

Conference Resume - ECRI
Katie Woodrow
January 9-10, 2019
PATTAN - Harrisburg

On Wednesday, January 9th and Thursday, January 10th, I attended the Enhanced Core Reading Instruction (ECRI) training through PATTAN. Attending this training was an opportunity to grow in the area of Language Arts education and learn research and evidence-based frameworks to ensure that the content is being presented to all students consistently and equally.

ECRI is based on routines that have been tested and evaluated through the University of Oregon Center on Teaching and Learning. There are routines for every component of the Language Arts area and the ECRI model is a compliment to any curriculum on the market right now which makes it an extremely valuable tool to our district. Within the training, we learned each routine explicitly and were able to practice with our team to ensure consistency and accuracy. These routines are designed to be administered explicitly with no deviation from the script. My background in literacy helped immensely in learning each routine as well as understanding why it was necessary.

Within the two-day training, one of the big takeaways for me was that making learning fun yields success more than anything else. We very often get caught up in the "cute" part of education, not knowing that we have the ability to draw our students in with intrinsic motivators and don't necessarily require eye-catching flip charts or crafts to teach. We do require a solid and consistent reading program among the district schools first and foremost with ongoing professional development to ensure that we are teaching the content as intended.

Another take away that I wanted to share was that with enhancements of core reading instruction is to take a good product and make it more effective by adding instructional enhancements. This means ECRI routines will work with our current Benchmark Literacy curriculum and Wilson FUNdations initiatives. ECRI is not an intervention and should be administered to Tier 1 and Tier 2. It would require professional development with our PATTAN partners, but it is possible to mesh the curricula.

Below, I want to list a few major bullet points that were shared at the training. They are very short and concise, but deserve to stand out in this conference resume.

- Most teachers are teaching to the top 25% and the specialists “fix” the rest. With ECRI,
- In an ECRI classroom, you’re teaching to all and providing deliberate practice.
- Students should NEVER be taken out of Tier 1 instruction.
- 30 minute pre teach from specialist teachers (Reading, Title 1, Learning Support, etc.) to exactly what’s being taught in Tier 1 the following day.
- ECRI is NOT an intervention.
- Skill practice is important, but often time is not given to it. Skipping reading skips readers reading!
- We must use decodable text for what they are meant for to prepare our students for more meaningful literature.
- Shift the mindset: Accuracy means NOTHING over fluency.
- Every student every day must feel and sound like a fluent reader.
- If each child has the opportunity to read fluently everyday, they feel EMPOWERED.

Overall, I left this training feeling very invigorated and was eager to start implementing some of the routines in my kindergarten classroom. I have really enjoyed working with my students and seeing some small successes with the strategies I have implemented so far.

NAME: Julianne Laird

POSITION: District Orchestra Conductor

CONFERENCE ATTENDED: PMEA District 2, 3, 5 Orchestra

DATES: January 10 - 12, 2019

LOCATION: McDowell Intermediate School, Erie, PA

The Pennsylvania Music Educators Association-sponsored festival events continue to be valuable educational experiences for students and music educators in every discipline. The initiatives, programs, and instruction of the Indiana Area School District are all addressed in some form in every event. The most important involve our academic standards, which continue to be reinforced by acknowledging music as a *core curriculum*, emphasizing developing and practicing creative and higher-order thinking skills. Additionally, district initiatives such as creating partnerships in the community and educating every student to be a lifelong learner in a changing global society are addressed with excellence by providing exemplary research and instruction.

I had the privilege of escorting 4 students from Indiana Area Senior High School to the 2019 District, 2, 3, 5 Orchestra Festival. Talia Mastalski, John Harper, Tian Schiera, and Jonathan Lo represented our school district brilliantly in the audition, rehearsal, and performance process. Of these students, Jonathan Lo and Talia Mastalski qualified to advance to Western Region State Orchestra (Regionals) in February. Unfortunately, a science festival was scheduled for the same weekend as the upcoming Regional Orchestra festival, so Talia Mastalski waived the opportunity to participate in the 2019 Western Region State Orchestra festival.

Our students rehearsed for 2 ½ days with conductor Jonathan Moser of Mercyhurst University and the Erie Philharmonic. Mr. Moser is an outstanding orchestra conductor and string pedagogue. Under his tutelage, the students performed a rigorous concert on Saturday afternoon, consisting of music by Verdi, Berlioz, and John Williams.

While at the festival I participated in several opportunities for professional development. I observed Mr. Moser in his conducting role during all three days of the event, noting his conducting style and especially his interaction with the ensemble, and I participated in a workshop presented by Mary Moser on "setting up" beginning students with proper hand, arm, and body positions. The art of teaching strings is a highly technical skill, and it is extremely valuable to review foundational truths about the way students' bodies respond to playing these complex instruments. I also enjoyed several hours of networking, especially mining the ideas of retired IUP professor and Seeds of Faith music instructor, Dr. John Kuehn. Dr. Kuehn possesses a wealth of wisdom and knowledge gleaned from his 48 years of serving our community as a music educator. I am proud to call him my friend, and I look forward to incorporating ideas that he shared with me into my classroom instruction.

The PMEA festival experience is invaluable for our string students. I am proud to represent the Indiana Area School District as a member of the Pennsylvania Music Educators Association, and I am especially proud of our outstanding students, who are always the absolute model of academic and character excellence.

REC'D JAN 14 2019

Name: Krista Sevajian
Conference Attended: ECRI Training
Date(s): 1/09/19-1/10/19

Position: Assistant Principal
Location: Harrisburg, PA PaTTAN

Summary of Conference Sessions Attended:

ECRI- "Enhanced Core Reading Instruction," is a process to be used in conjunction with a core reading program. ECRI is a series of repetitive procedures designed to help students read on grade level beginning in Kindergarten.

Participants were trained to learn the repetitive procedures for teaching and learning how to read with an MTSS model in place. The ECRI structure focuses on the level of supports at the Tier 1, 2, and 3 levels in as a supplement to the core reading instruction chosen for students such as our Benchmark Literacy and Foundations programming. Remembering that Tier 1 is the main focus for reading instruction, which zero students should ever miss in exchange for intervention (Tier 2, Tier 3).

The focus of ECRI is to increase teacher effectiveness and to systematize learning how to read. According to the University of Oregon, where ECRI was developed, extensive research shows that students were so well trained in this repetitive learning model, and were able to progress at a rapid pace because they were not learning new ways of how to read. In basic terms, ECRI developed a "franchise model" for learning how to read and decode text. From grade to grade, class to class, students knew the routine and became confident learners because of the repetitive nature of the process.

What I noticed from my past experience with reading instruction and intervention, ECRI model married the most efficient strategies that drove interventions like:

Words Their Way (Pattern Recognition)

Writing the Road to Reading (Encoding and Reading aloud)

Reading Recovery (Repetitive Practice + Fundamental Fluency Practices)

Foundations (Tapping out)

A reminder was consistently provided that their model was created to supplement core instruction, not to replace it. This is like the vehicle to help kids read beginning in Kindergarten.

Reflection of Conference Value:

Explain how the conference aligns with district initiatives, programs, and instruction.

We are in the midst of building a literacy plan for students with a major goal of helping every student to read by grade 3. While the vision is in the process of being clarified by the elementary leads, it was an honor to revisit the importance of building strong readers.

This would be a process of systematizing reading instruction for learners and also provide repetitive, consistent practice for students beginning in Kindergarten. Within 15 minutes of this ECRI instruction, students receive 250 opportunities for learning the objective. It is repetitive and rhythmic. The ECRI model has a flow that causes engagement to remain high and also predictability which builds confidence within the learners.