with their group members, receiving constructive feedback from both their peers and | 20min | PowerPoint slides, Bingo Card Generator! Printable number/letter call outs-to make them last longer, laminate the call out pieces and Bingo cards. A bucket, hat, or opaque bag. Bingo chips – You can use candy too! Printable Bingo cards – Use one of the links provided in this slide. SmartBoard/ |

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| | practical demonstration on how to play the selected game with a step-by-step guide to implementing the instructional strategy in the classroom.<br><br>Finish Up:<br>Reflect on the Activity-Ask the teachers what they thought of the activity. Were there any areas that were particularly challenging or confusing? | trainers to make necessary adjustments. | | Power Point presentation. |
| 1.1 | PowerPoint slide presentation with demonstration:<br><br>First, teachers will be taught the definition of a sound wall and why sounds walls are beneficial in daily phonics lessons. Next, teachers will view visuals on how sounds walls look in a classroom environment. Lastly, teachers will learn how sound walls can be implemented daily in phonics lessons along with the routines and structure of a sound wall. | Performance based: The instructor will give the learner a sound wall card. The learner must explicitly teach the sound card to other learners while using a daily sound wall routine structure. | 20min | PowerPoint slides<br><br>Timer<br><br>Ream of anchor chart paper<br><br>Sound wall materials<br>**4 Title cards**<br>Vowel valley<br>Consonants<br>Stops<br>Nasal<br>**10 Sound cards**<br>**8 Mouth cards**<br>**10 image cards** |
| | Break | | 10min | |
| 2.2 | PowerPoint slide presentation with demonstration:<br><br>Teachers will be instructed on how to use Letter Tiles, Vowel Team Tiles, and Digraph Tiles to teach word | Maker activity:<br><br>Clear expression of utilization of manipulative tools in teaching targeted content. Age | 30min | PowerPoint slides, Pop-it word builder, word building blocks, sand segmenter, markers, handouts |

| | spelling, aspects of words, and sounds | appropriate to the learners audience. Learners will showcase skill acquisition by producing their own card set which can guide their further implementation in the classroom – develop a set of manipulative cards out of high frequency and lesser-known phonics rules. Using sight words when possible. | | outlining key concepts and strategies for using manipulatives, short quiz for summative assessment. |
|---|---|---|---|---|
| **Day 2** | | | | |
| 3.1 | Multimedia PowerPoint slide presentation with demonstration:<br><br>Warn up:<br>First, A KWL chart activity will be used to activate teachers' prior knowledge. Teachers will be asked to write down what they already know and what they want to know about the topic in sticky notes and post them on the whiteboard for whole group discussion.<br><br>Lecture and Knowledge Check:<br>Next, teachers will participate in a PowerPoint slide presentation lecture to learn about the definitions of decodable texts, guided reading, and three principles | -KWL chart activity to assess teachers' prior knowledge and knowledge they have learned during the lesson<br>-Knowledge check to check for understanding and to provide instant feedback<br>-Performance-based group activity that required demonstrations of instruction via role playing. On-time feedback from the instructor and peers will be provided<br>-Oral questioning and whole-group discussions | 50min | PowerPoint slides, computers, projector, whiteboard, K-WL chart, sticky notes, decodable texts, student worksheets, plastic bags, markers, lesson planning template and peer review rubrics, students' star reading assessment result. |

