# OREGON DEPARTMENT OF EDUCATION

*Oregon achieves . . .*

**Oregon Department of Education**
**Approved Dyslexia Training Opportunities**
**Annotated List of Vendors**

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**Vendor:** <mark>The Blosser Center</mark>
**Address:** P.O. Box 18082
Portland, OR 97218

**Website:** theblossercenter.org

**Contact:** Lynn Lamping, M.Ed., FIT/AOGPE
**Phone:** 503.234.4060
**Email:** lynnlamping@theblossercenter.org

**Description of Company:**

The Blosser Center for Dyslexia Resources is the only independent, non-profit training center in the Northwest accredited by the Academy of Orton-Gillingham Practitioners and Educators. We are also accredited by the International Dyslexia Association (IDA). IDA accreditation means that the IDA has approved the Academy or Orton-Gillingham Practitioners and Educators (AOGPE) and its Accredited Programs as providers of Structured Literacy training, which follows the Knowledge and Practice Standards for Teachers of Reading.

Orton-Gillingham (O-G) is an approach, not a program.  The IDA references O-G,  The phrase, "Orton-Gillingham Approach" refers to the structured, sequential, multisensory techniques established by Dr. Orton, Ms. Gillingham, and their colleagues. Many programs today incorporate methods and principles first described in this foundational work, as well as other practices supported by research." (https://dyslexiaida.org/multisensory-structured-language-teaching/).

We are dedicated to helping children and adults achieve their potential despite dyslexia or related literacy difficulties. The Blosser Center was founded in 2000 to continue the educational and advocacy work of Dorothy Blosser Whitehead, M.S., a nationally recognized leader in establishing standards for reading specialists.

**Title of Training:**  The Blosser Center Orton-Gillingham Training Course

**Focus Area of Training:**  URD, FSR, II

**Description/Overview of Training:**

*The Blosser Center Orton-Gillingham Training Course*:  This class is for those teaching in a classroom or group setting. The course explains the definition of dyslexia and trains teachers to recognize the characteristics, strengths, weaknesses and comorbidities that may be present in the student with dyslexia. Trainees will be given an overview of typical reading development, indicators of dyslexia, and an overview of screening/ assessment for dyslexia. This training teaches the neurological aspects of dyslexia, the importance of early intervention, and the rationale of systematic, explicit instruction that is evidence-based. Trainees will understand the essential building blocks in reading development - the role of phonology and phonological awareness, the motor component and the writing process which lead to

fluency. In addition they will be instructed in beginning phonics for reading and spelling, intermediate phonics for reading and spelling, the diagnostic prescriptive lesson plan, and intensifying instruction to meet the needs of students with severe reading difficulties. Strategies to develop vocabulary and increase reading comprehension will be discussed.

*Higher level courses geared specifically to one to one instruction and advanced concepts available upon request.

**Lead Trainers:**

SUPERVISING FELLOW:  KAREN K. LEOPOLD, MS ED
Fellow, Academy of Orton-Gillingham Practitioners and Educators

- Accredited Training Fellow, Academy of Orton-Gillingham Practitioners and Educators
- Certified Dyslexia Therapist, International Dyslexia Association
- Permanent Certification, New York State Department of Education
- Orton-Gillingham Teacher Training and Private Tutoring since 1993
- Supervising Fellow for numerous private academies for 10 years
- Multisensory Language consultant and teacher for 10 years
- Academy of Orton-Gillingham Practitioners and Educators, Board member and Information Outreach and Communications Chairperson since 2011
- Author of *The Student Notebook I (Basic) and II (Advanced)*
- Co-author of *Learning Cursive, Learning Print,* and *Conquering Spelling Demons I and II*

Karen Leopold, MS Ed, an Accredited Training Fellow of the Academy of Orton-Gillingham Practitioners and Educators (AOGPE), holds four New York State teaching certifications: General Education N-6, English 7-12, Reading, and Special Education. She has taught in one-on-one and in group settings, and worked as the Multisensory Language Consultant for several private and public schools. She served as the Director of the Kildonan Teacher Training Institute for 7 years, and 3 years as the Director of Language Training at Camp Dunnabeck. Karen has provided extensive teacher training, conducted workshops, and presented at many conferences in the United States and Canada. She has published The Student Notebook I (Basic), and II (Advanced), which is geared for the dyslexic student, and is coauthor of the Learning Cursive workbooks, Learning Print, and Conquering Spelling Demons I and II. Currently, she is serving as President of the Colorado Rocky Mountain Branch of the International Dyslexia Association and is on the AOGPE Board of Trustees.

FELLOW-IN-TRAINING: LYNN LAMPING, M. ED.
Certified Member, Academy of Orton-Gillingham Practitioners and Educators

- Licensed Special Education Teacher, State of Oregon
- Associate Course Instructor
- Certified Course Instructor
- Certified Dyslexia Therapist, International Dyslexia Association

- Practitioner in the Orton-Gillingham Approach since 2010
- Perform Pre & Post Testing for students using O-G Approach
- Assess students for dyslexia characteristics
- Director for The Blosser Center Summer School

FELLOW-IN-TRAINING:  ELIZABETH JOHNSON, M. ED.
Certified Member, Academy of Orton-Gillingham Practitioners and Educators

- Certified Dyslexia Therapist, International Dyslexia Association
- Slingerland Trained
- Practitioner in the Orton-Gillingham Approach since 2007
- Small groups classroom teacher of the Orton-Gillingham Approach
- Private tutor
- Student Assessments

CLINICAL SUPERVISOR: LESLIE DALE, B.A.
Certified Member, Academy of Orton-Gillingham Practitioners and Educators

- Associate course instructor
- Associate course designer
- Practitioner in the Orton-Gillingham Approach since 1999
- Over thirty years experience as a classroom teacher in public schools grades 2 through 6
- Licensed Teacher, State of Oregon

CLINICAL SUPERVISOR: LESLIE CHESTER, M.P.H.
Certified Member, Academy of Orton-Gillingham Practitioners and Educators

- Director of The Blosser Center Intensified Summer School Program for Students with Dyslexia
- Associate course instructor
- Associate course designer
- Certified course instructor
- Certified course designer
- Practitioner in the Orton-Gillingham Approach since 2000
- Practitioner in the Orton-Gillingham Approach in classrooms/small groups since 2002

**Accreditation Status:**
• Accredited Training Program, Academy of Orton-Gillingham Practitioners and Educators
• Accredited Program for Teachers of Reading, International Dyslexia Association

**Length of Training:**
a.    Total hours for completion:
      The Blosser Center Orton-Gillingham Training Course:
      • 30 coursework hours

• Optional practicum experience - 50 student contact hours and 5 video observations
a.    Number of hours per session:  6 hours/session
b.    Total number of session/days:  5 sessions over 5 days

**Training Dates:**
Call to schedule training.

Optional practicum experience: Video observations are scheduled at discretion of the teacher trainee and supervising Fellow.

**Training Location:**
• The Blosser Center, Portland, OR
• The trainer is willing to travel to an Oregon school district or ESD to provide the training.

**Cost:**
**a. Registration cost per teacher:**

• *The Blosser Center Orton-Gillingham Training Course:* (30 hours):   $1200 per day per group (maximum 25 participants). Call for individual pricing.

• Optional practicum experience: This is in addition to the course and will need to be completed if the trainee wants to earn an AOGPE Classroom Educator certificate. $165 per video observation (minimum 5 observations required)

**b. Is a discount provided for multiple teachers from a district attending?**

The quoted price for instruction includes a group discount, call for individual pricing.

**c. Are training materials included in the registration fee?**

Required student notebook and card deck:  $89.
Other materials are available for download and trainee printing.

**Maximum Number of Participants:**  25

**Accreditation Offered Through Training:**

• An AOGPE Classroom Educator certificate is available when the teacher trainee completes the *The Blosser Center Orton-Gillingham Training Course* along with the practicum experience.

• College credit is available for the coursework.

• College credit is available for the practicum experience.

**Format of Training:** face-to-face

**Online Training Information:** NA

**Format for Application of Strategies in the Classroom:**

| Whole Class | X |
| --- | --- |
| Small Group | X |
| One-on-One | X |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

*The Blosser Center Orton-Gillingham Training Course* coursework includes interactive sessions where trainees can practice their skills with other trainees.  Approximately 30% of the coursework is dedicated to application/practice.

The optional practicum portion of the class provides the most opportunities for participants to practice the application of skills and strategies.  The trainee completes 50 student contact hours over 8 consecutive months, which will allow the applicant to integrate and apply the knowledge, concepts, and skills learned during the coursework.  If an applicant chooses the optional practicum portion of the class, there are a minimum of 5 required observations of the trainee teaching a complete lesson to a group or classroom. We will view the lessons via video-tape and provide both oral and written specific constructive feedback about the lesson.

**Use of Data to Guide Instructional Decision Making:**

Trainees are taught how to give and interpret informal student assessments in order to put together a comprehensive plan.  They are taught how to design a lesson plan by diagnosing student errors and write a prescriptive lesson.  Trainees are able to intensify instruction by continuously reviewing concepts, diagnosing errors and writing prescriptive lessons to attain mastery and ensure a successful foundation.

**Demonstration of Mastery:**

Our training has daily quizzes to ensure the trainee understands concepts covered in class before moving to a different topic. A posttest ensures the trainee fully understands all of the components presented during the course. The trainee demonstrates application of skills through daily practice strategies, which are observed by the instructor.  The optional practicum experience gives additional practice to assure that trainees are able to demonstrate their ability to explicitly teach a systematic, multisensory lesson with fidelity.

**Oregon Standards for Professional Learning Addressed in the Training:**

**a. Standard(s) that will be addressed in the training:**

All standards are addressed in the training

**b. Description of how the content of the training addresses the standard(s):**

The coursework for the *The Blosser Center Orton-Gillingham Training Course* supports learning communities by teaching evidence based strategies for teaching reading leading to continuous improvement for teachers in the instruction for students with dyslexia.  The shared goal of improving the outcome of struggling readers is the focus of the course.  The resources provided ensure trainees have the materials needed to provide effective explicit, evidence based multisensory instruction that also allow for daily monitoring of students with dyslexia and prioritizing of concepts needed to be taught. The course meets the learning design standard by providing the interaction and assessments necessary to promote positive learning outcomes in the classroom.  Trainees come away with the knowledge and skills needed to understand how students learn to read, how dyslexia impacts a student's ability to learn to read, and how to use explicit, evidence based multisensory instruction with these students.

