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| **Professional Development Description** |
| **Name of Entity:** Consortium on Reaching Excellence in Education (CORE) |
| **Name of Product:** Online Elementary Reading Academy + Language Conventions & Writing Fundamentals |
| **Publication Year:** 2018 |
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| **Website:** <https://www.corelearn.com> |
| **Audience:**  Principals and Administrators  K-3 Teachers  K-12 Teachers |
| **Delivery Format:**  Online asynchronous, independent  Online synchronous, live  Online with live component  In-person, face-to-face live  Hybrid |
| **Contact Hours:** 45+ hours |
| **Description of Professional Development:**  CORE’s online professional development series for Colorado educators includes two components:  1. Online Elementary Reading Academy (7 asynchronous sessions that are 5-6 hours each + two 1-hour synchronous online meetings to be completed over a series of 7 to 10 weeks); and  2. Language Conventions & Writing Fundamentals (eight 75-90 minute synchronous online sessions).  A description of each component is included below.  **Online Elementary Reading Academy (OERA)**  Learn the critical components of reading and effective instructional practices, based on the science of reading, to teach all learners to be strong readers. The Online Elementary Reading Academy takes the best of CORE’s nationally acclaimed Teaching Reading Sourcebook and packages it into a facilitated, seven session asynchronous, online course. The course teaches educators the essential components of reading instruction with clear and explicit models immediately applicable to the classroom.  **Participant Outcomes**  1. Identify the five essential components of evidence-based reading instruction.  2. Understand the definition of dyslexia, common warning signs by grade level, and evidence-  based instructional practices and accommodations to meet the educational needs of students with dyslexia.  3. Describe how to provide explicit instruction in phonological and phonemic awareness.  4. Identify how instruction in phonics and irregular word reading contributes to automatic word reading.  5. Explain how to provide explicit instruction in multisyllabic word reading.  6. Describe the relationship between reading fluency and text comprehension.  7. Understand the importance of vocabulary knowledge to reading comprehension  8. Understand the factors that contribute to and affect reading comprehension.  9. Learn the structures of literary and informational text and how to use that knowledge to improve comprehension.  10. Become familiar with the content and administration of assessments in phonological awareness, decoding and word attack, fluency, vocabulary, and comprehension.  11. Understand how to use reading assessments as a basis for instructional decision making.  The course is divided into seven sessions that can be taken over 7 weeks or extended to 10 weeks based on participant pace:  Orientation – Introduction to the Online Course and Dyslexia  Module 1 – The Structure of Language  Module 2 – Phonemic Awareness, Explicit Phonics Instruction and Irregular Word Reading  Module 3 – Multisyllabic Word Reading and Fluency  Module 4 – Vocabulary  Module 5 – Comprehension  Module 6 – Reading Assessment for Effective Instruction  Two synchronous Zoom sessions are also included to bring the group together for additional Q and A, discussion, and problem solving.    **Flexibility to Learn on Your Own Time**  The OERA course is offered at scheduled national times periodically throughout the year, but districts or schools with 15 or more participants can also arrange to have their own course scheduled.  Educators can take the online course with a cohort of their peers, engaging with the online coursework and participating in moderated weekly online discussions. CORE Senior Instructors facilitate the course and are available 24/7 for questions.  **Language Conventions and Writing Fundamentals**  This eight-session online workshop provides teachers with the knowledge and strategies for teaching language conventions and writing to both primary- and upper- grade elementary students, from basic sentence construction through longer compositions.  **Participant Outcomes**   * Become familiar with effective practices in writing instruction. * Understand the differences between modern and traditional grammar. * Understand the structure of English sentences and how to teach the sentence at a level of complexity appropriate for elementary students. * Become familiar with expository text structures. * Learn how to teach paragraph writing. * Understand the structure and organization of longer compositions and selected essay types.   Sessions 1-4 focus on:   * The current state of student writing proficiency * Components of effective writing instruction * Introduction to modern English grammar * Sentence elements (subjects, verbs, adverbials, and objects) and parts of speech (adverbs, nouns, adjectives, pronouns, and conjunctions)   Sessions 5-8 focus on:   * Syntax structures: Subordinate clauses and complex sentences * Sentence element: Complements * Prepositions, writing conventions, and clause patterns * Paragraph development * The structure of longer expository compositions, including opening and closing paragraphs and transitions * The organization of selected essay types   **Course Schedule Options**   * Two 75-90-minute sessions per day for a total of 4 days * One 75-90-minute session per day for 8 days * A combination of the two options above (between 4-8 days) |