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| | of selecting high quality decodable text. A think write pair share knowledge check activity will be followed to check the teachers' understanding of the content they have learned.<br><br>Demonstration:<br>Then, teachers will be instructed on how to plan, set up and implement small group guided reading using leveled decodable texts through demonstration using VCe Long Vowel A as the targeted phonics pattern.<br><br>Group Activity:<br>Afterwards, teachers will participate in the group activity. For this activity, teachers collaboratively work with their grade level team to plan for a phonics focused guided reading activity using the given lesson planning template and available leveled decodable texts. They are asked to demonstrate their instructions via role playing and provide feedback to others' work using the rubric.<br><br>Finish Up:<br>Finally, teachers will be asked to finish the last column of the KWL chart by writing down what they have learned in sticky notes and post them on the white board for whole group discussion. | | | |

| | | Break | | 10min | |
|---|---|---|---|---|---|
| 3.2 | | Multimedia PowerPoint slide presentation with demonstration:<br><br>Warn up:<br>First, a concept map activity will be used to activate teachers' prior knowledge. Teachers will be asked to brainstorm at least four concepts that they think are related to leveled phonics word sorts center in 30 seconds. They will write down their answer in the concept map worksheet and share with the whole group what they have written.<br><br>Lecture and Knowledge Check:<br>Next, teachers will participate in a PowerPoint slide presentation lecture to learn about what leveled phonics sorts are, why this strategy is important and when to implement this strategy. A partner share knowledge check activity will be followed to check the teachers' understanding of the content they have learned.<br><br>Demonstration:<br>Then, teachers will be instructed on how to plan, set up and implement a leveled phonics word sorts center in their own classroom using /ar/,/or/ words as targeted phonics patterns, | - Concept map activity to assess teachers' prior knowledge<br>-Knowledge check to check for understanding and to provide instant feedback<br>-Performance-based group activity that required demonstrations of instruction via role playing. On-time feedback from the instructor and peers will be provided<br>-Exit Ticket to assess teachers' knowledge learned in the lesson<br>-Oral questioning and whole-group discussions | 50min | PowerPoint slides, computers, projector, whiteboard, three sets of printable sound sorts, the printable sound sorts worksheet for students, printers, three different colored papers, plastic bags, scissors, sharpies, pocket charts, an example of expectations and procedures of phonic sorts center, students' star reading assessment result |

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|---|---|---|---|---|
| | Group Activity:<br>Afterwards, teachers will participate in the group activity. For this activity, teachers collaboratively work with their grade level team to set up a leveled phonic sorts center using given materials and demonstrate how to run the center via role playing. They need to provide constructive feedback to others' work using the observation guide.<br><br>Finish Up:<br>Finally, teachers will be asked to revise or add 4 more concepts related to the topic in the concept map worksheet from the beginning of this lesson to what they have learned. They will be asked to share any changes they have made or new concepts they have added to their original work. | | | |
| | Break | | 10min | |
| 2.3<br>**(Heather)** | | | 40min | |

E. Assessment Plan

**Formative Assessment:**
- A variety of formative assessment methods will be utilized to check for learner' understanding and provide opportunities for feedback, such as KWL chart activity, concept map activity, think-pair–share discussion, observations, oral questioning, self-reflection, performance-based group activity, and exit ticket, peer and trainers review of lesson plans, materials, and assessments created by leaners.

**Summative Assessment:**

- A performance-based group project will be used as the summative assessment. For this final project, teachers will work with their grade level team to revise a Myview phonic lesson plan, create new materials, integrate phonic teaching strategies learned, and demonstrate their lessons via role playing. Lesson plan checklist and observation guide will be used to evaluate the teachers' performance for the final project. The observations will focus on teachers' ability to integrate phonics instruction with reading comprehension, teach decoding skills effectively, and bridge information gaps within a curriculum. Feedback will be provided to teachers based on the observations.

## IV. Evaluation Plan: 15 points

A. Formative Evaluation:

**Pre-questionnaire:** The purpose of the pre-questionnaire is to gather information about the teachers' familiarity with phonics practices, their expectations and goals for the training program, and to identify any challenges they have faced in teaching phonics. This information will be used to tailor the training program to their needs and address any specific areas of concern.

1) What is your current level of familiarity with Phonics practices?

2) What are your expectations for this training program?

3) What do you hope to gain from this training program?

4) What do you perceive as your strengths and weaknesses in teaching Phonics?

5) What challenges have you faced in teaching Phonics?