Trainees will have the ability to be the K-5 teacher in their school who is knowledgeable about dyslexia and is able to provide leadership within the school with regards to reading instruction for students who are dyslexic.  The data standard is met by assessing trainees daily on the material covered and teaching trainees how to provide a prescribed lesson based on testing and student errors.  Trainees will be able to implement the skills and strategies that they learn to improve their students' outcomes.  Feedback from trainees allows us to improve each iteration of our course.

**Vendor:**       <mark>Deborah Glaser, Ed.D.</mark>
**Address:**      3709 N. Tamarack Dr.
                  Boise, ID 83703

**Website:**      www.ReadingTeachersTopTenTools.com

**Contact:**      Dr. Deborah Glaser
**Phone:**        208.859.4594
**Email:**        Reading@DrDebGlaser.com

## Description of Company:

For the past 20 years, Deborah R. Glaser, EdD, LLC has been committed to providing evidence based, individualized professional development and consultation to schools, districts, states and national policy groups. Through her company, she was a National LETRS Trainer (Language Essentials for Teachers of Reading and Spelling, L. Moats) and authored two of the LETRS training modules. Dr. Glaser was the Director of Education at Lee Pesky Learning Center in Boise, Idaho where she oversaw the development of programs used to teach dyslexic individuals, She trained a highly successful group of remediation specialists at the Center from 1997-2002. Today, her company promotes advancement of teacher knowledge and pedagogy that incorporates the science of how students learn to read, how to assess and diagnose reading problems and target instruction to strengthen critical reading skills. Much of her company's work is supported through four texts authored and co-authored by Dr. Glaser.

**Title of Training:** The Reading Teacher's Top Ten Tools: Instruction that Makes a Difference

**Focus Area of Training:** FSR

## Description/Overview of Training:

The Reading Teacher's Top Ten Tools is an on-line reading course, unlike any reading course or professional development previously available to teachers. The course content is based upon a firm foundation of proven knowledge and pedagogy, research and practice that truly informs the daily work teachers do to teach their students to read.

The course design leads teachers through updated research and guides them to make connections to practice: How to transfer the knowledge to everyday practice in their classrooms. The Reading Teacher's Top Ten Tools is developed around ten units, or Tools, each reflecting a component of reading instruction that has been neglected, misrepresented, or one that needs updating with new information that's been released over the past few years. Teacher knowledge is the primary tool that will impact instruction and student achievement. This is why, for this course, the use of the term tools refers to a combination of both knowledge and practice.

The ten tools in the course are listed here:
1)      Knowledge – A Reading Teacher's Foremost Tool
2)      Oral language – A Foundation for Literacy
3)      Phonemes – Paving the Way to Print and Meaning
4)      Phonics and Spelling – Effective Decoding and Encoding Instruction
5)      Vocabulary – The Blueprint of a Word
6)      Comprehension – The Text and the Mental Model
7)      Fluency – Understanding Practice and Automaticity
8)      Writing – Write! Written Responses to Reading
9)      Read Alouds – A Tool for Building Language Comprehension
10)     Collaboration – Two Heads are Better Than One

Each Tool begins with a knowledge update to ground teachers in current thinking about the "what to teach", to whom, and the "how to teach". Distinctive to this course, each tool offers unique video examples of real teaching in real classrooms with real students in grades kindergarten through 6th grade. Teachers have shared, "It was the real teaching, seeing what we learned, play out with kids, that made the content of this course so helpful."

**Lead Trainers:**
Deborah Glaser, Ed.D.

**Accreditation Status:**

The Reading Teacher's Top Ten Tools is approved for 3 PD/CEU credits through Northwest Nazarine University, accredited by the Northwest Commission on Colleges and Universities (NWCCU), a regional accrediting body recognized by the Council for Higher Education Accreditation.

**Length of Training:**
- Total hours for completion - 45 hours. This is an online reading course.
- Number of hours per session - There are 1O modules that vary in length. The time individual teachers spend with the content will also vary as the course is self-directed. However, the video time tracking averages to a little over four hours per module.
- Total number of sessions/days - There are 1O sessions in this online course with an additional Orientation Module that provides an overview to guide teachers in how the learning platform operates. The pacing guide schedules the course over a 4-month period.

**Training Dates:**

The training dates will be set by the schools that enroll in the course. Currently, enrollment in the course provides teachers four months of access. A pacing schedule is provided to help teachers plan out and schedule their time in the course. It is recommended that the course be taken at the same time by groups of teachers in the same school so that they can support each other as they work to apply course content to planning and teaching their whole group and small group lessons.

**Training Location:**
This is an online course.

The author and trainer, Deborah Glaser, is willing to travel to Oregon if in-person support and follow up is desired or to work with teachers while they are actively involved in taking the online course. There will be an additional cost if schools elect to engage Dr. Glaser in this capacity.

**Cost:**
Registration cost per teacher
- $199.00/teacher when individual teachers enroll in the course

Is a discount provided for multiple teachers from a district attending?

- School site licenses are less expensive and a recommended option. If a school enrolls in the course, all teachers and administration in that school receive a username and password to access the course. The cost for a site license is $4000. The course is designed for grades K-5/6.

Are training materials included in the registration fee? (yes/no) If no, what materials must participants purchase? What is the cost of these materials?

- Yes, all materials are included in the registration/enrollment fee. Teachers download the materials needed for the course as they work through the course. Occasionally texts are recommended if teachers have a special interest in a topic and want to further their study outside of the course. These additional costs are voluntary and optional.

**Maximum Number of Participants:**

There is no maximum number of participants. The LMS is designed to support multiple users simultaneously.

**Accreditation Offered Through Training:**

Northwest Nazarine University (NNU) offers 3 PD/CEU credits for satisfactory completion of the course. The registration for these credits is arranged for by individual teachers with the university. The cost of each credit is $80 to total $180 for the 3 credits, payable to NNU.

**Format of Training:**  Online

**Online Training Information:**

**a.  Is the training synchronous, asynchronous, or blended? Please describe.**

The training is a blended training, but more asynchronous than synchronous. Teachers stream the course, working independently, beginning and ending at different times within the four-month window of access to the course. There is a chat function that allows teachers to share conversations with other teachers and also to Ask an Expert, by leaving questions for the course author. The course author has regular virtual office hours and responds to questions that are posted.

**b. Is there required software necessary to complete the online training? Please describe.**

There is no required software necessary to complete the training. Teachers do need a computer, or laptop, or even a handheld device with audio to view and participate in the course. The LMS platform (Sagence Learning) supports Windows 10 and MacOS 10.7+ operating systems. The browsers supported include Chrome (latest edition preferred), Edge (latest), IE 11, Firefox (latest), and Safari (latest, on Mac only). We recommend computers with at least dual-core processors and at least 4GB RAM or more. Users should have a stable internet connection with upload speeds above 512kbps

Vital elements of the student, faculty, coach, and admin experience such as the competency view, activity reader, student list, notifications, announcements, adaptives, and assessments are fully responsive and utilize a grid framework.  Experiences built in the grid framework
are optimized for four browser sizes (regardless of device or operating system):
•        Large desktops (more than 1200px in width),
•        Medium desktops (between 1199px and 993px in width),
•        Tablets (between 992px and 769px in width),
•        Phones (below 768px in width}

Additional experiences outside of the grid framework are still fully viewable and navigable utilizing a viewport that shrinks the content to fit the browser size. Coverage for all experiences (inside and outside of the grid framework} include the browsers listed above on Windows, iOS, and Android operating systems.

**c. What strategies will be used to increase engagement from online participants?**

Teachers begin each unit by filling out an Anticipation Guide which helps prepare them for the content through identification of what they know and to introduce them to what they will be learning. Teachers refer back to this guide throughout the unit and finish up with it to respond to questions and planning prompts that help them reflect on their learning.

Teachers are engaged through interactives that ask them to recreate graphic organizers, fill in missing information, drag and drop to answer questions and recreate conceptual organizers, and innovative flashcard routines. Many of the narrative and classroom videos are accompanied by Observation Guides that lead teachers to observe and identify student and teacher behaviors.

Many of the classroom videos include interactive "clicks" where teachers identify and click on the behaviors they just studied and learned about.

At the close of each Part, there is a brief review of information. This review can be a multiple choice, T&F, Reflection, or a reading with a response.

During the planning section, teachers are provided with lesson planning forms that guide them to plan lessons or to create action plans for using the knowledge and practice they just learned.

**Format for Application of Strategies in the Classroom:**

| | |
|---|---|
| Whole Class | X (Classroom lesson videos demonstrate whole group lessons.) |
| Small Group | X (Classroom lesson videos demonstrate small group lessons.) |
| One-on-One | X (One-on-one lessons are also included.) |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

Here are a few of the ways teachers are supported in practicing and applying their learning to work with their own students:

• Teachers are asked straightforward questions about how the content in each Tool will be implemented in their classrooms.
• Teachers are asked specific questions about their own reading pedagogy. They identify which elements of the Simple View of Reading they are targeting in their teaching and which ones they realize they will need help to strengthen through the course.
• Teachers are often asked to consider their own students, what they know about them, what they don't know and how they will use the information they are learning to answer the questions they have.
• Teachers are directed through planning in each unit to incorporate the content of WHAT to teach and HOW to teach into their lessons.
• Teachers are frequently asked to have their own reading materials close by for planning as they watch and listen to the content. They are guided to plan their own lessons with consideration of their students' needs.
• Teachers are asked to choose which of the teaching methods they will incorporate and then to participate in an online chat with other teachers about what went well, what they will do differently next time.
• Every unit ends with a Planning section. Teachers are asked to determine what content, practice, and application they are going to incorporate into their own reading lessons and why - for what purpose - to address what skills their students need.
• Teachers can return to the classroom videos and other course content as often as they wish to review, refresh, and relearn any of the content they may need to.

About one quarter of the course time directs teachers through reflections, planning, observing effective teaching, and evaluating their application and practice of the course content.

**Use of Data to Guide Instructional Decision Making:**

Before assessment can be helpful to teachers they need to understand the essential skills that must be present and developed in order for fluent reading to occur, and in addition where on the continuum of development the skiffs are most important. The course has a strong focus on providing and building this strong knowledge base upon which teachers can more effectively choose the assessments that will be helpful, interpret those assessments, and then plan targeted instruction to address those individual needs.

