What?

Workshops will allow content area teachers to explore their own reading history to better serve struggling readers. Teachers will learn a variety of content reading strategies.

When?

Cohort participants will meet five times; once per month from January-May 2013.

Where?

On ASU campus
Location TBA

Grant Objectives

As a result of their workshop participation, area teachers will be able to:
1. Explore their experiences as readers through their reading autobiography.
2. Collaborate with teachers and campus administrators about effective literacy practices for secondary students.
3. Learn research-based reading, writing, and vocabulary strategies for their campus.
4. More effectively provide instruction in reading for their content area.
5. Help bridge the achievement gap by providing strategies appropriate for a culturally diverse classroom.
6. Produce a more literate population of high school graduates.
7. Successfully engage students as readers.

Grant Involvement Requirements

1. Participants must attend meetings once a month, January-May 2013.
2. Participants must participate in all blog, email, and survey requirements for the course of the project.
3. Participants must implement strategies in their own classroom during the course of the project and be willing to discuss their experiences doing so.
4. Participants must consent to having their (anonymous) feedback included in a research study conducted by Dr. Amy Williamson.

Reading Autobiography Project

Workshops for Content Area Teachers

Workshops are funded by ASU Research Enhancement Faculty Grant for 2012-2013

Why?

Teaching reading is tough, particularly for middle and secondary teachers who have not been trained in reading instruction. When mandated instruction frustrates struggling readers, eroding self-efficacy and motivation, teaching becomes even tougher. Simultaneously, the odds of improving students' reading skills drop sharply (Margolis & McCabe, 2006). By applying principles of motivation and strengthening classroom function and insight, skilled teachers can increase the odds of helping struggling readers (Margolis & McCabe, 2006).

Furthermore, training teachers in reading instruction and evaluating currently implemented reading strategies may raise a red flag that signals the reasons behind the presently alarming literacy deficit rates.

In the state of Texas, with its growing Hispanic population, many teachers still do not know how to address English Language Learners in the classroom.

This project will, through reading instruction for all, assist teachers in effectively dealing with English Language Learners in their classroom and ensure their academic success. While it is not the goal of this project to cure poor literacy skills in all classrooms, providing teachers and administrators with more tools, a chance to utilize these tools and discuss results, and an opportunity to reflect on the importance of reading in all content areas is certainly a start.

General Information

- Middle and High School content teachers (English, Math, Science, and Social Studies) in school districts surrounding San Angelo are eligible to participate.
- Participants will receive Continuing Education Credits upon completion.
- All sessions must be attended
- Dates:
  - January 29th, 2-5 p.m.
  - February 28th, 2-5 p.m.
  - March 26th, 2-5 p.m.
  - April 15th, 2-5 p.m.
  - May 9th, 2-5 p.m.

Contact

Contact **Dr. Amy Williamson** with your project questions and for application information. Applications are being accepted until November 1st, 2012.

Phone: (325) 486-6777
Fax: (325) 942-2039
Email: amy.williamson@angelo.edu