

Staff-Development Programs

Sandra Martin presents six different staff-development programs related to reading, writing, spelling, math, inclusion, and others. Request a related topic if you don't see it listed below.

Level 1: Increase Reading Fluency and Test Scores: Teaching Phonics to Students of All Ages, K-12

Sandra Martin

Manual: *Breaking the "Sound" Barrier to Fluent Reading, Level 1 (BSB1)*

This staff development course helps teachers utilize a well researched, high-interest phonics program called *Breaking the "Sound" Barrier to Fluent Reading, Level 1*. The program uses innovative techniques and age-appropriate activities that appeal to readers of all grade levels, K-12. Successful retention of phonic sounds is necessary to increase reading fluency and spelling skills. Educators will learn to teach phonics using a multi-sensory method that yields excellent retention. Many phonics programs are unsuccessful in promoting retention of the sounds for all students.

Students require consistent rules if they are to feel confident with reading. Thus, it is important to teach the sound-symbol relationships in a dependable manner, allowing students to develop permanent sound-symbol memory crutches, as taught in BSB1. These consistent rules give students the confidence to read and the vigor to continue learning sequential steps to read and spell difficult material as the program progresses.

This class is suited for educators teaching beginning phonics, elementary reading, English as a second language, or have middle or high school readers who struggle with fluency because they haven't mastered basic phonics. The class uses the manual called *Breaking the "Sound" Barrier to Fluent Reading, Level 1* as its guide. All of the necessary materials needed to begin a successful phonics program are included in the manual and course.

In the 20 years of research and test piloting of this curriculum, students with learning disabilities show up to four years of reading growth in one year. Students continuing with *Breaking the "Sound" Barrier to Fluent Reading, Level 2*, show significant reading fluency gains. Regular education teachers use this program successfully at all grade levels, K-12. This phonics program won the Shippensburg University Exemplary program award for 2002. It also aired on WGAL Channel 8 TV's Learning Matters.

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Level 2: Increase Reading Fluency and Test Scores: Teaching Sequential Reading Fluency Skills to Students of All Ages, K-12

Sandra Martin

Manual: *Breaking the “Sound” Barrier to Fluent Reading, Level 2 (BSB2)*

This staff development course helps teachers utilize a well researched, high-interest word fluency program called *Breaking the “Sound” Barrier to Fluent Reading, Level 2*. This staff development program uses innovative techniques and age-appropriate activities that appeal to readers of all grade levels, K-12. After students learn their phonic sounds in the *Level 1* course, they learn sequential steps to read fluently. These steps include knowledge of the six syllable types. BSB2 begins after students master BSB1. BSB2 presents six syllable types: open (O), closed (C), vowel-consonant-E (VCE), R-controlled (R), consonant-LE (CLE), and vowel-vowel (VV). BSB2 expands the establishment of consistent phonetic rules that lead to reading fluency, since mastery of important sequential steps is necessary before teaching the inconsistencies of our language. The presentation of these steps includes memory –enhancing techniques that promote long-term retention. Students make significant gains using this program.

This class is suited for educators teaching beginning reading fluency, elementary reading, English as a second language, or have middle or high school readers who struggle with reading fluency. The class uses the manual called *Breaking the “Sound” Barrier to Fluent Reading, Level 2* as its guide.

In the 20 years of research and test piloting of this curriculum, students with learning disabilities show up to four years of reading growth in one year. Regular education teachers use this program successfully at all grade levels, K-12. This program won the Shippensburg University Exemplary program award for 2002. It also aired on WGAL Channel 8 TV’s Learning Matters.

