Professional Development Description

Name of Entity: Public Education and Business Coalition (PEBC)

Name of Product: Making Evidence-based Reading into Reality

Publication Year: 2023

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Audience:
☐ Principals and Administrators
☐ K-3 Teachers
☒ K-12 Teachers

Contact Hours:
10, 4-5 hour asynchronous modules and 10, 2 hour small group or individual coaching sessions

Delivery Format:
☒ Online asynchronous, independent
☐ Online synchronous, live
☒ Online with live component
☐ In-person, face-to-face live
☐ Hybrid

Description of Professional Development:

Public Education & Business Coalition (PEBC) is a Colorado-based non-profit organization focused on educator preparation as well as veteran educator support and advocacy. PEBC has a proven track-record of delivering high quality professional development since 1983 and is one of Colorado's largest and most successful alternative licensure pathways. PEBC is grounded in the belief that all children deserve a great educator 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 professional learning and alternative licensure programs.

Making Evidence-based Reading into Reality was created to grow educator proficiency in research based instruction 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 is grounded in several theoretical models that will enable course participants to understand the complex process of reading and why some students struggle to become readers. These models include the Reading Rope (Scarborough, 2001), the Simple View of Reading (Gough & Tunmer, 1986), the Four-Part Processing Model (Seidenberg & McClelland, 1989), and Ehri's Phases of Word Recognition (Ehri, 1996, 2014). The course consists of asynchronous and blended models of learning, including ten self-paced asynchronous modules. Modules include readings, written assignments, video observations and synchronous small group or individual coaching and support sessions with a PEBC staff developer to correspond with each of the modules. These coaching sessions include reflection on the course content, classroom application, problem solving, and support with further implementation. The course will also offer opportunities for face-to-face facilitated 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 Schools

Module 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 Language

Module 3: Phonological and Phonemic Awareness
- Phonological Awareness Continuum
- Developmental Progression
- Phoneme Pronunciation
- Effective Phonological Awareness Instruction
- Effective Phonemic Awareness Instruction

Module 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
- Handwriting

Module 5: Advanced Phonics and Morphology
- Syllable Types
- Syllable Division
- Morphology
- English Etymology
- English Language Constructs
- Word Structures
- Phonics Considerations for Older Students

Module 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 Students

Module 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 Students

Module 8: Written Expression
- Reading and Writing Connection
- Developmental Stages of Writing
- Writing Standards
- Effective Writing Instruction
- Writing Process
- Oral Rehearsal
- Writing Considerations for Older Students

Module 9: Meeting the Needs of Diverse Learners
- CLDE Considerations
- MLLs and Literacy Instruction
- Dyslexia
- Language-Based Learning Disability
- Assistive Technology
- Motivation, Strategies and Resources

Module 10: Assessment, MTSS, and the Colorado READ Act
- Types of Assessment
- Assessment Cycle
- MTSS
- Gap Analysis
- Colorado READ Act