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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 Phonics 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:**Phonics 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. *Phonics For Colorado Educators* is based upon the science of teaching reading and embeds evidence-based practices throughout the course. Learners will revisit the Simple View and Scarborough’s Rope in order to revisit the role of phonics and word study in reading comprehension. Participants deepen their understanding of Ehri’s phases and use that knowledge to consider how to differentiate instruction based upon the students in their classrooms. There are five significant influences on English spelling. Learners will apply this knowledge in order to explain spelling and consider how this knowledge empowers students to “make sense” of English spelling. Explicit, systematic and multisensory instructional routines and strategies are taught and applied to develop a lesson plan. The lesson plan embeds what we have learned in regards to ensuring students know the meanings of the words they are reading and spelling, building accuracy and automaticity, and connecting to text daily. Participants explore why some students struggle learning to read, including dyslexia. Evidence-based practices that support all learners and those struggling to read, as well as English Learners are shared. Learners have repeated opportunities to practice and apply new learning as well as to apply to their classrooms through Connecting to the Classroom® activities.  |

**Topic Areas**

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| **Fully Met** | Phonics and Word Recognition Development |
| **Partially Met** |  |