The course provides a model to guide a teacher or team decision-making process - The Outcomes Driven Model. It begins with a universal screener, a reliable and valid measure that identifies students who are not making adequate progress. The next step in the model requires teachers to use diagnostic measures, with those students who surface, to help them drill down and identify the areas that are causing the difficulty. An assessment matrix is provided to help with this. The matrix lists and defines the skiffs that researchers have concluded are most critical to reading success. One of the columns in the matrix provides key observational assessments to help teachers use their keen sense of observation to help them begin the process of identifying weaknesses and also strengths and to help them know where to begin with their assessment process.

The training also includes assessment direction to help teachers identify key areas of comprehension and language skills to target during comprehension and also during the read-aloud. Tool 9 Putting Read-Alouds in Perspective includes assessment of listening comprehension which can help with the design of a read-aloud lesson, what comprehension and language skills to model and include in dialogue with students.

**Demonstration of Mastery:**

Built right into the training are formative assessments at the end of each Part - there are 5 Parts per Tool. After the Summary, there is a summative assessment that covers the Tool content. All assessments are multiple choice and T&F. There is an option to demonstrate mastery through a Coach guided submission of lessons, self-recorded teaching videos, discussion board contributions, or other assignments.

The course is available for 3 PD/CEU credits and teachers must pass the formative and summative assessments to be awarded their credits. The course is built on a platform used by Universities, so the mastery components are built into the course.

**Oregon Standards for Professional Learning Addressed in the Training:**

The following Professional Learning Standards are addressed in this training:

• Learning Communities - Tool 1O Collaboration: Two Heads are Better Than One explores Professional Learning Community models and reminds teachers that the purpose behind these

collaborative models is to maintain a focus on student achievement. This course proposes that PLCs also provide a process for reviewing PD content that teachers have shared together when problem solving.

•	Resources - Every Tool in this course provides multiple resources for educators to use when assessing and teaching the foundational reading and writing skills. The goal of the course is to increase teacher effectiveness and student learning through improved explicit and systematic instruction, materials to support that improved instruction, technology through which the course is accessed, and time to study, practice, and apply the reading pedagogy learned.

•	Learning Designs - Several conceptual models form the basis from which the course content is derived and expanded upon. Only models that have proven over time to be reliable, and valid are included: The Gough and Tunmer's Simple View of Reading, Ehri's Phases of Word Recognition, Scarborough's Reading Rope, and Seidenberg's Brain Processing Model.

•	Outcomes - The content of this course is aligned with these student standards: Foundational skills, Reading Standards, Writing Standards, and Language Standards. The skills needed in order for students to meet those standards are addressed in this training. Many teachers cannot identify the skills that enable students to meet the standards. This course provides that knowlege and has the potential to improve access for all students including Els, Special Ed. and Dyslexic students.

•	Leadership - This course provides effective professional learning that expands teachers' knowledge and increases successful instruction. These teachers can be leaders in their schools, strong advocates for students, and other teachers when they bring their experience to their work with colleagues to recall the content of their training and problem solve together.

•	Data - Teachers learn the Outcomes Driven Model which provides a process by which students at risk are identified, areas of weakness are diagnosed, and instruction is targeted to meet those needs. The model also reminds teachers to progress monitor student response to the instruction to obtain feedback on how well the instruction is working. The model helps teachers stay focused on students, their needs, and targeting instruction through the use of data.

•	Implementation - Teachers are encouraged to take this course with a group of colleagues. It is through a shared experience with the course content that teachers can work together through their PLC to keep each other reminded of the content, review learning together, discuss their experiences with implementing the content, and generally support each other in their journeys to become excellent reading teachers.

**Vendor:**     <mark>Education Northwest</mark>
**Address:**    101 SW Main, Ste. 500
                Portland, OR 97204-3213
**Website:**    http://educationnorthwest.org/

**Contact:**    Steve Underwood
**Phone:**      503.275.9618
**Email:**      steve.underwood@educationnorthwest.org

**Description of Company:**

Education Northwest improves learning by building capacity in schools, families, and communities through applied research, professional learning, and consulting. We are a nonprofit professional services organization that was chartered over 50 years ago in 1966 as the Northwest Regional Educational Laboratory and which now conducts nearly 200 projects annually, working with schools, districts, and communities across the country on comprehensive, research-based solutions to the challenges they face. Our wide-ranging projects are making an impact in areas such as school improvement, community building, literacy, equity, and research. Although our services and publications have national reach, we primarily work in the five Northwest states of Alaska, Idaho, Montana, Oregon, and Washington. At Education Northwest, we are dedicated to and passionate about learning. Through our work, we strive to create vibrant learning environments where all youth and adults can succeed. Everything we do is evidence-based, giving us a solid foundation upon which we stand with confidence.

A primary focus of our work is literacy. We strongly believe that literacy is a key lever to improving schools. We provide consultation and support to all five of the states we serve. Our work ranges from state to classroom levels, such as facilitating a Governor's Literacy Task Force, assisting districts in curriculum adoption, providing literacy learning for teachers and leaders, and training paraeducators on evidence-based instructional strategies. Our literacy team includes two dyslexia specialists as well as a certified academic language therapist. Our team members collaborate with the Yale Center for Dyslexia and Creativity, as well as other nonprofits, such as Neuhaus Education Center (www.neuhaus.org) in Houston, Texas, and the Lee Pesky Learning Center (www.lplearningcenter.org) in Boise, Idaho. Our staff has presented at the International Dyslexia Association Conference and multiple National Title I conferences and supported the former network of National Reading First Technical Assistance Centers.

**Title of Training:**
URD 101: Dyslexia: An Island of Weakness in the Midst of a Sea of Strengths.
URD 601: Customized Follow-up: Maximizing Your Learning to Meet the Needs of Struggling Readers.

**Focus Area of Training:**  URD

**Description/Overview of Training:**

URD 101: This session will include models of literacy acquisition as well as the domains of language and how they impact literacy and learning. Participants will learn concepts related to identifying students with dyslexia, information on the neurological processes of language and literacy, appropriate accommodations, as well as the social/emotional impact language learning deficits may have on children.

URD 601: This is customized onsite consulting to support the learning of school and district leaders. It will address any of the topics included in the basic training for understanding and identifying dyslexia, depending on the depth of existing knowledge in the school and will be designed to support the improvement of practice and the school (or district's) system conditions around leadership, teaching, and learning.

**Lead Trainers:**

**Steve Underwood, Ed.D.**
Manager in the Center for Strengthening Education Systems Senior Leader of Language and Literacy Services
Dr. Underwood provides professional learning and coaching support to federal, state, and local education agencies. Steve began his career as an elementary school teacher who received accolades for the effectiveness of his literacy instruction while serving students with various disadvantages. As a student of French, Greek, and Latin, he has been able to assist others in learning how the English language is structured, and he is well versed in teaching language and literacy. While a teacher, he served as an instructional literacy coach and he was recruited to work as state-level school improvement coordinator with a focus on literacy. He previously served as the project lead for a distance-based coaching project for the Department of Defense Education Activity, which served principals and their school leadership teams across the globe. Prior to joining EdNW, he directed the Idaho Statewide System of Support for the Idaho State Department of Education, where his team developed educational reform approaches and coaching strategies to help schools think more systemically in areas such as standards alignment, collaborative teaming, Response to Intervention, family and community engagement, and educator effectiveness. Steve earned an M.A. in education from Biola University and an Ed.D. in education from Boise State University.

**Marybeth Flachbart, Ed.D., CALT**
Practice Expert: Literacy and Whole System Reform
Dr. Flachbart provides technical assistance to schools, districts, and states to build capacity for literacy and school improvement. Prior to joining EdNW, she served as president and CEO of the Neuhaus Education Center in Houston, Texas; a nonprofit think tank for literacy solutions that specializes in supporting individuals with dyslexia through applied literacy and language research and professional learning for educators. Marybeth served as Deputy Superintendent of Student Achievement and School Improvement at the Idaho State Department of Education, taught at Boise State University, established and directed Idaho's Reading First Program, and consulted for the former network of National Reading

First Technical Assistance Centers. Previously, she taught in the Houston Independent and Deer Park Independent School Districts, where her classroom experience included 10 years of both general and special education. Marybeth holds an Ed.D. in curriculum and instruction from Boise State University and an M.S. in special education from Fairfield University. She is a Certified Academic Language Therapist (CALT) and a dyslexia specialist.

**Rosie Santana, M.Ed.**
Senior Advisor: Literacy, Equity, and School Improvement
Ms. Santana is an experienced literacy consultant and trainer with deep knowledge of effective reading instruction for students with reading disabilities and English learners. She served as the ELL coordinator for Neuhaus Education Center, where she blended her expertise with dyslexia and English learners to offer coaching and support at all levels of the school system. She assists schools and districts by focusing on collective school improvement and student achievement. In her former role as the Idaho Southwest School Improvement Coordinator, she led the state's school improvement coaches, training others in how to build capacity for effective change. Her other roles have included serving as a District Literacy Curriculum Coordinator and Director of Professional Development for the Caldwell School District and as a director of Idaho's Reading First program, where she assisted districts awarded K–3 literacy grants. Santana has an M. Ed. from University of Idaho in the area of Educational Administration and Leadership.

**Jacob Williams, Ph.D.**
Senior Advisor: Literacy Technical Assistance
Dr. Williams focuses primarily on technical assistance and support in the area of school improvement in Math and English Language Arts. Williams has assisted districts in Montana, Alaska, Washington, and Wyoming to implement Education Northwest's data-informed school improvement process and coordinated the work of educational administrators' in the Pacific Northwest to incorporate the construct of data literacy into educator effectiveness frameworks. Prior to joining EdNW, he served as a manager/director for research and technical assistance projects at the Meadows Center for Preventing Educational Risk at the University of Texas at Austin. In this role he was a member of the research team for multiple randomized control trial investigations focused on improving reading and mathematics outcomes for students with disabilities. He has co-authored multiple publications related to identification and intervention for students with disabilities. Additionally, he provided support to a diverse group of federal, state, and district educational professionals, including the Texas Juvenile Justice Department, to implement a legislatively mandated literacy and teacher improvement initiative and the Texas Education Agency's federal Striving Readers grant. This work included collaborating with districts to identify areas of success and establish action plans for improving classroom practice. Williams earned his Master of Education degree at Murray State University–Kentucky and his Ph.D. in Special Education at the University of Texas.

