

## Virtual Professional Development in Literacy – Spring 2020

### TOPIC: SCIENCE OF READING

#### YOUNGSTOWN STATE UNIVERSITY SCIENCE OF READING SERIES

How do we teach children to read? Is learning to read a natural process, developed through an immersion in quality literature and developed love of reading? Or is the process more complex, steeped in neuroscience, involving the development and training of multiple systems within the brain working together in tandem? This topic is currently garnering national media attention and shining a spotlight on the pedagogy involved in reading instruction. The consistent decline in NAEP test scores has caused our nation to reflect on how we currently teach children to read and react with major changes across the state and the country.

Join education faculty from Youngstown State University and PreK-12 educators from across the state as we engage in professional dialogue and learning about the science of reading - the controversy, the pedagogy, the scientific models that should guide our instruction. Let's learn from science and from one another. After all, teaching reading is rocket science!

**Series Facilitator:** Michelle Elia, Ohio Literacy Lead

**Link:** <https://www.smores.com/w56cr>

This online series is available live or recorded. Live dates include:

- March 24, 9 a.m. – 12:45 p.m.
- April 28, 9 a.m. – 12:45 p.m.
- May 19, 9 a.m. – 12:45 p.m.

#### WALSH UNIVERSITY ADMINISTRATOR LITERACY SERIES

Join fellow administrators supporting systemic changes in literacy practices in this series designed for administrators that would like to implement the science of reading in their buildings and districts. Although the webinars are primarily intended for K-5 administrators, connections will also be made to preschool and adolescent literacy. Since literacy development begins at birth, it is important to acknowledge the role of preschools in building a strong foundation in emergent literacy. All sessions will be aligned with [Ohio's Plan to Raise Literacy Achievement](#).

Multiple studies have proven that reading achievement can be increased so that 95% of students are reading at grade level or higher. Achieving this goal involves systemic changes (curriculum, assessment, leadership, teaming, scheduling, MTSS, etc.) and the use of evidence-based practices aligned with the body of research commonly referred to as the science of reading. Each session in this series will have a pre-determined topic related to the science of reading and systemic components of literacy instruction. Participants will have opportunities ask questions specific to their buildings and districts. These questions and problem-solving opportunities will be critical for application of the research.

**Series Facilitators:** Dr. David Brobeck, Program Director for Graduate Education at Walsh University and Michelle Elia, Ohio Literacy Lead

**Link:** <https://www.smores.com/sc2y3>

This online series is available live or recorded. Live dates include:

- March 11, 10 – 11 a.m.
- April 8, 10 – 11 a.m.
- May 8, 10 – 11 a.m.

## SCIENCE OF READING SNIPPETS

This series was developed to function as a professional learning community, devoted to teaching reading using evidence-based practices. As topics are requested, they will be added to the list below. All topics will be aligned with [Ohio's Plan to Raise Literacy Achievement](#) and evidence based language and literacy practices. We will explore instructional practices in all three tiers of instruction. Theoretical models of language and literacy will be foundational to all learning experiences. These include:

- The Simple View of Reading
- Scarborough's Reading Rope
- The Four-Part Processing System
- Ehri's Phases

All sessions will be available live so that we can collaborate and communicate, learning from one another. However, each session will also be recorded to allow for asynchronous learning based on individual schedules. Join in when you can and listen to the recordings when necessary. Choose sessions that will benefit you, and plan for an engaging online experience.

**Series Facilitators:** Michelle Elia and Carolyn Turner, Ohio Literacy Leads

**Link:** <https://www.smores.com/rcnep>

This online series is available live or recorded. Live dates include (additional dates and topics may be added):

- April 1, 9 – 10:30 a.m. (Background Knowledge and Complex Texts)
- April 1, 1 – 2:30 p.m. (Scaffolding Complex Texts)
- April 3, 1 – 2:30pm (Advanced Phonemic Awareness in 3 Tiers of Instruction)
- April 6, 1 – 3pm (Grounding the Work in the Science of Reading)

**BOOK STUDY: KILPATRICK'S ESSENTIALS OF ASSESSING, PREVENTING AND OVERCOMING READING DIFFICULTIES**

Join colleagues and friends from across the state as we dive deeper into Dr. Kilpatrick's *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. In each session we will explore what research says about teaching reading, how it is currently being taught, and practical ways to bridge research to classroom practice.

Everyone will need a copy of the [book](#) and [discussion guide](#) (Chapter guides are linked under each date).

**Facilitator:** Carolyn Turner, Ohio Literacy Lead

**Link:** <https://www.smores.com/t8yne>

This online book study is available live or recorded. Live dates include:

- March 31, 9 – 10 a.m.
- April 7, 9 – 10 a.m.
- April 14, 9 – 10 a.m.
- April 21, 9 – 10 a.m.
- April 29, 9 – 10 a.m.
- May 14, 9 – 10 a.m.
- May 26, 9 – 10 a.m.
- June 9, 9 – 10 a.m.
- June 15, 9 – 10 a.m.

**TOPIC: ADOLESCENT LITERACY****ADOLESCENT LITERACY SERIES – DISCIPLINARY LITERACY FOR ADOLESCENT LEARNERS**

Join Rachel Lang Daniels, Adolescent Literacy Specialist, in learning about disciplinary literacy and how can it impact learning in the classroom. Knowledge is constructed within the disciplines in particular and unique ways. This interactive workshop will explore how content specializations can be used to do the authentic work found within each discipline. From insightful research to literacy practices, participants will leave with a deeper understanding of disciplinary literacy and the role it plays in building content knowledge. Participants are asked to utilize a current lesson or unit plan as part of the individual work will include analysis and revision of the plan to reflect on learning. **This 6-hour training will occur over three online sessions.**

**Facilitator:** Rachel Lang Daniels, Adolescent Literacy Specialist

Please register through STARS, keyword ***disciplinary***.

Live Online Session Dates:

- Session 1: April 9, 9 – 11 a.m.
- Session 2: April 16, 9 – 11 a.m.
- Session 3: April 22, 9 – 11 a.m.

## ADOLESCENT LITERACY SERIES – LEADING ADOLESCENT LITERACY AT THE SCHOOL LEVEL

Leading Adolescent Literacy at the School Level is designed for secondary principals and members of building leadership teams. Join Roger Howard, Adolescent Literacy Specialist, in learning why adolescent literacy is an essential element for college and career readiness in the 21st Century. Participants will also receive several resources designed to assess and enhance evidence-based literacy practices in their school. Proven literacy leadership approaches used to dramatically transform low-performing schools into nationally recognized schools will also be reviewed. **This 6-hour training will take place over three online sessions.**

**Facilitator:** Roger Howard, Adolescent Literacy Specialist

Please register through STARS, keyword *leading*.

Live Online Session Dates:

- Session 1: April 15, 9 – 11 a.m.
- Session 2: April 20, 9 – 11 a.m.
- Session 3: April 27, 9 – 11 a.m.