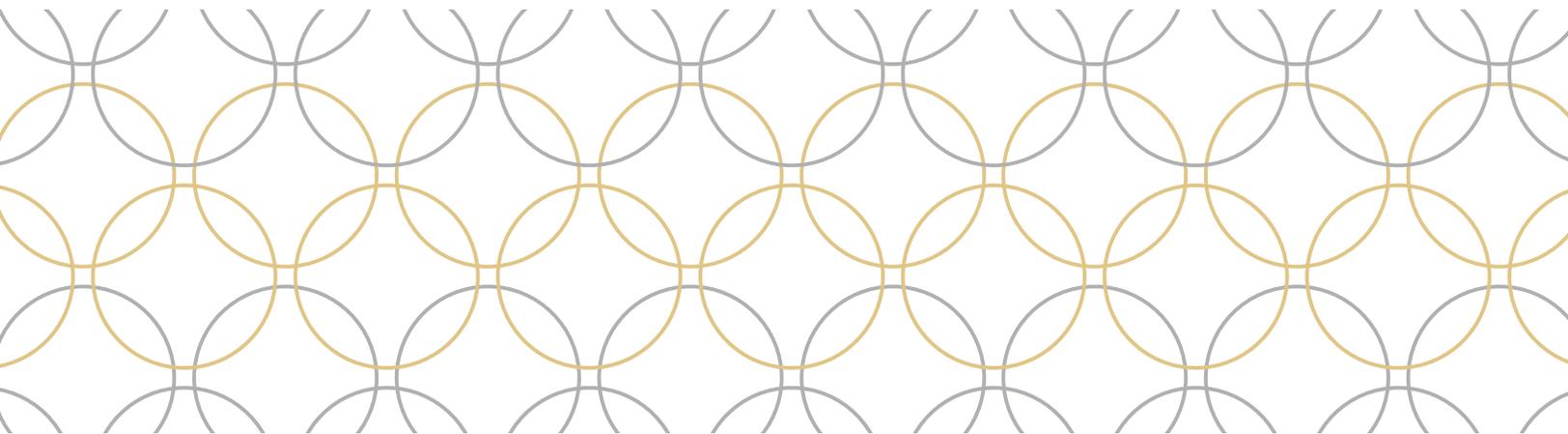


Tar Heel Shared Reader

Interaction • Language • Print Awareness

Professional Development Modules for Groups

Shared Reading Facilitator Manual



Tar Heel Shared Reader
www.sharedreader.org

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Department of Allied Health Sciences
University of North Carolina at Chapel Hill
www.med.unc.edu/ahs/clds

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Facilitator Guide Introduction

Purpose

The purpose of Tar Heel Shared Reader is to provide free access to quality professional development, materials, and technology that support the implementation of shared reading for school-aged students with significant cognitive disabilities (SCD) who do not read connected text with comprehension above a 2nd grade level.

Goals

The long-term goal is to improve literacy, communication, language, and academic skills of this group of students. The short-term goal is to empower teachers to use an evidence-based approach to shared reading to provide their students with interactive access to grade level content while improving their students' communication and literacy skills.

Facilitator Guide

When presenting professional development in a face-to-face format, this manual provides a description of the preparation, flow, video segments, and learning activities for each of the Tar Heel Shared Reader modules.

The guide is set up with the following formatting:

Script for the facilitator to SAY is written like this.

Instructions for the facilitator to DO are written like this.

Possible answers are written like this.

Icon Glossary



VIDEO: This icon indicates when a video segment should be played.



ACTIVITY: This icon indicates when a learning activity should occur.



FACILITATOR NOTES AND IDEAS: This icon indicates an open space where facilitators can add their own reflections, examples, points of emphasis, etc.

Module Overview

About This Module

The goal of this module is to provide information on the research-based instructional practice of shared reading.

Module Timeframe

Plan on approximately 90 minutes to complete this module in order to allow for rich discussion. It is in the discussion that participants gain the most insight into their classroom practice.

Learning Outcomes

- Participants will be able to name and describe the two broad goals of shared reading.
- Participants will be able to name the early literacy concepts that shared reading can impact.
- Participants will be able to use the self-reflection big ideas to identify priorities for change in teacher practice.



