

# Wilson Language Training Professional Development Summary

Name of Entity: **Wilson Language Training**

Contact Information:

**Contact Name: Danielle Ferreira**

**Telephone number: 508-368-6615**

**E-mail: [DFerreira@wilsonlanguage.com](mailto:DFerreira@wilsonlanguage.com)**

**Website: [www.wilsonlanguage.com](http://www.wilsonlanguage.com)**

Summary of Services provided:

## **Professional Learning Offerings**

Wilson Language Training (Wilson) offers a wide spectrum of professional learning opportunities to provide teachers with the knowledge and skills to effectively teach reading and spelling. Wilson has been accredited by the International Dyslexia Association (IDA), demonstrating our alignment to IDA's *Knowledge and Practice Standards for Teachers of Reading*.

Wilson's offerings support individual teachers as well as teams of educators in schools and districts.

Offerings include:

- Workshops on concepts based in current reading research and practical application with Wilson programs
- School-based coaching
- Study group meetings
- Principal and administrator workshops
- Foundations® & Just Words® Facilitator Certification
- Foundations & Just Words Presenter development
- Wilson Reading System® (WRS) Level I and Level II Certification (live and web-based)
- WRS In-District Trainer development
- Other topical workshops

Individuals holding WRS Level I Certification are eligible to receive the professional credential of Wilson® Dyslexia Practitioner (W.D.P.), and those holding WRS Level II Certification are eligible for the Wilson® Dyslexia Therapist (W.D.T.) credential.

While individual teachers may enroll in workshops and in-depth training opportunities, Wilson Language Training also partners with schools and districts to develop comprehensive plans to support the local implementation and sustainability of Wilson programs. This process is called COMPASS – Wilson's Comprehensive Plans to Achieve Success and Sustainability. Workshops are always combined with coaching and the development of local school and district capacity is explored through the credentialing of Foundations Facilitators and Presenters or certification of teachers or trainers in the Wilson Reading System. The COMPASS process is aligned with the scientific principles of implementation science and supports the implementation of Wilson programs with fidelity so that all students successfully master the foundational skills presented in the programs.

## **Quality Professional Learning**

Individuals participating in Wilson's professional learning gain the confidence, knowledge, and experience to teach students in an explicit, interactive and multisensory, and cumulative manner while providing ample opportunity for reinforcement and feedback. All five areas of reading are addressed, as well as spelling and handwriting, meeting the requirements of research-based instruction. Wilson professional learning supports teachers with the **knowledge and tools to teach reading skills**:

- Phonological awareness is emphasized throughout. Teachers learn how to teach students that a spoken sentence consists of separate words, that a word consists of separate syllables, and

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that a syllable consists of separate sounds. Teachers are taught how to manipulate phonemes in words and how to use manipulatives to explicitly teach phonological awareness.

- Teachers are shown how to directly teach children to form lower- and upper-case letters with verbalizations, sky writing, finger tracing, and writing. (Foundations)
- Teachers learn how to teach sound mastery in a carefully sequenced manner to minimize confusion between like sounds. Total word structure is taught, not just sounds.
- Teachers learn how to systematically teach the six basic syllable patterns in English. Students first learn to read and spell vowel-consonant-vowel words. They then move to words with 4 then 5 sounds, and then words with more complex patterns. Workshops also teach the Wilson Sound Tapping technique used to blend phonemes to read words and to segment phonemes to spell words.
- Teachers learn how to teach sight words with multisensory techniques in addition to phonetically regular words.
- Teachers learn to teach spelling as an integrated element of the program.
- Teachers learn skills to help students segment and associate letters with sounds. Teachers learn strategies for teaching spelling rules corresponding to those patterns taught for reading. Teachers learn the process to assist students in checking for capitalization, punctuation and spelling with questioning techniques.
- Teachers learn how automaticity is a component of fluent reading. Prosody and expression is developed and practiced.
- Word study and fluency practice are presented within the context of controlled, written text. The extensive wordlists, sentences, and paragraphs provided contain only the elements of word structure already taught. Intervention teachers also learn to use the Wilson Fluency®/Basic Kit to supplement fluency instruction.
- Teachers also learn ways to incorporate vocabulary instruction into the lessons. Direct instruction of vocabulary words is demonstrated. Teachers learn how to identify appropriate words to teach, including strategies supported by Isabelle Beck's research. Teachers learn how to develop student-friendly definitions, student-generated sentences and illustrations reflecting each word.
- Activities including "read alouds", text-based discussions, and close reading are woven into instruction. Teachers use Storytime (Foundations) and Block 3 (WRS) to develop student comprehension skills.
- Teachers learn that the Wilson Comprehension S.O.S.™ process helps students understand both narrative and informative text at a deeper level than current decoding skills will allow. It involves reading to or with students and stopping periodically to focus on meaning through periodic discussion, modeling of thinking, and retelling of the story using mental imagery as a guide for words. Simple picture representations and labels aid students' understanding of content. The student retells the passage in his own words linked to visualization of the passage. If the retelling of the story and details are "fuzzy" or incomplete, the teacher helps students to "pull it apart" and clarify the picture or movie with questioning. The goal is to help students to have a very clear and vivid movie in their mind and fully understand the passage. (Foundations and WRS)

## **Wilson professional learning programs deepen educators' content knowledge and teaching skills with research-based methodologies including:**

- Presentation of background knowledge as well as specific, proven instructional strategies targeted to meet students' needs.

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- Demonstration lessons and coaching provided by expert Literacy Specialists and Trainers.
- Participation of teachers in ongoing meetings with colleagues who are in the process of implementing the same instructional practices.
- Creation of learning communities using study groups, coaching meetings, and online tools.
- Coaching models to support teacher practice and improve classroom instruction as a critical part of the implementation process.
- Support for the goals, principles, and recommended practices of implementation science. This is evident in Wilson's rigorous training and coaching models leading to fidelity as well as its partnership with school and district leaders to achieve optimal implementation and sustainability practices.

For more information, please visit: <http://www.wilsonlanguage.com/professional-learning/>