**Accreditation Status:** NA

**Length of Training:**

| Session | Title | # of Sessions (c) | Hours per Session (b) | Total Hours (a) |
|---|---|---|---|---|
| 1. URD 101 | Dyslexia: An island of weakness in the midst of a sea of strengths | 1 one-day session | 7 hours | 7 hours |
| 2. URD 601 | Customized follow-up: ***Maximizing your learning to meet the needs of struggling readers*** | Half to full-day sessions of onsite coaching with a small group of leaders (may include web-based distance coaching) | Negotiated with school or district, depending on need | TBD |

**Training Dates:**

Since this is a response to an RFI, no set dates occur because all work is contingent on a school or district selecting us as a partner. If we are approved as a vendor for ODE's list, we intend to gauge interest on the sessions listed in this proposal and offer regional trainings based on the level of need expressed by educators. The regional workshops will be open to anyone wishing to attend. In order to cover the costs, regional trainings will require a minimum attendance number in order for the training to proceed (approximately 30 participants). All other training dates will be negotiated with schools or districts that select us.

Trainer is willing to schedule training dates based on district needs.

**Training Location:**

Since this is a response to an RFI, no set locations are established because all work is contingent on a school or district selecting us as a partner. If we are approved as a vendor for ODE's list, we intend to offer regional trainings based on interest from the field. We will strive to offer accessible locations in the Portland metro area, Central Oregon, and Eastern Oregon.

All other training locations will be negotiated with schools or districts that select us. Our school or district clients will be responsible for providing the training facility and associated logistics.

**Cost:**

| Session | Cost per Teacher (a) | Discount (b) | Materials Included? (c) |
|---|---|---|---|
| URD Sessions<br>1. URD 101 | Not applicable. The cost is per district or ESD training day and covers a group of up to 50 educators.<br><br>Session cost: $3,300<br><br>If we sponsor a regional training, the cost per teacher will be $430 per teacher (minimum of 30 teachers). | Not applicable. The cost is for one district training day. Discounts are available if the district conducts multiple training days on consecutive days. | Yes |
| 2. URD 601 | Not applicable. The cost is per onsite consulting day.<br><br>Full-day: $3,300<br>Half-day: $2,500 | Not applicable. | Yes |

**Maximum Number of Participants:**

| Session | Minimum # | Maximum # |
|---|---|---|
| URD Sessions<br>1. URD 101 | Districts or ESD – no minimum<br><br>Regional training – 30 participants | Districts or ESD – up to 50 participants<br><br>Regional – dependent on location capacity |
| 2. URD 601 | Districts or ESD – no minimum (will likely target small group of leaders) | Districts or ESD – no maximum (will likely target small group of leaders) |

**Accreditation Offered Through Training:**

None, but while our training does not lead to specific accreditation, we are willing to work with districts (or ESDs) and their partners in institutes of higher education to align participation with graduate level credit attainment.

**Format of Training:**

Given the complexities of understanding dyslexia, we believe face-to-face training with virtual follow-up is best. We provide a variety of resources in digital format that schools/districts can use after completing the training. Our follow-up consulting can be conducted using distance technology (e.g., WebEx, Skype, etc.)

As an option, clients can include an online, distance-based coaching element (such as web- based coaching calls between onsite visits) for the follow-up activities under:
• URD 601 – Customized follow-up: Maximizing your learning to meet the needs of struggling readers

| Delivery Mode | Included? |
|---|---|
| Online | Not applicable, except in the case of the customized follow-up sessions (URD 601). Customized follow-up sessions can combine in-person with distance-based consulting that use online meetings. |
| Face-to-Face | ✓ |

**Online Training Information:**

The online option only applies to the customized follow-up sessions (URD 601).
a) The online follow-up is synchronous. Participants join Education Northwest staff for a facilitated online meeting session in which everyone participates at the same time to focus on their specific school, district, or ESD.
b) There is no required software other than having access to the internet and an up-to-date web browser that is permissioned to accept a WebEx file download.
c) Participants are engaged in collective learning and sense-making, decision-making, self-reflection, and other learning strategies to assist them with designing ways to continuously improve their system.

**Format for Application of Strategies in the Classroom:**

| | |
|---|---|
| Whole Class | x |
| Small Group | x |
| One-on-One | x |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

According to the foundational work of Joyce & Showers (2002), participants in workshops are much more likely to understand the concept and have the foundation for implementing the skill when they engage in practice and strategy application during their time with us. This has been a cornerstone of the training we provide for many years. Depending on the nature of the content of each session, participants will spend between 25 percent and 50 percent of the time practicing each new theoretical

concept or strategy. Additionally, our customized follow-up can take place both in-person or virtually to provide coaching or other types of support for application of the strategies that participants will learn.

**Demonstration of Mastery:**

We align our professional learning opportunities with the industry standards for engaging participants. Our offerings provided participants with opportunities to master the content in various ways. Sessions begin with a check of existing understanding and include teaching demonstrations, opportunities to practice learning, formative assessment processes, note-taking to increase memory functions, and quizzes/checks for understanding.

**Oregon Standards for Professional Learning Addressed in the Training:**

**URD 101:**
**Learning Communities** – These are each one-day trainings, so participants will not have the opportunity to form a learning community unless the district opts to add follow-up consulting.
**Resources** – The training sessions help participants to understand how to analyze, prioritize, and align existing resources as well as search out new resources (as appropriate) to meet the needs of students with dyslexia.
**Learning Designs** – The training sessions build upon a deep theoretical underpinning that draws from over 40 years of research into literacy instruction and helps participants apply evidence-based practices.
**Outcomes** – The training sessions guide participants to think about learning progressions that lead students toward mastery of specific literacy skills.
**Leadership** – The training sessions are designed from the perspective that many participants will be leaders in their school or district and will support them in their role as such.
**Data** – The training sessions support participants in learning how to properly use data to identify students who may have dyslexia and to consider methods for monitoring progress.
**Implementation** – These sessions set the course for plotting an implementation plan (although deep implementation would require ongoing monitoring and adjustment that cannot be addressed in one day, which is why we offer follow-up consulting).
**URD 601:**
**Learning Communities –** Our customized follow-up creates the conditions for establishing a learning community around implementation of literacy programs that meet the needs of all learners, including those with dyslexia. It does this by conducting ongoing inquiry cycles into learning solutions that the school, district, or ESD chooses to pursue.
Customized follow-up also advances the standards that were begun in the in-person training sessions above by going into deeper, ongoing discussion and support around:
• Resources
• Learning Designs
• Outcomes
• Leadership
• Data
• Implementation

**Vendor:** <mark>Reading Venture One, LLC</mark>
<mark>Doing Business As: **Institute for Multi-Sensory Education**</mark>

**Address:** 19720 Gerald Street
Northville, MI 48167

**Website:** www.orton-gillingham.com

**Contact:** Teresa Garrettson
**Phone:** 1-800-646-9788        X 211
**Email:** teresal@orton-gillingham.com

**Description of Company:**

The Institute for Multi-Sensory Education (IMSE) has provided high-quality, in-depth instruction of the enhanced Orton-Gillingham methodology for educational professionals since 1996. Through IMSE trainings, special education teachers, general education teachers, intervention specialists, literacy coaches, Title 1 interventionists, tutors, and paraprofessionals, learn how to teach reading, handwriting and written expression as one body of knowledge.  The IMSE Comprehensive Orton-Gillingham Training is designed for educators who work with students' kindergarten to third grade reading proficiency. The IMSE Advanced Continuum Orton-Gillingham Training is geared towards students at third to 6"' grade reading proficiency.

**Title of Training:**

IMSE  Comprehensive  Orton-Gillingham  Training

**Focus Area of Training:**  URD, FSR, II

**Description/Overview of Training:**

IMSE's Comprehensive Orton-Gillingham Training (30 hours) provides Special Education and General Education teachers with the knowledge and expertise required to support the essential components of reading and writing instruction and development. The Comprehensive Orton-Gillingham Training covers phonemic awareness, fluency, alphabetic principles, comprehension, vocabulary and word work and provides educators with multi-sensory strategies, assessment knowledge, and the skills necessary to differentiate instruction to ensure that students read grade-level text fluently, with good comprehension and use reading strategies that improve understanding. After completing the Comprehensive Orton-Gillingham Training, educators will be empowered with the skills necessary to begin using the IMSE expanded Orton-Gillingham methodology in the classroom along with their existing curriculum.

**Lead Trainers:**
Jeanne Jeup, Amy Gulley (Portland based instructor)

**Accreditation Status:** NA

**Length of Training:**

     a.       **Total hours for completion:** Comprehensive training: 30 hours
     b.       **Number of hours per session:** 6 instructional hours/ 8:30-3:30, including lunch
     c.       **Total number of sessions/days:** Comprehensive training 5 days

**Training Dates:**

Flexible depending on district needs.

**Training Location:**

Per district requests. All IMSE instructors travel to district locations. IMSE has a Portland, Oregon- based instructor.

**Cost:**
a.       **Registration cost per teacher:** $1,075 per participant, including materials.

b.       **Is a discount provided for multiple teachers from a district attending?** Yes

c.       **Are training materials included in the registration fee? (yes/no) If no, what materials must participants purchase? What is the cost of these materials?** Yes

**Maximum Number of Participants:** 50

**Accreditation Offered Through Training:** Yes, upon completion of the 30-hour Comprehensive Orton-Gillingham training, participants have the option to apply for 2 hours graduate credit through Adams State University. Participants may also choose to continue their Orton-Gillingham certification by participating in IMSE's practicum program. Upon completion of the rigorous practicum, certification in OG is obtained.

**Format of Training:** Face-to-Face

**Online Training Information:** NA

**Format for Application of Strategies in the Classroom:**

| Whole Class | x |
|---|---|
| Small Group | x |
| One-on-One | x |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**
40% of training time is dedicated to practice.
**Day 1:**
•        Exposure and participation in Phonemic Awareness activities
•        Understand teacher's/student's role as well as the purpose and materials for Three Part Drill. Participants will practice all components of the Three Part Drill.
•        Auditory and kinesthetic activities to Three Part Drill implementation.
**Day 2:**
•        Learn and practice sound lines and visual cues for word dictation.
•        Learn and practice word lines and visual cues for sentence dictation.
•        Learn and practice finger tapping strategy for word dictation
•        Learn and practice multi-sensory strategies for "red words" or non-phonetic words.
**Day 3:**
•        Partner practice red word instruction
•        Learn, practice and implement decoding strategies for multi -syllabic words
•        Observe, plan and practice an r-blends lesson.
**Day 4:**
•        Select and advance lesson from How to Teach Spelling and create a multisensory strategy that could be used to introduce it.
•        Learn and practice various methods to teaching vocabulary.
•        Learn methods to progress monitor fluency and explicit instruction to teaching fluency.
•        Learn reciprocal teaching strategies to teach comprehension.
**Day 5:**
•        Finish learning and practicing syllable division strategies.
•        Prepare and teach vowel team lesson.