Facilitator Notes

Materials and Equipment

MATERIALS	EQUIPMENT
<p>For Participants:</p> <ul style="list-style-type: none"> • Recording of <i>Shared Reading</i> module • Handout: <i>Who Should Participate in Shared Reading?</i> • Handout: <i>Adult Self-Reflection</i> • Course Evaluation (optional district form) • Agenda • One copy of the assessment for each participant (optional) or provide link to online assessment 	<p>For the Facilitator:</p> <ul style="list-style-type: none"> • Chart paper or Whiteboard • Extra Pens and Pencils • Laptop • LCD Projector • Speakers appropriate for the room size

Module Preparation Checklist

Task	✓
Obtain and test LCD projector and personal computer	
Obtain and test LCD projector and personal computer	
Obtain chart paper or confirm there is a whiteboard in the presentation space.	
Obtain markers for chart paper or whiteboard	
Copy participant materials.	
<ul style="list-style-type: none"> • Participant Handouts 	
<ul style="list-style-type: none"> • Workshop evaluation form 	
<ul style="list-style-type: none"> • Agenda 	
<ul style="list-style-type: none"> • Module assessment (optional) 	
Obtain and test recording of <i>Shared Reading</i> (found on sharedreader.org)	
Set up chart paper	

Workshop Schedule

Section	Title/Time	Content	Activity
Section 1	Introduction 5 min	Review of Learning Outcomes and handouts.	
Section 2	Shared Reading 15 min	Brief introduction to the module. Participants complete a handout about students in their own classrooms.	Who Should Participate in Shared Reading?
Section 3	Concepts of Shared Reading 25-30 Min	Description of the concepts that are supported by shared reading. Participants self-reflect about "Big Ideas" that inform instructional practice.	Self-Reflection: Shared Reading
Section 4	Instructional Practice 25-30 min	Description of "Big Ideas" for shared reading. Participants engage in discussion about classroom application of the "Big Ideas".	Classroom Application
Section 5	Wrap-up 7 min	Complete assessment and evaluation.	Online Assessment found here: www.sharedreader/group 1 Or Complete paper assessment

Module Instructions

SECTION 1—Introduction

Expected Time: 5 minutes

Greet participants and discuss any housekeeping information they may need.



Facilitator Notes

Greet everyone and provide any necessary “housekeeping” (i.e., bathrooms, breaks, school or district requirements) details. State the title of the module and briefly review the learning objectives and be sure everyone received handouts.

Welcome everyone. Before we get started let’s go over a few housekeeping things (provide specific details here).

Today we start learning about shared reading as an evidence-based practice for students with significant cognitive disabilities. There are four modules in the shared reading series and each one will provide information about shared reading and instructional strategies that support different levels of language and literacy understanding. Most of the modules also provide “big ideas” about instruction designed to support adults in adjusting or changing their instructional practice in order to support student learning.

Today's module will focus on the impact shared reading has on early literacy learning and the first set of "big ideas" that will support you in using shared reading with your students.

Did I miss anyone?

(Ask anyone who raises a hand to say what job he/she does.)

There is a recorded presentation we will start in a few minutes, but first, please take a moment to review the handout packet you received. You should have a copy of today's agenda, the handout, *Who Should Participate in Shared Reading*, and a handout titled *Self-Reflection: Shared Reading*.

Does everyone have copies?

(Supply extra handouts to anyone who needs them.)

Does anyone have any questions?

(Pause to see if there are questions and respond as appropriate.)

Introductions: See who is in your audience. If the participants are well known to you, skip introductions.

As we get started, I would like to know a bit about who is here today. Raise your hand if you are a classroom teacher.

How many of you are speech-language pathologists?

Are there any occupational therapists here today?

Physical therapists?

Teaching assistants?

How about school psychologists?

School administrators?

Did I miss anyone?

(Ask anyone who raises a hand to say what job he/she does and get started.)

SECTION 2—Shared Reading

Expected Time: 15 minutes



Facilitator Notes

Okay, let's get started with the recording and then we will do an activity that will help you focus on the students in your classrooms.

