



TEACHING EVIDENCE-BASED READING PRACTICES AT THE SECONDARY LEVEL · ONLINE INSTITUTE

June 15–17, 2021

July 26, 2021

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

Tuesday, June 15

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 16

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

Thursday, June 17

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

3:45–4:00 p.m. ----- Putting It All Together Session Preview

Monday, July 26

1:30–2:20 p.m. ----- Welcome Back and Putting It All Together Session

2:20–2:30 p.m. ----- Q&A and Final Remarks

This online institute is made possible with support from the State of Texas and the National Endowment for the Humanities.



Humanities Texas



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

MARÍA ELENA ARGÜELLES, PhD, is an educational consultant who provides support to states, districts, and schools in their implementation of effective instruction for struggling learners and English learners. 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, 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.