Based on feedback from the following, *expert review, one-on-one sessions*, and *small group pilot launch*, the training program will be refined and improved to better meet the needs of the learners. Specific actions we shall take based on each formative evaluation:

**Expert Review:** Utilizing the knowledge base of our SME and exemplary connoisseurs evaluating the training and design of learning experience set against a set of established criteria, such as usability, accessibility, or pedagogical effectiveness. Flow, ease of use, and practicality will also be considered. The expert might use a checklist or rubric to evaluate the training and provide feedback on areas for improvement.
- Incorporate examples and case studies to help illustrate key concepts

**Small Group Pilot Launch:** recruit a small group of learners (the teachers) to test the training materials and provide feedback on their usability and effectiveness. Request them to complete a set of tasks and ask them to provide feedback on how easy or difficult it was to complete the

task. Ask them to provide feedback on the quality of the content and usefulness in the classroom setting and whether they found it engaging.

- Solicit feedback from participants throughout the training to identify areas that need improvement
- Test out different teaching strategies and methods to see what works best
- Consider offering more personalized coaching and support to help learners who are struggling

**One-on-One Evaluation:** following the small group pilot launch we will observe individuals as they navigate the course, keeping close watch on the expressions and body language of participants. The training experience will allow for moments of reflection and contemplation during which time the instructor of this training may interact with the learner one-on-one.

- Offer more opportunities for practice and hands-on learning
- Provide additional resources and support materials to help learners apply what they've learned
- Clarify certain concepts and terminology that may be confusing to some learners

**Observations:** observe individual teachers during the pilot launch to see how they are applying the learned skills in the classroom setting. This will provide real-time feedback on their performance and help identify any areas that need improvement. Observations will be conducted during the pilot training program to assess how teachers are applying the learned skills in the classroom setting. This is particularly telling during role-play activities. The observations will focus on teachers' ability to integrate phonics instruction with reading comprehension, teach decoding skills effectively, and bridge information gaps within a curriculum. Feedback will be provided to teachers based on the observations.

| Learning Experience | Formative Assessment Plan |
|---|---|
| Elkonin Boxes and Manipulatives | Observe the teachers as they practice using Elkonin boxes and manipulatives in small groups. Provide them with feedback on their use of the strategy. Observe if the teacher is using hands-on activities, such as building words with letters, to engage students in phonics instruction. |
| Phonics Bingo | Observe the teachers as they collaborate in small groups to align the appropriate Bingo game with the corresponding phonics level. Provide feedback on their choices and game implementation. |
| Sound Walls | Provide each teacher with a sound wall card and have them explicitly teach the sound to other learners using the daily sound wall routine. Observe and provide feedback on their teaching |
| Word Spelling and Sound Manipulatives | Observe the teachers as they use manipulatives to teach one another, role-playing as teachers and "students," |

| | about word spelling and sounds. Provide feedback on their implementation of the strategy. |
|---|---|
| Small Group Guided Reading and Leveled Decodable Texts | Observe the teachers as they implement small group guided reading using leveled decodable texts. |
| Leveled Phonics Sorts Center | Observe the teachers as they create and run a leveled phonics sorts center. |

B. Summative Evaluation

| Level | Evaluation Method |
|---|---|
| **Level 1: Reaction**<br><br>We will evaluate the reaction of teachers towards the training program. We will measure teachers' levels of satisfaction regarding subject content, instructor's effectiveness, audiovisual aids, learning materials, instructional activities, and schedule of the training program. | • Use a post-questionnaire to measure the reaction of the participants to our training program. The post-questionnaire will be used to assess the effectiveness of the training program in meeting the learners' expectations and enhancing their knowledge and understanding of phonics practices, teaching strategies, and decoding skills. The questionnaire will also help to identify the strengths and weaknesses of the training program and provide recommendations for improvement. |
| **Level 2: Learning**<br><br>We will measure the teachers' knowledge, skills and attitudes regarding teaching phonics after the completion of the training. | • A pre-training assessment for teachers will be conducted to determine their current level of knowledge, skills, and attitudes with phonics instruction. This will involve administering a pre-training survey to collect baseline data on teachers' understanding of phonics practices, teaching strategies, and knowledge of phonics rules and language patterns as well as how phonics supports reading. The survey will be scored on a Likert scale, with higher scores indicating a greater level of knowledge or experience.<br><br>• A post-training assessment will be conducted to measure the teachers' knowledge, skills and attitudes regarding teaching phonics after their completion of the training. This will involve administering a post-training survey to collect |

