

Reading: LETRS Face-to-Face Training

COMPONENT NUMBER: 2-013-049

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (049)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: LETRS face-to-face professional development to support teachers as they acquire deeper knowledge, skills and practice to successfully address reading difficulties.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the content and methodology of research-based, explicit, structured literacy instruction.
2. Utilize a deep knowledge of the cognitive and language factors that shape student learning, and of pedagogical detail.
3. Use information (data) on how to differentiate instruction to meet the needs of all students.

LEARNING PROCEDURES (Methods):

A: Knowledge Acquisition: Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in a deeper dive into coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**
 - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: LETRS Unit 1

COMPONENT NUMBER: 2-013-040

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (040)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION: Unit 1 of LETRS provides training for teachers in understanding the challenge in learning to read. For those pursuing the Reading Endorsement a portfolio is required as evidence of Bridges to Practice activities.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Discuss why reading is difficult.
2. Explain the connection between language and literacy.
3. Recognize the skills that support proficient reading.
4. Recognize characteristics of the developmental phases of early word recognition and what they indicate about students' instructional needs.
5. Describe and recognize the major types of reading difficulties.
6. Understand how to select and use assessment for prevention, early intervention and differentiated instruction.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

S: Electronic Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: LETRS Unit 2

COMPONENT NUMBER: 2-013-042

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (041)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION: Unit 2 of LETRS provides training for teachers in understanding the challenge in learning to read. For those pursuing the Reading Endorsement a portfolio is required as evidence of Bridges to Practice activities.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the role of the strands of the Reading Rope in word recognition.
2. Recognize the role of phonics in reading instruction.
3. Compare code-emphasis instruction with meaning-emphasis instruction.
4. Explore the phoneme-grapheme correspondence system of English.
5. Classify phonics elements.
6. Understand some basic patterns of position-based spelling in English.
7. Understand an instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines.
8. Utilize word practice and word meaning routines
9. Understand how to teach spelling using dictation.
10. Understand what decodable text is and when it is important to use it.
11. Use data to further student success.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

S: Electronic Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: LETRS Unit 3

COMPONENT NUMBER: 2-013-042

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (042)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION: Unit 3 of LETRS provides training for teachers in understanding the challenge in learning to read. For those pursuing the Reading Endorsement a portfolio is required as evidence of Bridges to Practice activities.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the role of the strands of the Reading Rope in word recognition.
2. Recognize the role of phonics in reading instruction.
3. Compare code-emphasis instruction with meaning-emphasis instruction.
4. Explore the phoneme-grapheme correspondence system of English.
5. Classify phonics elements.
6. Understand some basic patterns of position-based spelling in English.
7. Understand an instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines.
8. Utilize word practice and word meaning routines
9. Understand how to teach spelling using dictation.
10. Understand what decodable text is and when it is important to use it.
11. Use data to further student success.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

S: Electronic Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**
 - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: LETRS Unit 4

COMPONENT NUMBER: 2-013-043

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (043)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION: Unit 4 of LETRS provides training for teachers in understanding the challenge in learning to read. For those pursuing the Reading Endorsement a portfolio is required as evidence of Bridges to Practice activities.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Explain advanced word study strategies.
2. Understand position-based spelling correspondences and other orthographic conventions.
3. Demonstrate phoneme-grapheme mapping.
4. Recognize the six syllable types and explain how they should be taught.
5. Distinguish syllables from morphemes.
6. Explain the suffix rules.
7. Utilize spelling screeners and know how to interpret the results to utilize best practices for teaching spelling.
8. Describe the relationship between reading fluency and reading comprehension.
9. Align practices with scientific evidence for building word, sentence, and passage reading fluency.
10. Interpret phonological, phonics, spelling and fluency data.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

S: Electronic Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**
 - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: LETRS Unit 5