If you have questions during the segment, please write them down so we can discuss them when we pause the recording. If your questions or comments can't wait, let me know so we can pause the recording and address them right then.



Start the recording.

At the 39-second mark you will see "Opening Activity". Pause the recording to complete the activity.

We will pause the recording so that we can complete the activity.



ACTIVITY—Who Should Participate

Expected Time: 10 minutes

See Appendix A for Activity Handouts



Facilitator Notes

Materials

- Activity Handout: *Who Should Participate in Shared Reading?*

Ask participants to locate the handout.

Please find the handout, *Who Should Participate in Shared Reading*.

Provide directions.

For this activity you will work individually thinking about the students in your classroom and their literacy and communication skills. This will help you identify which students are most likely to benefit from shared reading. Write each of your students' names and then respond yes or no to each of the questions. This is for your information and planning so you will not be turning this sheet in. There will also be an opportunity to adjust your answers as we move forward and you learn more about this approach to shared reading. You may discover that you have students who could

benefit from shared reading that you originally may not have included. The directions tell us that if a student has a No for any single question, then they are likely to benefit from shared reading instruction. I'll give you about 5 minutes to complete the form but will allow for more time if it is needed.

Bring the group back together.

So, without talking specifically about individual students, were any of you surprised with your answers?

(If you have participants who were surprised, ask them to describe the student's abilities and why they thought they might or might not have been included in shared reading.)

Wrap up the discussion and bring participants' attention back to the recording.

SECTION 3—Concepts of Shared Reading

Expected Time: 25-30 minutes



Facilitator Notes

Now let's watch the next segment of our recording to learn about the goals and concepts addressed during shared reading. Again, we will stop the recording after several minutes to do another activity.



Start the recording.

At the 6:19-minute mark you will see “Activity”. Pause the recording to complete the activity.

We will pause the recording so that we can complete the activity.



ACTIVITY—Self-Reflection: Shared Reading

Expected Time: 15-20 minutes

See Appendix A for Activity Handouts



Facilitator Notes

Materials

- Activity Handout: *Adult Self-Reflection*

Ask participants to locate the handout.

Please find the handout, *Self-Reflection: Shared Reading*.

Provide directions.

Self-reflection is one way to improve instructional practice. Taking the time to ask yourself important questions about your own planning and teaching can help you deepen understandings of your current instructional practice and set priorities to improve your teaching and your students' outcomes. In this activity, you will be asked to reflect on several big ideas and the ways they relate to your instruction. The goal is to help you self-reflect and set priorities regarding the practices that will be discussed in this presentation. I will give you about 10 minutes to think about and complete the handout. If you are not yet using shared reading as a part of your literacy program, look at the big ideas and guiding statements and think about how you would like to prioritize these when you begin planning your lessons. Again, you will not be turning this form in, but everyone will be asked to refer back to their answers when planning their shared reading lessons.

Bring the group back together and have a brief discussion about the big ideas.

It's okay if you are not yet doing shared reading because we are just getting started with this, but I am curious if anyone is currently doing shared reading with your students. Raise your hand if you are.

(Raise your hand to indicate how they can respond. If some participants raise their hand, ask: Had you considered any of these big ideas? Which ones?)

(If none of the participants are currently using shared reading, then ask: Given what you know right now, what do you think you will set as your priorities? Why?)

Wrap up the discussion and bring participants' attention back to the recording.

SECTION 4—Instructional Practice

Expected Time: 25-30 minutes



Facilitator Notes

Now let's watch the next segment of our recording to learn more about these big ideas.



Start the recording.

When the recording is complete, facilitate discussion on Classroom Application.



ACTIVITY—Classroom Application

Expected Time: 20-25 minutes

See Appendix A for Activity Handouts



Facilitator Notes

Materials

- Activity Handouts: *Who should Participate in Shared Reading? & Adult Self-Reflection*

Ask participants to locate the handouts.

For this discussion, you will need to refer to the handouts you have already completed.

Lead discussion.