**Use of Data to Guide Instructional Decision Making:**

Teachers are instructed on the third day of the Comprehensive training on how to assess their students proficiency level and progress with the IMSE Orton-Gillingham methodology. There are three levels of assessment based on student's reading proficiency from Beginning Reading level or Emergent reader to Level 3 (3rd grade proficiency). With IMSE assessment, teachers give an initial, midterm and final assessment to their students. The initial assessment is given prior to the implementation of the OG methodology. These assessments provide quantitative data on student's progress and mastery. IMSE's Interactive OG allows teachers  to store assessment data.

**Demonstration of Mastery:**

Upon completion of this course, the participants should be able to:
**1.**        Understand the fundamentals of phonological awareness.
**2.**        Implement multi-sensory strategies for reading, writing and spelling.
**3.**        Have knowledge of syllabication patterns for encoding/decoding.

4. Understand and be able to implement strategies for Reciprocal Teaching strategies for reading comprehension.
5. Use multi-sensory strategies for non-phonetic sight words.
6. Have knowledge of student assessment techniques to use for understanding where to begin Orton-Gillingham instruction.
7. Use and understand guidelines for weekly lesson plans.

Participants will observe lessons as well as create and practice three of their own during the training. For the final lesson, participants will prepare and implement a lesson including all of the components obtained in the 30-hour Comprehensive Training. There will be four out-of-class assignments which will consist of Daily Learning Outcomes. The questions will require teachers to respond to material covered during the day as well as outside reading.

**Oregon Standards for Professional Learning Addressed in the Training**:

**Learning Communities:** the goal of IMSE OG training is provide teachers with the tools to integrate OG in their classrooms, grade levels and school wide. In doing so, teachers can collectively discuss strategies, implementation and goals of classrooms and students. Through weekly progress monitoring and yearly bench marking, teachers can discuss results and plan future instruction and needs of students in small group settings, whole class setting or campus wide.

**Resources:** Upon training completion, teachers are equipped with the knowledge and resource materials to begin OG implementation immediately. The instructional materials are provided during training and explored so teachers feel empowered to take the methodology back into their classrooms to being instruction right after assessment. During training, instructors and participants brainstorm various ways to implement OG using multi-sensory tasks that are inexpensive, creative and engaging for all students.

**Learning Designs:** During training, participants review research supporting the OG methodology in the training manual, break into groups to discuss and share as well as various research findings on phonological awareness, fluency, decoding, vocabulary and comprehension. The structure of the training is blended from individual readings, group planning/sharing, instructor led discussions, and whole group sharing. Upon completion of the training, participants are given a pamphlet that shares various ways to stay connected through social media, phone numbers to office support as well as email contact with instructors to follow up with questions once returning to classrooms. Participants are connected with the IMSE website to receive weekly email updates as well as the IMSE Journal that discusses topics in reading, literacy, dyslexia and education, in general. If participants choose to progress to the practicum, one-on-one feedback and contact is provided for the duration of the practicum.

**Outcomes:** The 30-hour Comprehensive training content is aligned with Common Core and is discussed and addressed during the assessment component on Wednesday . This portion of the training explicitly shows how the assessment structure aligns with Common Core and how the content is aligned as well.

The assessment data participants learn is used to drive the teacher instruction in the classroom and allows for progress monitoring to understand the needs and progress of students.

**Data:** The IMSE assessment component is an informal, skills-based assessment tool to determine the needs of the students. It allows educators to determine a starting point for instruction and monitoring tools to keep abreast of student goals. It can be used for RTI meetings, parent meetings and supplemental information for IEP meetings. It can be used as informal data in determining needs of students with dyslexia as well.

**Vendor:** <mark>June Shelton School and Evaluation Center</mark>
**Address:** 15720 Hillcrest Road,
Dallas, TX, 75248
**Website:** www.shelton.org

**Contact:** Nancy M. Coffman
**Phone:** 214.738.2242
**Email:** ncoffman@shelton.org

**Description of Company:**

June Shelton School and Evaluation Center (Shelton) is the largest private school for learning different students in North America. Shelton Outreach Training shares the expertise of our teaching staff through our International Multisensory Structured Language Education Council (IMSLEC) and International Dyslexia Association (IDA) accredited training course. Shelton has offered this training at the public school state and district level since 2009. For more information about Shelton's profile, please visit www.shelton.org.

**Title of Training:**

Shelton Academic Reading Approach (SARA)

**Focus Area of Training:** URD, FSR, II

**Description/Overview of Training:**

This Orton-Gillingham based course addresses the specific written language skills of reading, spelling, and writing and trains participants in the use of a multisensory structured language program for students with specific language disabilities, such as dyslexia and related disorders. This course also introduces participants to concepts related to the identification of a student with specific language disabilities.

**Lead Trainers:**

Nancy M. Coffman, MS, LDT, CALT, QI
Chris Bedenbaugh, MEd, LDT, CALT, QI
Genevieve Shryer, MAT, LDT, CALT, QI

**Accreditation Status:**

Accredited by the International Multisensory Structured Language Education Council (IMSLEC) and the International Dyslexia Association (IDA).

**Length of Training:**

a.    **Total hours for completion:**  200
b.    **Number of hours per session:**  8
c.    **Total number of sessions/days:**  25

**Training Dates:**

15 days the first year, 10 days the second year. Dates to be set on mutually convenient times.

**Training Location:**

Locations will be set within Oregon to meet with cohorts of teachers from that area.

**Cost:**

a.    **Registration cost per teacher:**
      $3000 for year one and $2400 for year two.
b.    **Is a discount provided for multiple teachers from a district attending?**
      Yes
c.    **Are training materials included in the registration fee? If no, what materials must participants purchase? What is the cost of these materials?**
      Yes

**Maximum Number of Participants:**

30 per cohort

**Accreditation Offered Through Training:**

Once they have successfully completed all components of the training, teachers receive certificates from Shelton.  Because SARA is an accredited course, once they have completed the course, the teachers are eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Therapy Association (ALTA) and refer to themselves as Certified Academic Language Practitioners (after successful completion of year one), and/or successfully complete and pass the Certification Exam for Educators of Reading Instruction (CEERI) for IDA certification as Dyslexia Practitioners. After successful completion of the year two requirements, the teachers are eligible to sit for the Alliance National Registration Examination and gain national certification through ALTA and refer to themselves as Certified Academic Language Therapists, and/or successfully complete and pass the Certification Exam for Educators of Reading Instruction (CEERI) for IDA certification as Dyslexia Therapists.

**Format of Training:**  Face-to-Face

**Online Training Information:** NA

**Format for Application of Strategies in the Classroom:**

| Whole Class | |
|---|---|
| Small Group | x |
| One-on-One | x |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

Time is allotted in each session to hands on practice. The amount of practice varies dependent on the complexity of the concepts introduced and the ability level of the participants. On average, 10 to 15 percent of each session is dedicated to hands on practice. In addition, participants are required to submit demonstration lessons between sessions. These demonstration lessons are reviewed by a Qualified Instructor (QI). Each participant is assigned a mentor who is a QI.

**Use of Data to Guide Instructional Decision Making:**

In the initial week of training, the characteristics of dyslexia are discussed and the screening tools that can be used to identify those characteristics are reviewed. The participants are given a progress monitoring tool that was designed specifically to track progress in a multisensory structured language program. Progress monitoring data is submitted monthly to Shelton. Diagnostic teaching is a vital component in any structured literacy program. This is addressed in lecture, and mentors guide participants in making diagnostic, or therapeutic, decisions when working with students.

**Demonstration of Mastery:**

Participants are given a test at the end of the first five days of training. At this time, they also must demonstrate delivery of three portions of an intensive lesson.  Another exam is given at the end of the first 15 days and again at the end of the training. In addition, participants must submit a minimum of five demonstration lessons each year. Those demonstration lessons are critiqued by the assigned mentor and feedback is given within 14 days.

**Oregon Standards for Professional Learning Addressed in the Training:**

**Learning Communities:** Because the cohorts are comprised of teachers from the same geographic area, there is increased opportunity for collaboration among the teachers, and increased awareness on the part of the trainer to the dynamics of the community. Teachers are able to work together to solve problems and to support one another.
**Resources:** Shelton Academic Reading Approach (SARA) uses Take Flight: An intensive intervention for students with dyslexia developed by Texas Scottish Rite Hospital for Children ( Take Flight) as the base for the intervention program.  However, teachers are guided to be

diagnostic and prescriptive in working with their students.  A variety of materials are presented and participants are required to demonstrate the use of additional materials in their demonstration lessons.

**Learning Designs:** Lectures on brain and language development are included in the first week of training. The training relies on research to guide lecture and activities. The text used for the training is a college level text based on current research. Participants are also required to read a related article and book and to share their reflections with the cohort.

**Outcomes:** Participants submit demonstration lessons, progress monitoring data, and periodic exams during the training.   In addition, the participants complete a "teacher knowledge survey" based on the work of Louisa Moats at three points in the training to determine if their knowledge base is expanding. Student testing or screening data is also collected and reviewed.

**Leadership:** As the knowledge of the participants grows, they are recognized on their home campuses as sources for solid information on students with dyslexia and effective teaching strategies. These participants become leaders in their school environments. Each participant is required to develop a professional development for their district or school at the end of the training.

**Data:** The data that is gained through the demonstration lessons and progress monitoring submissions is used to guide participants in diagnostically serving their students.  The data that is gained through the tests, surveys, class participation, and the demonstration lessons is used to guide the instructors in diagnostically serving the participants.  Data informs instruction at the instructor level and at the participant or teacher level.

**Implementation:** In addition to the points discussed above, the final projects of the participants have often lead to changes in instruction at the campus or district level. In two instances, schools have changed their spelling programs. In an elementary school in

Alabama, the kindergarten changed the way the alphabet was taught.  These are examples of how the training made a lasting impact on the teaching community of the teacher.

| **Vendor:** | |
|---|---|
| **Address:** | 17855 Dallas Parkway, Suite 400 |
| | Dallas, TX 75287 |
| **Website:** | www.voyagersopris.com |

| **Contact:** | Amy Otis |
|---|---|
| **Phone:** | 1.800.547.6747  Ext 120 |
| **Email:** | amy.otis@voyagersopris.com |

**Description of Company:**

Voyager Sopris Learning is committed to partnering with school districts to meet and surpass their goals for student achievement. The suite of instructional and service solutions we provide is not only research- based, but also evidence-based – proven to increase student achievement and educator effectiveness.

