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| **Topic-Specific Professional Development Description** |
| **Name of Entity:** Step by Step Learning, LLC |
| **Name of Product:** Step by Step Learning Online Phonology Development for Colorado Educators |
| **Publication Year: 2020** |
| **Contact Name**: Mike Grabartis |
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| **Website: https:/sbsl.org/** |
| **Delivery Model:** Online (self-paced, asynchronous)  |
| **Audience:** Administrators, Coaches, Teachers, Paraprofessionals  |
| **Description of Professional Development:**Phonology Development For Colorado Educators online course provided by Step By Step Learning® in the Online Learning Library (OLL) is available as a single course covering several topics that teaches the foundations of the science of teaching reading. The course utilizes adaptive learning technology so that seat time is maximized and the learner only receives the content that he/she needs based upon the preassessment. Adaptive assessments along the way supports each adult learner in identifying topics that require deeper study and those that can be reviewed later to support personal interest. Short videos provide the content and are supported through additional readings and learning activities. On average this course requires 4-6 hours to complete. This course begins with the science to ensure that all learners are grounded in understanding phoneme awareness and its importance as a foundational skill necessary for learning to read. Accurate phoneme production is important and an awareness of each phonemes features is critical to supporting all students, especially struggling readers and English Learners. The phonological continuum is applied in supporting activities to provide opportunity to solidify understanding. The importance of systematic, explicit instruction with in a gradual release model are discussed. Evidence based routines are modeled, opportunities to differentiate to support English Learners are discussed. Finally, learners have an opportunity to Connect to the Classroom® by reviewing current instruction and resources using a rubric and then developing a plan for instruction based upon their new understandings of phonemic awareness instruction.  |

**Topic Areas**

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| **Fully Met** | Phonology Development |
| **Partially Met** |  |