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Level 3: Increase Reading Fluency and Test Scores: Teaching Sequential Reading Fluency Skills to Students of All Ages, K-12

Sandra Martin

Manual: *Breaking the “Sound” Barrier to Fluent Reading, Level 3 (BSB3)*

This staff development course helps teachers utilize a well researched, high-interest word fluency program called *Breaking the “Sound” Barrier to Fluent Reading, Level 3*. This staff development program uses innovative techniques and age-appropriate activities that appeal to readers of all grade levels, K-12. Use BSB Level 3 when students master BSB2. BSB3 teaches four dividing patterns: vowel-consonant-vowel (VCV), vowel-consonant-consonant-vowel (VCCV), vowel-consonant-consonant-consonant-vowel (VCCCV), and vowel-consonant-consonant-consonant-consonant-vowel (VCCCCV). After completion of this level of the program, students will be able to pronounce lengthy words phonetically. The BSB program culminates with students pronouncing the longest words in the *Guinness Book of World Records*. The presentation of these steps includes memory –enhancing techniques that promote long-term retention. Students make significant gains using this program.

This class is suited for educators teaching reading fluency, elementary reading, English as a second language, or have middle or high school readers who struggle with reading fluency. The class uses the manual called *Breaking the “Sound” Barrier to Fluent Reading, Level 3* as its guide.

In the 20 years of research and test piloting of this curriculum, students with learning disabilities show up to four years of reading growth in one year. Regular education teachers use this program successfully at all grade levels, K-12. This program won the Shippensburg University Exemplary program award for 2002. It also aired on WGAL Channel 8 TV’s Learning Matters.

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Teaching Math Concepts To Ensure Long-Term Retention and Raise Math Test Scores

Sandra Martin

Manuals: *Mathopedia, Level 1* and/or *Mathopedia, Level 2*

The design of this staff development program helps teachers develop a memory-enhancing, multi-sensory mathematics program for students in the elementary grades through grade 12. The program helps students become proficient with basic mathematics skills from addition to pre-algebra. Many children have difficulty retaining math concepts from year to year. The teaching methodologies used in *Mathopedia* assist students with long-term retention of skills, making it easier to grasp more difficult concepts. The program suggests consistency of instruction between grade levels to help students gain a better understanding of skills. Consistency between teachers can be achieved through the methodologies used in *Mathopedia, Level 1*, followed by the methodologies in *Mathopedia, Level 2*.

Take this staff-development course if you teach basic mathematics skills. Average to accelerated students in grades 2-8 would benefit from this instruction as well as students with below-average math abilities in grades 4-12. The teacher can choose from two different levels of training allowing for individuality. Appealing lessons and math tricks will benefit students of all intelligence levels. Teachers learn to use instructional techniques to help students successfully answer word problems and open-ended questions. This type of training helps students perform well on the state's math assessments.

Teaching Students to Comprehend What They Read

Sandra Martin

Many students read an entire page and can't tell you what they've read. They are unable to pair the printed word with real life experiences. Students cannot pass state assessment tests because reading does not make sense to them. This staff development program helps teachers in all grade levels, K-12, clearly teach the comprehension process. The session shows teachers methods to develop a firm understanding of what is read. A multi-sensory approach is used with students of all ability levels. Reading samples from high-interest stories and state assessment tests will give teachers an obvious way to develop strong comprehension abilities. This ability will enable students to answer all types of questions after reading a selection of varying lengths.

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Successful Inclusion – Ensuring That All Students Learn Successfully

Sandra Martin

This staff development course reviews the various inclusive models of instruction. The role of the inclusion specialist and the regular education teacher are discussed. Educators learn the abilities necessary for each child to complete school tasks. A demonstration of left versus right-brained dominant thinkers shows the differences in the way students think and absorb content material.

Teachers learn techniques of taking subject matter such as math, science, social studies, and English and adapting it to meet the needs of all student learners. All subject areas can be modified to suit the needs of students with varying ability levels. This can be done in a fun memory-enhancing way.

Good inclusion involves a co-teaching situation between the regular ed and learning support teacher. The regular ed teacher explains the content to be taught and the learning support teacher adapts it. Both teachers alternately instruct the material and achieve maximum successes.