Virginia's Early Reading Interventions Symposium
Early Intervention Reading Initiative, PALS, Reading First
The Hotel Roanoke and Conference Center
March 22 and 23, 2007
Tentative Overview

Format: A one-day session will be repeated for different school divisions to attend either March 22nd or 23rd with a short morning general session, breakout sessions, lunch, and an afternoon general session. The following breakout sessions will be held for one hour each. Each participant will have the opportunity to attend two breakout sessions.

Topics: Using PALS data to:

- **form instructional groups**
  Participants will learn how to use the PALS Web site reports to form instructional groups using instructional reading level and spelling and phonics data. This will be demonstrated for both classroom and grade-level use.

- **plan instruction for differentiated groups across time**
  Once instructional groups are formed, participants will use PALS data to create curriculum maps and pacing guides for instructional groups.

- **allocate resources**
  Looking at schoolwide and classroom data, participants will determine how materials, staff, and professional development resources can be used to implement a successful literacy program.

- **plan multi/tiered intervention**
  Participants will look at sample case studies from the PALS database and discuss appropriate levels of intervention.

- **facilitate a grade-level team meeting**
  Participants will learn how an instructional leader can complete the screening window cycle with team meetings that examine grade-level data.

- **guide instructional supervision**
  The presenter will provide concrete tools for observing in classrooms during reading instruction and conducting post-observation conferences to maximize the use of effective instructional strategies in reading.

- **improve teaching for English-language learners**
  Looking at case studies, participants will discuss instructional support for students learning to read in a new language.

- **examine purposes of assessment**
  Participants will discuss the different purposes of assessment including screening, progress monitoring, diagnosis, and gauging outcomes. They will also learn how to use PALS informally with students as an ongoing resource for guiding instruction.

- **show growth over time**
  Participants will learn to use PALS data files to create cohorts to show growth for a school or district.

- **establish roles for collaboration**
  Participants will receive pointers for collaborating for successful early reading intervention: the role of reading resource teachers, principals, and PALS division representatives with the Early Intervention Reading Initiative. Anyone new to the role of PALS division representative should attend.