


2023-2024 Wisconsin STAR Syllabus and Timeline

Module	Dates	Time Estimate (mins)	Format
1: Introduction, expectations, and registration	10/20/23 – Madison WTCS	30	Face-to-Face
2: Kick off webinar	10/20/23 – Madison WTCS	45	Face-to-Face/Online (rev)
3: What is evidence-based reading instruction?	10/20/23 – Madison WTCS	45	Face-to-Face/Online (rev)
4: Why do diagnostic assessment?	10/20/23 – Madison WTCS	30	Face-to-Face/Online (rev)
5: Program team meeting	Program site/Virtual	45	Program team meeting
6: Alphabetics assessment	10/20/23 – Madison WTCS	60	Face-to-Face
6A: Practice doing alphabetics assessment with your learners		-	Classroom practice & reflect in portfolio
7: Fluency assessment	10/20/23 – Madison WTCS	60	Face-to-Face
7A: Practice doing fluency assessment with your learners		-	Classroom practice & reflect in portfolio
8: Vocabulary assessment	10/20/23 – Madison WTCS	30	Face-to-Face
8A: Practice doing vocabulary assessment with your learners		-	Classroom practice & reflect in portfolio
9: Comprehension assessment	10/20/23 – Madison WTCS	45	Face-to-Face
9A: Practice doing comprehension assessment with your learners		-	Classroom practice & reflect in portfolio
10: Doing a complete diagnostic assessment	10/20/23 – Madison WTCS	60	Face-to-Face
10A: Practice doing a complete diagnostic assessment with your learners		-	Classroom practice & reflect in portfolio
11: Day long face-to-face meeting. Learn to use results from diagnostic assessment to identify instructional priorities, group students, identify instructional levels for texts, and plan evidence-based reading lessons in all four components.	12/1/23 – TBD	1 day	Face-to-Face

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12: Action planning meeting with your program team to address implementation issues	Program site/Virtual	90	Program team meeting
12A: Use your diagnostic assessment results to identify instructional priorities for your students and to group them and identify instructional levels for text for each group.		-	Classroom practice & reflect in portfolio
13: Optional extra information and practice on assessing vocabulary, fluency, alphabetics, and comprehension	Optional	-	-
14: Principles of effective instruction		45 - 60	Online
15: Vocabulary instruction		60 - 75	Online
16: Practice planning, teaching, and assessing vocabulary instruction with your students		-	Classroom practice & reflect in portfolio
17: Fluency instruction		75 - 90	Online
18: Practice planning, teaching, and assessing fluency instruction with your students		-	Classroom practice & reflect in portfolio
19: Alphabetics instruction		60 - 75	Online
20: Practice planning, teaching, and assessing alphabetics instruction with your students		-	Classroom practice & reflect in portfolio
21: Comprehension instruction		75 - 90	Online
22: Practice planning, teaching, and assessing comprehension instruction with your students		-	Classroom practice & reflect in portfolio
23: Individual reflection		75 - 90	Reflect in portfolio
24: Day long face-to-face meeting. Share and discuss experiences using evidence-based instructional techniques. Discuss implementation planning, opportunities, and issues.	3/1/23 – TBD	1 day	Face-to-Face

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25: Optional extra information and practice on teaching vocabulary, fluency, alphabets, and comprehension	Optional	-	Online
26: Action planning meeting with your program team		75 - 90	Program team meeting
27: Developing an instructional routine		60 - 75	Online
28: Webinar for participants who will act as coaches in module 29	Optional	60 - 75	Webinar
29: Practice planning and teaching an instructional routine with your students. A coach will assist you with feedback and reflection.		-	Classroom practice & reflect in portfolio
30: Program team meeting to discuss next steps	Program site/Virtual	120	Program team meeting
30: Post-Training Survey	Due by 4/30/24	15	Online  Required for certificate in addition to completing all modules

Estimated Participant Total Time: 46 hours = 21 in-person + 25 online + assessing/teaching practice in classroom