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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 Literacy 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:**  *Literacy 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 6-8 hours to complete.  While learning to speak is a natural process and our brains are “hard wired” to develop listening and speaking, learning to read is not a natural process. Learning to read requires instruction and many students require an explicit, systematic approach to reading instruction. During this course, learners will engage with content focused in understanding the science supporting how children learn to read. The theoretical models – 4- Part Processing System, The Simple View of Reading, and Scarborough’s Rope- are introduced and linked to instructional practices as well as assessment. Learners will understand the typical development of a reader, using Ehri’s phases, and understand why some students struggle learning to read. The role of oral language is discussed and how developing English Learners’ oral language supports reading. Educators will explore evidence-based instructional practices that can be embedded into reading instruction that support all learners, including English Learners. Connecting to the Classroom® opportunities engage learners in evaluating their current lesson plans to ensure that classroom instruction aligns with the science. Participants will apply learning to analyze students’ writing to determine which phase(s) of Ehri’s a student is currently and plan to differentiate based upon the data. |

**Topic Areas**

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| **Fully Met** | Literacy Development |
| **Partially Met** |  |