**Title of Training:**

Language Essentials for Teachers of Reading and Spelling (LETRS)

**Focus Area of Training:**  FSR, II

**Description/Overview of Training:**

Language Essentials for Teachers of Reading and Spelling (LETRS) is expertly- and intentionally- designed professional development written by Louisa Moats, Ed.D., for educators who are responsible for instruction in reading, writing, and spelling. It is vital that educators understand how students learn to read and write, and the reasons some children struggle. LETRS is not a reading program. It is professional development that gives teachers content knowledge while addressing each component of reading instruction—phonemic awareness, phonics and word study, oral language, vocabulary, reading fluency and automaticity, comprehension, assessment, and writing (National Reading Panel, 2001). Through LETRS professional development, teachers and reading coaches gain a deeper understanding of language systems (phonology, orthography, morphology, semantics, syntax, discourse, and pragmatics) and literacy (oral language, listening, vocabulary and such) to help struggling readers. LETRS and the national cadre of expert trainers, all of whom were once educators, help teachers apply best practice in teaching reading in the classroom every day.

LETRS professional development explicitly teaches foundational concepts, knowledge of language structure, principles of structured language, interpretation of assessments, and knowledge of reading disabilities. Using scientifically-based research, LETRS introduces four theoretical models and processes of reading to help educators understand the why behind reading instruction. Those models include Ehri's Phases of Word-Reading Development (Ehri, 1992), Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990), Four-part Processing Model for Word Recognition (Seidenberg &

McClelland, 1989), and Scarborough's Reading Rope (Scarborough, 2001). The professional development experience moves educators from theory to application in classroom instruction by teaching educators about explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and ways to enhance comprehension. LETRS professional development explores the major types of reading difficulties (language comprehension, phonological deficit, fluency/naming speed) of which dyslexia applies to two of the types of developmental reading difficulties.

**Lead Trainers:**

Voyager Sopris Learning LETRS trainers are literacy consultants who are trained by Dr. Louisa Moats or Dr. Carol Tolman. They possess a deep knowledge of language structure as described in the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. Voyager Sopris Learning LETRS trainers participate in on-going professional learning in scientific research in reading, language, and/or literacy—as demonstrated by actual research experience or attending conferences, reading journals and books, and/or applying current scientific research to clinical or classroom practice. In addition, LETRS trainers have a deep classroom or clinic experience working directly with students who represent a wide range of abilities and learning challenges. LETRS trainers are educators: they have been teachers, of all grade levels and subject areas, coaches, principals, literacy coordinators, curriculum directors, speech and language pathologists, and more. Moreover, the trainers are familiar with different programs and approaches to teaching reading, language, and literacy to help make a transition from content knowledge to practice. Finally, Voyager Sopris Learning LETRS trainers have a positive history of working effectively with colleagues as a collaborator, teacher, coach, or advisor.

**Accreditation Status:** NA

**Length of Training:**

**a. Total hours for completion:** 36-39 hours for 6 modules <u>or</u> 60 hours for 8 modules extended training
**b. Number of hours per session:** approximately 6-7 hours per module
**c. Total number of sessions/days:** 6 days total <u>or</u> 10 days total for extended training

**Training Dates:**

LETRS Trainings will be scheduled with schools and districts upon request, and take place on the dates that work best for them. Trainings are always scheduled to meet districts' needs. Regional, open-registration training options will also be offered.

**Training Location:**

LETRS Trainings will be scheduled with schools as districts as needed, and held at their facilities. Our trainers will travel to all areas of the state.

**Cost:**

a.  **Registration cost per teacher:**
    NA- Please see pricing below
b.  **Is a discount provided for multiple teachers from a district attending?**
    NA- Please see pricing below:
c.  **Are training materials included in the registration fee? (yes/no) If no, what materials must participants purchase? What is the cost of these materials?**
    Participants must purchase the print modules. Please see costs below.

Our trainings are customized to meet the needs of the districts that schedule them. We also host open registration-based trainings. Schools and districts may collaborate to schedule LETRS training, providing they do not exceed the maximum number of participants. We carefully selected six of the LETRS modules for schools participating in Oregon's dyslexia training that align with the DOE's mission and criteria. We also offer an extended training that includes modules on vocabulary and comprehension, for a total of eight LETRS modules.

## *LETRS* Rate Schedule/Itemized Pricing – Option 1

This option includes training on Modules 1-8 provided directly to a school/district.  Training sessions allow for up to 40 participants per session.

| *LETRS* Oregon Dyslexia Training (Maximum 40 Specialists/Coaches per session) | Product ID | # days required | cost/day (includes travel) |
|---|---|---|---|
| *LETRS* Initial Training  - 4 Consecutive Day Model | | | |
| *LETRS* Training Modules 1-8 | 43414 | 10 | $3,750.00 |
| *LETRS* Initial Training  - 2-3 Consecutive Day Model (4days required) | | | |
| *LETRS* Training Modules 1-8 | 329172 | 10 | $4,000.00 |
| *LETRS* Initial Training  - 1-Day Model (4 days required) | | | |
| *LETRS* Training Modules 1-8 | 326836 | 10 | $4,250.00 |

The *LETRS* print modules or eBooks are required for each training participant.  Prices do not include shipping and handling.  See below.

| *LETRS* (Language Essentials for Teachers of Reading and Spelling) Literacy Professional Development | Catalog Number | Item Price |
|---|---|---|
| *LETRS* Print Modules | | |
| *LETRS* (2nd Edition) Module 1 The Challenge of Learning to Read (K–12) + Training Handouts | 352751 | $36.95 |
| *LETRS* (2nd Edition) Module 2 The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (K–12) + Training Handouts | 352760 | $36.95 |
| *LETRS* (2nd Edition) Module 3 Spellography for Teachers: How English Spelling Works (K–12) + Training Handouts | 352778 | $36.95 |
| *LETRS* (2nd Edition) Module 4 The Mighty Word: Building Vocabulary and Oral Language (K–12) + Training Handouts | 352786 | $36.95 |
| *LETRS* (2nd Edition) Module 5 Getting Up to Speed: Developing Fluency (K–12) + Training | 352794 | $36.95 |

| | | |
|---|---|---|
| Handouts | | |
| *LETRS* (2nd Edition) Module 6 Digging for Meaning: Teaching Text Comprehension (K–12) + Training Handouts | 352807 | $36.95 |
| *LETRS* (2nd Edition) Module 7 Teaching Phonics, Word Study, and the Alphabetic Principle (K–3) + Training Handouts | 352815 | $36.95 |
| *LETRS* (2nd Edition) eBook: Module 8 Assessment for Prevention and Early Intervention | 314106 | $28.95 |
| *LETRS* (2nd Edition) Modules 1–3 Set (K–12) + Training Handouts | 178386 | $86.95 |
| *LETRS* (2nd Edition) Modules 4–6 Set (K–12) + Training Handouts | 178394 | $86.95 |
| *LETRS* (2nd Edition) Modules 7–9 Set (K–3) + Training Handouts | 178407 | $86.95 |

## *LETRS* Rate Schedule/Itemized Pricing – Option 2

This option includes training on Modules 1-8 provided through open-training institutes. Training sessions allow for up to 40 participants per session and fees are based on a per person basis (materials are additional).

| *LETRS* Oregon Dyslexia Training (Maximum 40 Specialists/Coaches per session) | Product ID | # days required | Cost per person |
|---|---|---|---|
| *LETRS* Initial Training  - Open training Institute | | | |
| *LETRS* Training Modules 1, 2, 3, 7 | | 5 | $999.00 |
| *LETRS* Initial Training  - Open training Institute | | | |
| *LETRS* Training Modules 4, 5, 6, 8 | | 5 | $999.00 |

The *LETRS* print modules or eBooks are required for each training participant. Prices do not include shipping and handling. See below.

| *LETRS* (Language Essentials for Teachers of Reading and Spelling) Literacy Professional Development | Catalog Number | Item Price |
|---|---|---|
| *LETRS* Print Modules | | |
| *LETRS* (2nd Edition) Module 1 The Challenge of Learning to Read (K–12) + Training Handouts | 352751 | $36.95 |
| *LETRS* (2nd Edition) Module 2 The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (K–12) + Training Handouts | 352760 | $36.95 |
| *LETRS* (2nd Edition) Module 3 Spellography for Teachers: How English Spelling Works (K–12) + Training Handouts | 352778 | $36.95 |
| *LETRS* (2nd Edition) Module 4 The Mighty Word: Building Vocabulary and Oral Language (K–12) + Training Handouts | 352786 | $36.95 |
| *LETRS* (2nd Edition) Module 5 Getting Up to Speed: Developing Fluency (K–12) + Training Handouts | 352794 | $36.95 |
| *LETRS* (2nd Edition) Module 6 Digging for Meaning: Teaching Text Comprehension (K–12) + Training Handouts | 352807 | $36.95 |
| *LETRS* (2nd Edition) Module 7 Teaching Phonics, Word Study, and the Alphabetic Principle (K–3) + Training Handouts | 352815 | $36.95 |
| *LETRS* (2nd Edition) eBook: Module 8 Assessment for Prevention and Early Intervention | 314106 | $28.95 |
| *LETRS* (2nd Edition) Modules 1–3 Set (K–12) + Training Handouts | 178386 | $86.95 |
| *LETRS* (2nd Edition) Modules 4–6 Set (K–12) + Training Handouts | 178394 | $86.95 |
| *LETRS* (2nd Edition) Modules 7–9 Set (K–3) + Training Handouts | 178407 | $86.95 |

## *LETRS* Rate Schedule/Itemized Pricing – Option 3

This option includes training on Modules 1, 2, 3, 5, 7, 8, covering phonemic awareness, phonics and word study, reading fluency and automaticity, and assessment provided directly to a school/district.  Training sessions allow for up to 40 participants per session.

| *LETRS* Oregon Dyslexia Training (Maximum 40 Specialists/Coaches per session) | Product ID | # days required | cost/day (includes travel) |
|---|---|---|---|
| *LETRS* Initial Training  - 2-3 Consecutive Day Model (4days required) | | | |
| *LETRS* Training Modules 1, 2, 3, 5, 7, 8 | 329172 | 6 | $4,000.00 |

The *LETRS* print modules or eBooks are required for each training participant.  Prices do not include shipping and handling.  See below.