COMPONENT NUMBER: 2-013-044

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (044)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION: Unit 5 of LETRS provides training for teachers in understanding the challenge in learning to read. For those pursuing the Reading Endorsement a portfolio is required as evidence of Bridges to Practice activities.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the relationship among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension.
2. Explain how to create a mental map of a well-known word or words.
3. Identify words that should be taught directly.
4. Explain how to introduce new words and effective practice of new words.
5. Create a language-rich classroom.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

S: Electronic Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: LETRS Unit 6

COMPONENT NUMBER: 2-013-045

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (045)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION: Unit 6 of LETRS provides training for teachers in understanding the challenge in learning to read. For those pursuing the Reading Endorsement a portfolio is required as evidence of Bridges to Practice activities.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Recognize the language and cognitive skills that support reading comprehension.
2. Distinguish comprehension products from comprehension processes.
3. Recognize the characteristics of students who struggle with language and reading comprehension.
4. Explain the connection among vocabulary, background knowledge, and reading comprehension.
5. Develop a process for teaching texts.
6. Understand the importance of syntax and how to teach it.
7. Explain the importance of text coherence and its relationship to mental coherence.
8. Explain how text structure affects comprehension.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

S: Electronic Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies

into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: LETRS Unit 7

COMPONENT NUMBER: 2-013-046

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (046)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION: Unit 7 of LETRS provides training for teachers in understanding the challenge in learning to read. For those pursuing the Reading Endorsement a portfolio is required as evidence of Bridges to Practice activities.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the balance of foundational skills with language comprehension.
2. Identify which comprehension strategies are supported by research.
3. Identify effective strategies during and after reading.
4. Guide student generated questions before, during, and after reading to deepen understanding of text.
5. Reread and revisit text for various purposes.
6. Demonstrate the process for planning an entire reading comprehension lesson.
7. Adapt instruction for special populations of students.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

S: Electronic Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: LETRS Unit 8

COMPONENT NUMBER: 2-013-047

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (047)

POINTS TO BE EARNED: 30 maximum points per year

DESCRIPTION: Unit 8 of LETRS provides training for teachers in understanding the challenge in learning to read. For those pursuing the Reading Endorsement a portfolio is required as evidence of Bridges to Practice activities.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand why writing is important to benefit reading.
2. Understand the foundational and language skills necessary for writing.
3. Understand the phases of the writing process.
4. Understand how letter formation and handwriting fluency benefit students regarding reading.
5. Demonstrate explicit instruction for spelling.
6. Understand how to provide instruction to help students gain competence in building sentences.
7. Understand narrative, informational and opinion writing development.
8. Utilize various methods for assessing student progress in writing.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

S: Electronic Non-Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies

into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Date approved: [Click here to enter text.](#)

Department: Literacy

Name(s) of Component Author(s): Patti McKnight

Revision Date:

Reading: Reading Endorsement- Accomplished Practices

COMPONENT NUMBER: 2-013-048

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (048)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: For those teachers pursuing the Reading Endorsement, the Bridge to Practice Teacher Portfolio and Student Case Studies will be used to determine demonstration of accomplishment in a culminating portfolio.

EVIDENCE OF READING ENDORSEMENT: Participants must complete the Bridges to Practice Portfolio activities in addition to the requirements of the online and face-to-face learning to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
2. Demonstrate research-based instructional practices for facilitating reading comprehension.
3. Demonstrate research-based instructional practices for developing oral/aural language development.
4. Demonstrate research-based instructional practices for developing students' phonological awareness.
5. Demonstrate research-based instructional practices for developing phonics skills and word recognition.
6. Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
7. Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
8. Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.
9. Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
10. Demonstrate research-based instructional practices for developing students' ability to read critically.
11. Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
12. Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
13. Create an information intensive environment that includes print and digital text.
14. Use a variety of instructional practices to motivate and engage students in reading.
15. Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

LEARNING PROCEDURES (Methods):

H: Implementation of "high effect" practices

F: Independent Inquiry

J: Deliberate Practice

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

N: Independent Learning/Action Research

ACTIVITIES to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will be asked to take their new skills into their classroom setting and integrate these strategies into their curriculum. Participants will reflect on the impact these strategies have on student performance.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

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