Let's talk about classroom application. First, I would like you to plan for shared reading to occur every day. I totally get that somedays you are not able to do all the lessons you have planned because life happens; fire drills, seizures, absences and more. But I also know, it is more likely to happen every day if we plan for it every day. So, start by building shared reading into your daily literacy plans. I want to also be clear that shared reading is one part of your comprehensive literacy instruction. As we learned today, research tells us it is a powerful approach for early literacy learners, no matter their age. Given that we will be planning for shared reading, where do you think you might include it in your schedules?

(Pause for discussion)

I also want us to discuss your ideas about how you might use support staff or related service providers (e.g., Paraprofessionals, Speech Language Pathologist, Occupational Therapist, Physical Therapist; use the appropriate terms for your school) to support your students while you are teaching a whole group, a small group or individual students. What do you think their role will be?

(Pause for discussion; Here are a few ideas if participants need help getting ideas started: *have staff support students who use AAC; they can help attribute meaning to all of the*

ways students try to communicate; they can help show students how to communicate using the modes they have available to them; they can repeat what students say or do to confirm that they are working to understand them; they can expand on the things students say or do to help them improve their communication skills; they can help direct student attention to the book and the reader)

How do you think you might help them understand their role in shared reading?

(Pause for discussion; Here are a few ideas if participants need help getting ideas started: *explain the goals of shared reading and what they can do to support those goals; provide time for them to watch the online module; let support staff read the book while you model what you want them to do when you are reading)*

Your task between now and the next professional development session is to get started with having shared reading lessons every day. It's okay if it doesn't go smoothly or if it feels awkward. Your students may not know what to expect but they will catch on if you make this a part of your daily routine. It will be helpful to observe your students during shared reading and reflect on the questions you answered in the opening activity. Are the students really engaging and interacting the way you thought they would? Are they doing these things independently or are they used to waiting for you to provide prompts?

In the next module we will learn about a specific approach to shared reading called Follow the CAR. The ideas in the next module build on the ideas and experiences you have in implementing the information from today's module so it's important that you get started right away.

Bring the group back together to wrap-up the session.

SECTION 5—Wrap-up

Expected Time: 7 minutes



Facilitator Notes

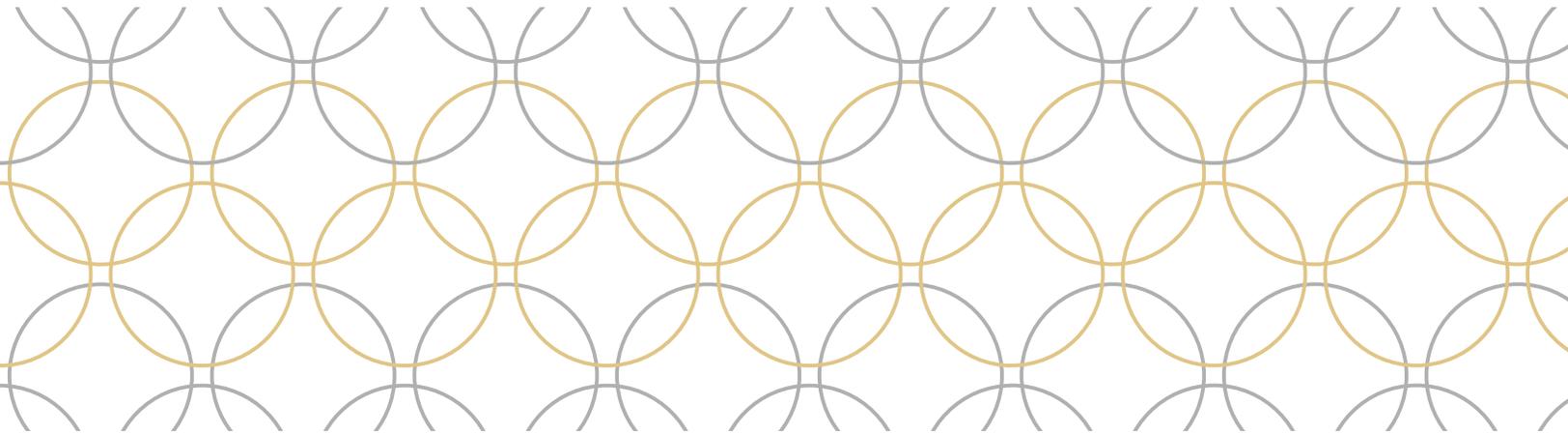
Wrap up the session. Have participants complete any final paperwork that is needed (e.g., an evaluation, sign out to document attendance, etc.) and provide the link to the online assessment or handout a paper copy. (Note: If participants use the online assessment, a certificate of completion will be emailed to them if they receive 80% or better on the assessment. If a paper copy is given, certificates are not issued by Tar Heel Shared Reader, but you are welcome to grade the assessments and issue a school or district certificate.)

