



## *FRANCES M. BECK* *MIDDLE-SCHOOL "AH-HA" READING AWARD*

www.pilambda.org; 800-487-3411

Pi Lambda Theta

Non-members are eligible

**OVERVIEW** — This award recognizes a middle-school educator or team of educators who has designed an effective, replicable program for advancing reading/literacy. The award is underwritten by the John and Frances Beck Foundation and is co-sponsored by Pi Lambda Theta.

**FRANCES M. BECK** — Dr. Frances M. Beck was assistant dean of students in the University of Chicago Graduate School of Education for almost twenty years. She was also the Director of the Reading Clinic at De Paul University. Her passion and love of reading were evident in her numerous articles on reading and on motivating students. Dr. Beck, an active member of Pi Lambda Theta, held local and national offices and served as faculty adviser for more than thirty-five years. After retiring from the university, she tutored middle-grade students in reading in Chicago schools. The John and Frances Beck Foundation was established after her death as a tribute to an educator who devoted a lifetime to helping students. Herbert Walberg, a long-time friend of Dr. Beck, suggested this award to honor her and her contributions through Pi Lambda Theta.

**AMOUNT** — Recipients receive a cash award of \$2,000.

**APPLICANT CRITERIA** — An applicant must be employed in a middle school as a classroom, ESL, special education, resource, or Title I teacher or reading specialist throughout the award process. Individual teachers and teams of teachers are eligible for the award. Pi Lambda Theta board members, Beck Foundation board members, and members of the selection committee and their families are not eligible.

**APPLICATION REQUIREMENTS** — Self-nomination is permitted. A complete application consists of:

- a PLT universal nomination form
- two current letters of support from colleagues, parents, students, administrators or university/college professors describing the applicant's efforts to advance reading/literacy
- a program description (Use the evaluation rubric on the next page as a guide.)
  - The description should 1) tell how students benefit from the program, 2) explain how the program can be replicated, and 3) show how the program incorporates at least four of these nine pedagogical elements of advancing reading/literacy:
    1. instructional techniques that reach students
    2. creative assessments to inform instruction
    3. creative evaluations to inform instruction
    4. creative use of student data
    5. selecting materials of interest to students
    6. selecting materials at the appropriate level of readability
    7. making reading exciting and engaging
    8. teaching reading skills that improve reading achievement
    9. integrating technology

The description must not exceed five pages, double-spaced, with one-inch margins, using a 12-pt. typeface. Samples and exhibits that amplify the written program description may be submitted at the discretion of the applicant. The description, samples, and exhibits may be posted on the web for downloading by the selection committee or submitted as email attachments. Please send seven copies of physical descriptions, samples, and exhibits. Application materials are not returned.

**SELECTION AND NOTIFICATION** — The selection committee comprises two members of the John and Frances Beck Foundation board, a member of the Pi Lambda Theta board, a member of the board of the International Reading Association, a member of the PLT Beck award committee, and a reading specialist. Applicants are notified of the committee's decision within two months of the application deadline.

**SUBMISSION** — The complete application must be *received* in the Pi Lambda Theta international office by the deadline below. Send applications to:

- (by Email ):           pamtodd@pilambda.org
- (by U.S. mail ):       PO Box 6626, Bloomington, IN 47407-6626
- (by UPS/FedEx):      4101 E Third St, Bloomington, IN 47401-5599

**DEADLINE** — Applications must be received by February 10, 2010

rev 02/09

## Evaluation Rubric: Frances M. Beck "Ah-ha!" Reading Award

SA-A-NAD-D-SD: *Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree*

### Materials

1. Interest to the students is considered when material is selected.  
SA-A-NAD-D-SD Can't tell
2. The material is at the students' appropriate readability levels.  
SA-A-NAD-D-SD Can't tell
3. The materials offer appropriate variability and customization of difficulty levels.  
SA-A-NAD-D-SD Can't tell
4. The materials offer appropriate variability and customization of genres.  
SA-A-NAD-D-SD Can't tell
5. The materials integrate technology, e.g., internet, e-mail, power point, word processing, website development.  
SA-A-NAD-D-SD Can't tell
6. Are adequate materials available when the students are in school?  
Y-N Can't tell
7. Are adequate materials available when the students are out of school on vacation?  
Y-N Can't tell
8. Are adequate materials available when the students are out of school during the school year?  
Y-N Can't tell

### Instruction Techniques

1. Do teachers use evidence-based, grade-level appropriate reading instruction focused on essentials of reading, e.g., decoding, fluency, vocabulary, and comprehension, to teach skills that improve reading achievement  
Y-N Can't tell
2. Is the program an extension of, or aligned with, a core-reading program that provides teachers and students access to systematic skills and strategy development?  
Y-N Can't tell
3. Are incentives that reward reading are used to increase student engagement.  
Y-N Can't tell
4. Do the teachers allocate sufficient time for reading instruction or practice?  
Y-N Can't tell

### Assessment

1. Does the application present evidence of formal and informal monitoring of student progress that is:
  - a. embedded in the program design?  
Y-N Can't tell
  - b. based on valid and reliable assessments?  
Y-N Can't tell
  - c. conducted with sufficient frequency?  
Y-N Can't tell
2. Do assessments include measures of student engagement, e.g., interests and motivations?  
Y-N Can't tell
3. Is in-school reading time monitored?  
Y-N Can't tell
4. Is out-of-school reading time monitored?  
Y-N Can't tell
5. Assessment data are used to determine program effects.  
SA-A-NDA-D-SD Can't tell
6. Assessment data are used to inform planning, instruction, and practice.  
SA-A-NDA-D-SD Can't tell
7. Teachers use assessment data to differentiate their instruction according to student needs.  
SA-A-NDA-D-SD Can't tell
8. The use of assessments demonstrates exceptional creativity.  
SA-A-NDA-D-SD Can't tell

**Frances M. Beck Reading Award  
Past Recipients**

2009 Mark Zeiler – Non Member