

STAR • INSTITUTES

The **STAR National Training and Technical Assistance Package** includes three two-day institutes that provide in-depth training in evidence-based reading instruction and diagnostic assessment for adult learners at the intermediate level. During each institute, participants also learn about and develop plans to implement state—and program-level changes that contribute to the success of STAR. Follow up activities that are embedded in the online STAR Tool Kit provide opportunities for participants to apply what they have learned. Onsite and virtual technical assistance provide the support that teachers and administrators need to build a foundation for sustainable improvements in classroom and organizational practice.

Institute I

Participants will learn to:

- Describe the goals of Student Achievement in Reading (STAR) and the resources available to participants.
- Describe the four reading components and how they are interrelated.
- Describe the various purposes of norm-referenced, criterion-referenced and performance-based assessments.
- Administer diagnostic reading assessments and interpret results to develop a reading profile of student's strengths, needs and instructional levels.
- Describe the elements of evidence-based reading instruction and explain how they are applied when designing lessons.
- Explain how to plan for a series of lessons within the framework of direct and explicit instruction.
- Identify and implement statewide policies to support mechanisms that will enable changes to program structures and policies.
- Identify what program structures that need to be changed to support the elements of evidence-based reading instruction for intermediate-level Adult Basic Education (ABE) students.
- Identify STAR program goals and develop action plans, with needed state supports included, to implement evidence-based reading instruction.
- Develop state-level actions to follow-up with programs in completing, then implementing local action plans.
- Describe how fluency relates to the other reading components.
- Explain how and when collaborative reading is used to teach fluency.



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Institute II

Participants will learn to:

- Evaluate implementation status of local program action plans.
- Identify challenges encountered that have stopped goals from being met and identify possible solutions.
- Plan fluency lessons for intermediate-level ABE students using the explicit instruction framework.
- Identify materials (student text and professional resources) for teaching fluency to intermediate-level ABE students.
- Describe how alphabets relates to the other reading components.
- Describe higher level phonics skills.
- Plan alphabets lessons for intermediate-level ABE students that are systematic and reflect the elements of direct and explicit instruction.
- Describe how vocabulary relates to other reading components.
- Plan vocabulary lessons for intermediate-level ABE students using the direct and explicit instruction framework.
- Set goals for implementing evidence-based fluency, alphabets, and vocabulary instruction.
- Identify what program and classroom structures that need to be changed to support evidence-based for fluency, alphabets and vocabulary instruction.
- Identify and implement statewide policies that support mechanisms that will enable changes to programs and classrooms.
- Develop a program action plan, with needed state supports, to implement evidence-based instruction for fluency, alphabets and vocabulary.
- Develop state-level actions to follow-up with programs in meeting their instructional goals by successfully implementing their local action plans.



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Institute III

Participants will learn to:

- Describe how comprehension relates to the other reading components.
- Plan comprehension lessons for intermediate-level ABE students using the explicit instruction framework.
- Identify materials (student text and professional resources) for teaching comprehension to intermediate-level ABE students.
- Identify key elements of success in implementing evidence-based reading instruction.
- Evaluate implementation status of local program action plans.
- Set goals for implementing evidence-based comprehension instruction and managing instruction in the classroom.
- Develop a program action plan, with needed state supports, to implement evidence-based comprehension instruction and managing instruction in the classroom.
- Develop state-level actions to follow-up with programs in meeting their instructional goals by successfully implementing their local action plans.
- Describe what needs to be in place at the state-level, program-level and classroom-level for evidence-based reading instruction to be sustained.