I really appreciate your time and attention today. We are scheduled to meet again on

(fill in the date/time/location or tell them how they will be notified of the next session).

Finally, we are going to take a quick assessment. When you are finished you may leave but remember to take your handouts with you so that you may refer back to them as we work towards supporting our students' literacy and communication abilities.

Appendix A: Shared Reading Handouts



Agenda

Module: Shared Reading

Section	Title/Time	Content	Activity
Section 1	Introduction 5 min	Review of Learning Outcomes and handouts.	
Section 2	Shared Reading 15 min	Brief introduction to the module. Participants complete a handout about students in their own classrooms.	Who Should Participate in Shared Reading?
Section 3	Concepts of Shared Reading 25-30 Min	Description of the concepts that are supported by shared reading. Participants self-reflect about "Big Ideas" that inform instructional practice.	Self-Reflection: Shared Reading
Section 4	Instructional Practice 25-30 min	Description of "Big Ideas" for shared reading. Participants engage in discussion about classroom application of the "Big Ideas".	Classroom Application
Section 5	Wrap-up 7 min	Complete assessment and evaluation.	Online Assessment found here: www.sharedreader.org /group 1 Or Complete paper assessment

Who Should Participate in Shared Reading?

In this module you'll learn about shared reading. Before we start, take a few minutes to think about your students and their literacy and communication skills. This will help you identify which students are most likely to benefit from shared reading.

Directions: Respond Yes or No to each question for each student in your class.

Student Names:	Does the student:							
	know most of the letters most of the time?		engage actively during shared reading?		have a means of communication and interaction?		understand that writing involves letters and words?	
1.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
8.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
10.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
11.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
12.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

****Any student with even a single NO response will benefit from participating in shared reading.****

Adult Self-Reflection

Self-reflection is one way to improve instructional practice. Taking the time to think about your own planning and teaching can help you deepen understandings of your current instructional practice and set priorities to improve your teaching and your students' outcomes. The goal is to help you self-reflect and set priorities regarding the practices in each module.

Directions: For each statement below, indicate Yes or No. For each "No" response, decide how much priority you will place on it in your future practice by entering H for high, M for medium, or L for low.

Guiding Statements	Response	Priority (H/M/L) and Notes
Big Idea: Adults provide access to texts that are interesting, as well as age and ability respectful.		
1. I choose texts that are the right length to hold my students' attention.	Yes No	
2. I choose texts that my students can understand.	Yes No	
3. I choose texts that are interesting and age respectful of my students.	Yes No	
Big Idea: Adults read with expression and enthusiasm to increase student engagement.		
1. I read with expression that matches the meaning of the text while changing pitch, tone, volume, and speed to mark questions, important words, and other text features.	Yes No	
Big Idea: Adults encourage and support communication and interaction.		
1. As needed, I provide each of my students with communication supports (AAC) during shared reading.	Yes No	
2. I attribute meaning to all student efforts to communicate with me or others.	Yes No	
3. I repeat the things students say, point to the symbols they select, or describe their communicative behaviors.	Yes No	
4. After repeating or describing student communication efforts, I respond by adding more words or symbols or demonstrating how the student could use symbols to communicate more clearly.	Yes No	

Big Idea: Adults help students connect the content of texts (words and pictures) to their personal experiences.		
1. I make comments that connect the texts we read to my students' life experience.	Yes No	
2. I encourage my students to make their own connections with the words and pictures in the texts we read.	Yes No	
Big Idea: Adults encourage student participation without physical support or extrinsic rewards.		
1. I encourage my students to participate without requiring it.	Yes No	
2. I pause frequently for 5 or more seconds to give my students adequate time to initiate and respond during shared reading.	Yes No	



Assessment

Module: Shared Reading

Name: _____

Date: _____

1. The main goals of shared reading are to maximize student interaction and engagement with the book and the adult.

True False
2. Which of the following is addressed during shared reading?
 - a. Getting students to read aloud.
 - b. Asking comprehension questions about the text.
 - c. Building language and vocabulary comprehension.
 - d. Teaching students to retell the story.
3. Students need a way to communicate to participate in shared reading instruction.

