

Basic Reading Skills - Building a Strong Foundation for Reading Success



A Multi-Component Professional Development Opportunity

Colorado Department of Education
Exceptional Student Services Unit



This project is facilitated by Claire Sabochik, Literacy Consultant and former Special Education Coordinator with the Cherry Creek School District, where her primary focus was on reading intervention for students with disabilities.

A unified and aligned approach to teaching students with SLD in reading is critical to improving achievement. We are excited to offer this professional development opportunity and our preference is participation of teams (e.g., 2-4 members) that include at least one general educator and one special educator. We realize that putting together such a team may be problematic for some, so will accept registrations from teams not meeting the preferred make-up of at least one special educator and one general educator AND also from individuals who are unable to register as part of a team. **Each participant must register individually whether or not he/she is participating as part of a team.** Substitute teacher reimbursement will be provided if needed.

This project has general applicability across all elementary grade levels for students with deficits in basic reading skills.

Project Components: Each participant must commit to full participation in all components of this professional development project. No partial CDE credit will be awarded.

- (1) Participation in one of the full-day regional *SLD Reading* workshops – 4 location/date options
- (2) Participation in the two, 1 ½ hour follow-up online (web-based) sessions with Claire Sabochik that are scheduled for about 1 month and 3 months following the initial full-day workshop. These sessions will enable Claire to check-in on team or individual implementation, respond to questions, provide technical assistance, and provide additional information and resources. [Claire will also be available via email to respond to team questions.]
- (3) Submission of information/data tied to your work with one or more students (final submission due about 3 weeks after the second online session)
 - (a) Your implementation of individual, student-relevant assessment and instructional strategies/intervention addressed at the full-day session
 - (b) Evidence of student impact – results of informal, mastery, or other progress monitoring assessment

Description of Full-Day Workshop with Presenter Claire Sabochik

What are reading foundational skills, and why are they critical to successfully reading complex text? How do the Colorado Academic Standards and READ Act effect students with Specific Learning Disabilities? This full day, interactive workshop will provide the research basis for identifying students with deficits in basic reading skills, and tools and strategies to use in instruction and intervention.

The workshop will address...

- Screening and assessing basic reading skills
- Diagnosing specific skill deficits to plan for instruction
- The scope and sequence of phonology and phonics
- Direct, explicit instructional strategies and tools for phonemic awareness and phonics in both the classroom and intervention
- Using standards to track and monitor progress
- Analyzing progress monitoring data to adjust instruction when needed



Locations/Dates/Times for Regional Workshops

- ☐ January 14, 2014 (Vail)
- ☐ January 16, 2014 (Denver Tech Center)
- ☐ January 28, 2014 (Colorado Springs)
- ☐ January 30, 2014 (Westminster)

8:30 Check-In (Coffee/Tea Only)

9:00 – 3:15 Workshop (Working Lunch Provided)

[There will be multiple date options for the two follow-up, online sessions with Claire Sabochik. Participants will receive specific information regarding these sessions at the workshop.]

Credit Information:

Each participant fulfilling all requirements of the project (see above) will receive **12 CDE professional development (recertification) credits after final implementation and evidence of student impact information is submitted**. Sorry, no credit certificates will be distributed at the end of the full-day workshop and **no partial credit** will be provided. Each person must participate in all components of the project. Joint reporting on the evidence of student impact is allowed, e.g., by a general educator and special educator who are both working with the same student or set of students.

Registration Information

The online registration form must be completed online through Survey Monkey by each participant, whether or not participating as part of a team. Each participant will be asked to agree to the commitments given at the beginning of this document.

Registration deadline is 7 days prior to the selected session date. (Maximum capacity may be reached earlier.)
However, special accommodations need to be requested at least 2 weeks prior to the selected date via Shannon Pfeiffer (below) so that we can reasonably accommodate individuals with special needs.

REGISTRATION LINKS POSTED ON THE CDE/SLD WEBPAGE:

<http://www.cde.state.co.us/cdesped/SD-SLD.asp>

Please contact Shannon Pfeiffer at 303-866-6969 or pfeiffer_s@cde.state.co.us if you have any questions concerning registration or to request special accommodations.