| *LETRS* (Language Essentials for Teachers of Reading and Spelling) Literacy Professional Development | Catalog Number | Item Price |
|---|---|---|
| *LETRS* Print Modules | | |
| *LETRS* (2nd Edition) Module 1 The Challenge of Learning to Read (K–12) + Training Handouts | 352751 | $36.95 |
| *LETRS* (2nd Edition) Module 2 The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (K–12) + Training Handouts | 352760 | $36.95 |
| *LETRS* (2nd Edition) Module 3 Spellography for Teachers: How English Spelling Works (K–12) + Training Handouts | 352778 | $36.95 |
| *LETRS* (2nd Edition) Module 5 Getting Up to Speed: Developing Fluency (K–12) + Training Handouts | 352794 | $36.95 |
| *LETRS* (2nd Edition) Module 7 Teaching Phonics, Word Study, and the Alphabetic Principle (K–3) + Training Handouts | 352815 | $36.95 |
| *LETRS* (2nd Edition) eBook: Module 8 Assessment for Prevention and Early Intervention | 314106 | $28.95 |
| *LETRS* (2nd Edition) Modules 1–3 Set (K–12) + Training Handouts | 178386 | $86.95 |
| *LETRS* (2nd Edition) Modules 4–6 Set (K–12) + Training Handouts | 178394 | $86.95 |
| *LETRS* (2nd Edition) Modules 7–9 Set (K–3) + Training Handouts | 178407 | $86.95 |

## *LETRS* Rate Schedule/Itemized Pricing – Option 4

This option includes training on Modules 1, 2, 3, 5, 7, 8, covering phonemic awareness, phonics and word study, reading fluency and automaticity, and assessment provided through open-training institutes.  Training sessions allow for up to 40 participants per session and fees are based on a per person basis (materials are additional).

| *LETRS* Oregon Dyslexia Training (Maximum 40 Specialists/Coaches per session) | Product ID | # days required | Cost per person |
|---|---|---|---|
| *LETRS* Initial Training  - Open training Institute | | | |
| *LETRS* Training Modules 1, 2, 3 | | 3 | $599.00 |
| *LETRS* Initial Training  - Open training Institute | | | |
| *LETRS* Training Modules 7, 5, 8 | | 3 | $599.00 |

The *LETRS* print modules or eBooks are required for each training participant.  Prices do not include shipping and handling.  See below.

| *LETRS* (Language Essentials for Teachers of Reading and Spelling) Literacy Professional Development | Catalog Number | Item Price |
|---|---|---|
| **LETRS Print Modules** | | |
| *LETRS* (2nd Edition) Module 1 The Challenge of Learning to Read (K–12) + Training Handouts | 352751 | $36.95 |
| *LETRS* (2nd Edition) Module 2 The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (K–12) + Training Handouts | 352760 | $36.95 |
| *LETRS* (2nd Edition) Module 3 Spellography for Teachers: How English Spelling Works (K–12) + Training Handouts | 352778 | $36.95 |
| *LETRS* (2nd Edition) Module 5 Getting Up to Speed: Developing Fluency (K–12) + Training Handouts | 352794 | $36.95 |
| *LETRS* (2nd Edition) Module 7 Teaching Phonics, Word Study, and the Alphabetic Principle (K–3) + Training Handouts | 352815 | $36.95 |
| *LETRS* (2nd Edition) eBook: Module 8 Assessment for Prevention and Early Intervention | 314106 | $28.95 |
| *LETRS* (2nd Edition) Modules 1–3 Set (K–12) + Training Handouts | 178386 | $86.95 |
| *LETRS* (2nd Edition) Modules 4–6 Set (K–12) + Training Handouts | 178394 | $86.95 |
| *LETRS* (2nd Edition) Modules 7–9 Set (K–3) + Training Handouts | 178407 | $86.95 |

## Shipping and Handling Charges

Shipping and Handling charges for Voyager Sopris Learning are based upon the shipping table below. Shipping and Handling charges must be added to the published catalog prices of print products.

| Order Amount | Ground | Overnight | 2 Day Air | 3rd Day Select |
|---|---|---|---|---|
| $1–$99.99 | 12% | 25% | 20% | 18% |
| $100–$99,999.99 | 10% | 20% | 17% | 14% |
| $100,000–$249,999.99 | 8% | 15% | 13% | 12% |
| $250,000–$499,999.99 | 6% | 12% | 10% | 9% |
| $500,000–$999,999.99 | 5% | 10% | 8% | 7% |
| $1,000,000 or over | 4% | 8% | 6% | 5% |

F.O.B. Origin – Unless otherwise specified on the purchase order as F.O.B. Destination, all shipping shall be F.O.B. Origin by default.

**Maximum Number of Participants:** 40

**Accreditation Offered Through Training:** NA

**Format of Training:** Face-to-Face

**Online Training Information:** NA

**Format for Application of Strategies in the Classroom:**

| Whole Class | X |
|---|---|
| Small Group | X |
| One-on-One | X |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

The ultimate outcome of LETRS is improved student performance through teachers and leaders who understand the critical factors in learning to read, why students struggle when learning to read, and how to effectively teach literacy so that all students experience success. LETRS professional development lays the groundwork for teachers, schools, and administrators to make and sustain changes in reading instruction that are most consistent with practices validated by research, and both teachers and students reap the benefits of the training and support. LETRS is ongoing, regarding the PD as a process of learning rather than a one-time training session.

With multilayered support and guidance, teachers can expect to:
- Reduce the incidence of reading failure
- Accelerate growth in proficient and advanced readers
- Gain confidence in their ability to deliver effective instruction using the programs and interventions provided to them in their districts

Flexible and customizable, the LETRS trainings, reinforced by the print modules, address key topics in depth and delve deeply into building educators' literacy knowledge to improve student outcomes at every grade level, regardless of the core reading curriculum being implemented. At least 50% of the training is dedicated to direct application and practice in the classroom.

Two of Voyager Sopris Learning's Small Business Innovation Research (SBIR) grants from the NICHD show that LETRS is effective in building teachers' understanding of language structure, individual differences, and research-based reading practices—concepts that are often treated insufficiently in teacher preparation (Bos, Mather, Dickson, Podhajski, & Chard, 2001; Cunningham, Perry, Stanovich, & Stanovich, 2004; Walsh, Glaser, & Dunne-Wilcox, 2006).

When LETRS training is followed by ongoing coaching and teamwork throughout the year in a context of leadership and support, teachers will apply what they have learned, and student achievement will improve (Moats, 2007; Moats, McCabe, Lavington, McGoldrick, & Willis, 2008).

The concepts and practices in LETRS are not learned with "once over lightly" courses or workshops (Spear-Swerling & Brucker, 2003, 2004), and do require the type of explicit, coherent, and cumulative learning that LETRS exemplifies. When teachers participate in sufficient training on reading development, language structure, individual differences, and effective teaching procedures, and are helped to apply what they learn during the year, weaker students in grades K–5 improve significantly in all areas (McCutchen et al., 2002a; McCutchen, Harry, Cunningham, Cox, Sidman, & Covill, 2002b; McCutchen, Green, Abbott, & Sanders, in press).

Integrating the implementation of innovative, research-supported practices into the classroom requires that teachers understand the knowledge base for their discipline, work in facilitative environments, implement the teaching practices with fidelity, and receive opportunities to collaborate with colleagues (Crawford & Torgesen, 2006).

If these conditions are not present, or are not carried out consistently over enough time, teachers may increase their knowledge without changing their instructional practices (National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, 2008; Roehrig, Duggar, Moats, Glover, & Mincey, in press). We strongly recommend that LETRS be part of a coherent, multifaceted plan that includes all conditions necessary for change.

**Use of Data to Guide Instructional Decision Making:**

LETRS aims to foster deep and research-driven understandings that underpin flexible decision-making during teaching of language, reading, and writing for all students, regardless of language proficiency or reading level. Teachers need to understand why their core program follows a scope and sequence, be able to identify any weaknesses, support struggling learners with additional interventions, effectively plan for student progress across grade levels to meet outcomes set forth, and engage students by meeting them where they are and accelerating their learning with intentional instruction.

To that end, LETRS addresses the screening, diagnosis, and monitoring of the instructional needs of students who are showing signs of risk in order to help teachers learn to identify student needs and intervene to minimize reading failure, and progress-monitoring to determine Response to Intervention (RtI). LETRS presents a general strategy for selecting and using assessment for specific purposes. Participants examine case studies that represent a range of student subtypes of profiles (including those with decoding and phonological processing weaknesses, orthographic processing or fluency and automaticity problems, and/or oral and written language comprehension difficulties) and interpret classroom screening results and individual students' diagnostic assessments. Assessment results are then linked to appropriate instructional methods, goals, and programs.

Teachers will learn that students follow a typical progression of skill acquisition when learning to read. They will also learn how the development of oral language supports reading and writing acquisition. Students' printed word recognition abilities and their language comprehension and expression abilities will determine the instructional focus. This requires analysis and interpretation of screening assessments (TPRI, DIBELS, AIMSweb), observational surveys, rating scales, and diagnostic surveys of academic skills, and practice making grouping decisions based on data and instructional priorities.

When teachers are knowledgeable they will use a decision-making framework for selection of assessment tools, use screening and diagnostic assessment to identify subgroups of students, and plan initial instruction based on data, use progress monitoring and benchmark testing to adjust instruction, rearrange groups, and align intervention, and when appropriate and/or necessary, understands when to use valid, reliable, and efficient assessments. Equipped with these understandings, educators are able to

individualize instruction, assemble and teach small groups according to student needs, adapt instruction, and evaluate student progress.

To effectively use available data, educators must first understand the differences between formative and summative assessments, when each type is used, and then how to best use that data to inform and guide their instruction. A deep understanding of the process of learning to read is critical to an educator's ability to interpret data. LETRS provides this foundational knowledge and embeds data analysis into each skill area of literacy. LETRS also provides focused attention to data in the context of RtI and focused decision making to directly impact classroom instruction.

No matter how data-based and well thought out choices of programs and approaches might be, determining whether instruction is working for students is integral. It isn't enough to assign students to a program, intervention group, or tutorial session. If instruction is not helping a student achieve well-defined goals, something about the instruction most likely has to be changed. The topics discussed in LETRS help with critical decisions about whether to change, what to change, and why it should be changed.

Progress toward a learning goal should be measured as frequently as necessary to be sure of the effectiveness of the program, but not so often as to detract from valuable instructional time. LETRS addresses how to effectively assess students, evaluate the results, choose appropriate instruction and intervention, monitor progress, and adjust instruction for increased academic success.