| | data on teachers' understanding of phonics practices, teaching strategies, and knowledge of phonics rules and language patterns as well as how phonics supports reading after they have completed the training program. |
| --- | --- |
| | • A performance-based assessment will be used to evaluate the teachers' phonics teaching skills in the whole group and small group instruction. For the final project, teachers will work in groups to revise a Myview phonic lesson plan, create new materials, integrate phonic teaching strategies learned, and demonstrate their lesson via role playing. Lesson plan checklist and observation guide will be used to evaluate the teachers' performance for the final project. |

C. Confirmative Evaluation

| Level | Broad Goals Measure | How will we measure? |
| --- | --- | --- |
| **Level 3: Behavior**<br><br>We will evaluate the behavior of the teacher while measuring the degree of application. We will measure how teachers are incorporating the information and strategies learned into their classroom. | **Whole group/small group phonics lesson plans**<br><br>1. Are teachers implementing the information and strategies learned into the lesson plan?<br><br>2. Are teachers adjusting or modifying existing lesson plans that measure learner's ability to apply phonics?<br><br>**Teacher application in whole group and small group phonics lesson**<br><br>1. Are teachers applying the learned skills | • Evaluate and provide feedback on phonics lessons using an effective phonics lesson plan checklist<br><br>• Use the SME observation guide to observe and evaluate a whole group and small group phonics lesson |

|  | while teaching phonics lessons?<br><br>2. Are teachers using appropriate phonics academic language while teaching the phonics lesson?<br><br>**Use of instructional materials in phonics lesson**<br><br>1. Are teachers incorporating appropriate effective instructional materials/manipulatives into whole group and small group phonics lessons?<br><br>**Assessment of phonics learning goal**<br><br>1. Are teachers including and developing effective assessments that measure learner's ability to apply phonics? |  |
|---|---|---|
| **Level 4: Results**<br><br>We will measure the impact of the training. We will measure the impact for teachers and students. | **Teachers' comfortability on teaching phonics in whole group and small group**<br><br>1. Are teachers comfortable with teaching phonics using the required provided curriculum?<br><br>2. Are teachers comfortable with modifying a lesson plan for student | • Use surveys to evaluate the impact of the phonics training<br><br>• Evaluate student STAR test scores and compare score to previous scores before the training |

| | understanding of phonics? | |
| --- | --- | --- |
| | 3. Are teachers comfortable with using different materials to teach phonics?<br><br>**Student STAR test scores**<br><br>1. Are students receiving higher STAR Reading test scores due to teachers' better understanding of how to teach phonics? | |

## V.  Instructional Materials/ Prototype

- Instructional Materials Prototype-PowerPoint Presentation
- Lecture and Assessment Materials

## VI.  Appendices

- Need Analysis and Learner Analysis Teacher Survey
- Need Analysis and Learner Analysis Teacher Survey Data
- Need Analysis SME Interview
- Context Analysis Classroom Observational Questions
- Context Analysis Classroom Observation Data
- Context Analysis Observation Checklist and Guide for SME.docx
- Student STAR Reading Assessment Data
- Brainstorm list of Context Analysis Questions.docx
- Summative Evalution Post-questionnaire for Level 1-Reaction
- Summative Evalution Phonic Lesson Observation Guide for Level 2-Learning
- Confirmative Evaluation Instrument