True False
4. Adults help students learn to take the lead during shared reading by doing each of the following EXCEPT:
 - a. Taking long pauses.
 - b. Waiting for students to communicate.
 - c. Teaching students specific comments for each page.
 - d. Responding to students by repeating what they communicate and adding more.
5. During shared reading, you should only use books from Tar Heel Reader because they are beginning level texts about a variety of age-appropriate topics for students.

True False



Assessment Answers

Module: Shared Reading

Name: _____

Date: _____

1. The main goals of shared reading are to maximize student interaction and engagement with the book and the adult.

True False

2. Which of the following is addressed during shared reading?

- a. Getting students to read aloud.
- b. Asking comprehension questions about the text.
- c. **Building language and vocabulary comprehension.**
- d. Teaching students to retell the story.

3. Students need a way to communicate to participate in shared reading instruction.

True False

4. Adults help students learn to take the lead during shared reading by doing each of the following EXCEPT:

- a. Taking long pauses.
- b. Waiting for students to communicate.
- c. **Teaching students specific comments for each page.**
- d. Responding to students by repeating what they communicate and adding more.

5. During shared reading, you should only use books from Tar Heel Reader because they are beginning level texts about a variety of age-appropriate topics for students.

True **False**

CEU Information

Tar Heel Shared Reader does not provide CEUs for the completion of modules. However, states and/or local education agencies (LEAs) are encouraged to use the information provided below as the basis for awarding CEUs as appropriate.

Learning Outcomes

1. Participants will be able to name and describe the two broad goals of shared reading.
2. Participants will be able to name the early literacy concepts that shared reading can impact.
3. Participants will be able to use the self-reflection big ideas to identify priorities for change in teacher practice

Author Bios

Karen Erickson, Ph.D., Director of the Center for Literacy and Disability Studies, is a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy assessment and instruction for struggling readers of all ages including those with significant cognitive disabilities. Karen is co-developer of the Tar Heel Reader online library of accessible books for beginning readers, as well as several other assistive and learning technologies. She is a former teacher of children with significant disabilities.

Claire Greer, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies (CLDS), in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy, language, and math assessment and instruction for students of all ages with significant cognitive disabilities and complex communication needs. Prior to working for the CLDS she served in various states as a state and district educational consultant, principal, teacher of students with significant disabilities, and director of exceptional children's programs.

Penny Hatch, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes language and literacy development for students with significant cognitive disabilities and complex communication needs. Prior to earning her Ph.D., Dr. Hatch worked as a school-based speech-language pathologist, specializing in augmentative and alternative communication and assistive technology.

SHARED READING

Nancy Quick, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes the identification of students with significant cognitive disabilities who are at risk for hearing loss, as well as the development of their language and literacy skills. Prior to earning her Ph.D., Dr. Quick worked as speech-language pathologist, specializing in children with hearing loss who use a variety of communication modalities and approaches.

	Title/Time	Content	Activity
Section 1	<i>Introduction</i> 5 min	Review of Learning Outcomes and handouts.	
Section 2	<i>Shared Reading</i> 15 min	Brief introduction to the module. Participants complete a handout about students in their own classrooms.	Who Should Participate in Shared Reading?
Section 3	<i>Concepts of Shared Reading</i> 25-30 Min	Description of the concepts that are supported by shared reading. Participants self-reflect about "Big Ideas" that inform instructional practice.	Self-Reflection: Shared Reading
Section 4	<i>Instructional Practice</i> 25-30 min	Description of "Big Ideas" for shared reading. Participants engage in discussion about classroom application of the "Big Ideas".	Classroom Application
Section 5	<i>Wrap-up</i> 7 min	Complete assessment and evaluation.	Online Assessment found here: www.dlmpd.com/group1 Or Complete paper assessment