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| **Professional Development Description** |
| **Name of Entity:** Public Education and Business Coalition (PEBC) |
| **Name of Product:** Making Evidence-based Reading into Reality |
| **Publication Year:** 2023 |
| **Contact Name**: Craig DeLeone, Dana Sorensen, Andrea Mikulin |
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| **Website:** <https://www.pebc.org/scienceofreading/> |
| **Audience:**[ ]  Principals and Administrators [ ]  K-3 Teachers [x]  K-12 Teachers |
| **Delivery Format:** [x]  Online asynchronous, independent[ ]  Online synchronous, live [x]  Online with live component[ ]  In-person, face-to-face live[ ]  Hybrid |
| **Contact Hours:** 10, 4-5 hour asynchronous modules and 10, 2 hour small group or individual coaching sessions |
| **Description of Professional Development:**Public Education & Business Coalition (PEBC) is a Colorado-based non-profit organization focused oneducator preparation as well as veteran educator support and advocacy. PEBC has a proven track-record ofdelivering high quality professional development since 1983 and is one of Colorado’s largest and mostsuccessful alternative licensure pathways. PEBC is grounded in the belief that all children deserve a greateducator and we support educators from induction/licensure all the way through leadership positions.PEBC’s high-quality, job-embedded professional development is a core strategy across our professionallearning and alternative licensure programs.*Making Evidence-based Reading into Reality* was created to grow educator proficiency in research basedinstruction in reading and writing. The course provides a scientifically-based foundation in the cognitive,socio-cultural, linguistic, and motivational influences on literacy and language development. The course isgrounded in several theoretical models that will enable course participants to understand the complexprocess of reading and why some students struggle to become readers. These models include the ReadingRope (Scarborough, 2001), the Simple View of Reading (Gough & Tunmer, 1986), the Four-Part ProcessingModel (Seidenberg & McClelland, 1989), and Ehri’s Phases of Word Recognition (Ehri, 1996, 2014). Thecourse consists of asynchronous and blended models of learning, including ten self-paced asynchronousmodules. Modules include readings, written assignments, video observations and synchronous small groupor individual coaching and support sessions with a PEBC staff developer to correspond with each of themodules. These coaching sessions include reflection on the course content, classroom application, problemsolving, and support with further implementation. The course will also offer opportunities for face-to-facefacilitated lab classroom experiences and on-site demonstration and coaching sessions when requested.Module 1: Scientifically-Based Reading Instruction● Literacy as a Human Right● Literacy Statistics● Historical Perspectives on Literacy● Science of Reading defined● Conceptual Models● NRP Report● Colorado Academic Standards in Reading, Writing, and Communicating● Principles of Effective Instruction● Improving Literacy in Secondary SchoolsModule 2: Literacy Development and the Structure of Language● Progression of Reading Development● Language-Rich Environments● Oral Language Development● Ehri’s Phases● Chall’s Stages● Cognitive, Behavioral, Social, Cultural, and Economic Factors● Structure of LanguageModule 3: Phonological and Phonemic Awareness● Phonological Awareness Continuum● Developmental Progression● Phoneme Pronunciation● Effective Phonological Awareness Instruction● Effective Phonemic Awareness InstructionModule 4: Early Phonics and Spelling● Progression of Skills● Effective Phonics Instruction● Structured Literacy Approach● Phoneme/Grapheme Mapping● Decodable Text● Spelling Development● Irregular and High Frequency Words● HandwritingModule 5: Advanced Phonics and Morphology● Syllable Types● Syllable Division● Morphology● English Etymology● English Language Constructs● Word Structures● Phonics Considerations for Older StudentsModule 6: Fluency and Vocabulary Development● Repeated Oral Reading● Effective Fluency Instruction● Fluency Considerations for Older Students● Vocabulary Development● 3-Tiers of Words● Effective Vocabulary Instruction● Vocabulary Considerations for Older StudentsModule 7: Comprehension Development● Levels of Comprehension● Text Structure and Text Type● Graphic Organizers● PEBC’s Thinking Strategies● Modeling and Thinking Aloud● Shared Reading● Close Reading● Small Group Instructional Shifts● Considerations for Older StudentsModule 8: Written Expression● Reading and Writing Connection● Developmental Stages of Writing● Writing Standards● Effective Writing Instruction● Writing Process● Oral Rehearsal● Writing Considerations for Older StudentsModule 9: Meeting the Needs of Diverse Learners● CLDE Considerations● MLLs and Literacy Instruction● Dyslexia● Language-Based Learning Disability● Assistive Technology● Motivation, Strategies and ResourcesModule 10: Assessment, MTSS, and the Colorado READ Act● Types of Assessment● Assessment Cycle● MTSS● Gap Analysis● Colorado READ Act |