**Demonstration of Mastery:**

LETRS courses provide evaluation strategies that are cumulative and evaluative. To ensure mastery of content and competencies, several assessments are provided to monitor progress and assess cumulative understanding. Each chapter of each module includes a Take 2 Review where attendees review and summarize their learning from the preceding chapter. At the end of each module, a Final Review activity is also conducted to ensure that all learning is captured and can be put in the educator's own words.

**Oregon Standards for Professional Learning Addressed in the Training:**

    a. **indicate the standard(s) that will be addressed in the training:**
        *LETRS* addresses all of 7 of the Oregon Standard for Professional Learning.

    b. **briefly describe how the content of the training addresses the standard(s):**
        Just as students need carefully crafted instruction to succeed; educators require professional learning that is expertly designed to promote effective teaching practices, supportive leadership, and improved student results. As the table below illustrates, *LETRS* is closely aligned to the highest standards for professional learning.

| Learning Forward's Standards | *LETRS* Correlation |
|---|---|
| **Learning Communities**<br>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. | *LETRS* training provides the foundational skills necessary for teachers to understand why some students fail to learn to read, write, and spell. Through this training a sense of community is created around the use of research and data to set goals, monitor progress at regular intervals, and plan intentional intervention. This training provides a common language and goal for educators to move forward and impact each student. These concepts are reinforced throughout the modules and follow-up. |
| **Leadership**<br>Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. | *LETRS* provides the foundation and research that leaders need to implement, support, and advocate for increasing literacy achievement. |

| Learning Forward's Standards | *LETRS* Correlation |
|---|---|
| **Resources**<br>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. | Educators must use the tools and resources that are available to them in the most effective way possible. Without foundational knowledge to understand the process of learning to read and where breakdowns occur, they cannot truly be effective. The *LETRS Modules* and follow-up provide the foundational knowledge necessary for educators to be the experts, make informed instructional decisions, utilize the best tools available with each individual student to meet their needs, and to be able to make the best decisions in purchasing additional programs and tools. |
| **Data**<br>Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. | Embedded within the *LETRS* training are pre- and post-tests that gauge teacher learning. Additional knowledge surveys are available to document knowledge growth. During training, educators apply the knowledge to best practices to be used within their classrooms with their students. They learn how using sources such as student work, screeners, CBMs, and high-stakes tests inform student learning, teacher knowledge and understanding of best teaching practices. *LETRS* and the follow-up also reveal how data can provide an evaluation of the system's strengths and weaknesses. |
| **Learning Designs**<br>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. | Each *LETRS Module* includes a reference list of each research article, book, and publication cited. This information provides the theoretical underpinnings that lead to the best instructional practices to increase achievement. By understanding how the brain works, which techniques are the most successful, and then planning activities that reflect that understanding, educators will increase their students' achievement. |
| **Outcomes**<br>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. | Voyager Sopris Learning understands the essential need for clearly delineated methods of evaluating educator performance and assessing if student improvement outcomes are being achieved. The proposed *LETRS* follow-up links foundational knowledge acquired through training with practical applications to classroom instruction. *LETRS* training provides educators with the best practices from scientific research to use with students to increase achievement; prepares teachers to determine from data the areas of each student's needs; and focuses classroom instruction exactly where it is needed to get students to achieve standards. |
| **Implementation**<br>Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change | The information and best practices embedded within *LETRS* and the follow-up training have been proven effective. Implementation into classroom instruction is the key to success. |

**Vendor:** <mark>**Mastery Learning Institute**</mark>
**Address:** 13717 SE Division
Portland, OR 97236
**Website:** www.arthuracademy.org

**Contact:** Charles Arthur
**Phone:** 971.544.7341
**Email:** carthur@teleport.com

**Description of Company:**

Mastery Learning Institute is a non-profit organization that manages six charter schools in the Portland area. It has a board of directors, Dr. Bonnie Grossen, Chair, and an Executive Director, Ms. Stephani Walker. It was established in 2000 and has been starting and operating schools since 2002.

**Title of Training:**

The Science of Reading at the Word Level and How it Explains Dyslexia.

**Focus Area of Training:** URD

**Description/Overview of Training:**

The thesis of the seminar is that dyslexia is best understood within the context of research and scholarly study of the theory of reading words.  The training is divided into three parts:
**Part I:** THE MOST PROMINENT THEORY and how it explains dyslexia (two meetings)
**Part II:** WHAT BRAIN IMAGING RESEARCH has added to this understanding (one meeting)
**Part III:** INSTRUCTIONAL PRACTICES THAT ARE AN OUTGROWTH OF THE THEORY. How research on both theory and instruction have coincided in identifying the most effective approach for teaching beginning reading and for meeting the special needs of those children experiencing difficulties learning to read, including dyslexia (two meetings)

The training will include information on all of the nine components listed in section 16.  To this, stress is given to the importance of understanding the reciprocal relationship between theory and practice, especially as it pertains to the neurological causes of dyslexia.  It will explain how a theoretical perspective can give added reason and depth of understanding for an explicit systematic approach to instruction in treating dyslexia and other learning difficulties.

**Lead Trainers:**

Trainer, Charles Arthur has broad experience in teaching children with dyslexia and other reading difficulties for over 30 years and has been studying and teaching about the subject for over 20 years. He established six k-5 charter schools, with 150-170 students each, that, for fifteen years,  have demonstrated how all children can avoid the pain of reading failure by successfully learning to read by the end of first grade.

**Accreditation Status:** NA

**Length of Training:**

The training is in the form of a small graduate seminar that meets for two hours in the home of the instructor every other week, for five meetings, for a total of 10 class hours. Participants will be electronically provided a syllabus, all handouts and a copy of a PowerPoint presentation for each meeting.

**Training Dates:**

Training for the winter session will begin on January 18th and end on March 8, 2018. Spring session dates are April 4th through May 30th.  The group meets every other Thursday from 5 to 7 p.m. Trainer is flexible regarding schedule.

**Training Location:**

Training will take place in the home of the instructor.
3112  SE  Main St. Portland, OR 97214
Trainer is unable to travel and hold sessions in any other place.

**Cost:**

The cost is $25 for cost of materials and expenses, plus $55 for PSU credit is desired.

**Maximum Number of Participants:**  4-8

**Accreditation Offered Through Training:**

PSU credit for one unit is available.

**Format of Training:**  Face-to-Face

**Online Training Information:** NA

**Format for Application of Strategies in the Classroom:**

| Whole Class | |
|---|---|
| **Small Group** | x |
| **One-on-One** | |

**Demonstration of Mastery:**

Three short, take home essay questions will be assigned after each part of the three-part training. Participant will be asked to read one of their essays for parts I and II, at the start of the following session.

**Oregon Standards for Professional Learning Addressed in the Training:**

The content of this training opportunity will contribute to three standards by increasing knowledge and understanding of reading and how it can go wrong in many children, with sample instructional approaches on how this knowledge can be put into practice. The class sessions will focus on theories of reading words, its research and resulting models of learning with examples of how they can be applied in classrooms. Participants will be provided with a syllabus, PowerPoint copy, numerous handouts and lists of resources on the subject.  In so doing, participant teachers can teach children to read, with varying abilities, with a more professional approach.

A summary of the three standards are as follows:

- Contributing towards the committed for continuous improvement, collective responsibility, and goal alignment in the Learning Community of Teachers.
- Enhancing the Professional learning in prioritizing, monitoring, and coordinating resources for educator learning that increases educator effectiveness and results for all students.
- Providing Professional learning that increases the integration of theories, research, and models of human learning to increase educator effectiveness and results for all students.

| | |
|---|---|
| **Vendor:** | <mark>Mayerson Academy</mark> |
| **Address:** | 2650 Highland Avenue |
| | Cincinnati, OH 45219 |
| **Website:** | www.mayersonacademy.org |
| | |
| **Contact:** | Sonia Milrod |
| **Phone:** | 513.475.4101 |
| **Email:** | milord.sonia@mayersonacademy.org |

**Description of Company:**

Mayerson Academy provides professional learning for educators and communities. That includes facilitation and consultation know-how to produce sustainable whole scale change, innovative design and planning services to create best-in-class learning events such as retreats and conferences, and curricular expertise to develop and deliver proprietary workshops and programs. Thanks to more than two decades of work in the field, our experts are established as recognized leaders in literacy, equipping teachers to develop students' capacity to become successful readers and writers. An outside evaluator from the Ohio Department of Education's Dyslexia Pilot rated Mayerson Academy's literacy program "exemplary professional development" due to the significant reading gains of students. Since 2007, Mayerson Academy has provided IMSLEC and IDA-accredited Orton-Gillingham Multisensory Structured Literacy training to over 1000 educators in the Cincinnati area. In 2016 the Academy expanded the program to include an effective ONLINE program – the only totally online Orton-Gillingham training that is IDA-accredited.

**Title of Training:** Mayerson Academy Orton-Gillingham Multisensory Reading Program Online

**Focus Area of Training:** URD, FSR, II

**Description/Overview of Training:**

Mayerson Academy's Orton-Gillingham Multisensory Reading Program addresses the five essential components of reading—phonemic awareness, phonics, vocabulary, fluency and comprehension—as recommended by the National Reading Panel Report (2000).

Designed for preK–6 classroom teachers, K–12 intervention specialists, speech & language pathologists, and tutors of those with dyslexia or reading difficulties, Orton- Gillingham Multisensory Reading Practicum I Online encompasses 16 weeks of instruction, including 45 hours of lecture and a 16-hour practicum. The course focuses on the phonology, orthography, morphology and structure of the English language; takes a comprehensive look at how students learn to read and write; helps teachers to recognize the characteristics of dyslexia and learning disabilities, and enables participants to appropriately assess their students using screening, diagnostic, and progress monitoring instruments. Teachers learn to plan and implement systematic, explicit, multisensory language instruction that meets the guidelines of the National Reading Panel and has been proven to be most effective in teaching students with dyslexia and other reading difficulties. Teachers also learn how to incorporate Orton-Gillingham (OG) methodology into their core reading program. Training is totally program neutral. Once

teachers learn the content of the course and components of a complete Orton-Gillingham lesson, they are prepared to incorporate the multisensory structured language components into their own classroom situations.

What makes Mayerson Academy's program unique is the practicum: each participant is assigned to a Master Teacher who provides one-to-one coaching and feedback on the creation and teaching of 16 lesson plans custom-tailored for the student the participant is tutoring during the course. Using the Edthena platform, participants upload their lessons and videos of their instruction, enabling instructors to give specific feedback at point of need on both planning and implementation of OG methodology. The maximum instructor/participant ratio in any cohort is 8:1.

After completion of Orton-Gillingham Multisensory Reading Practicum I Online, participants are highly encouraged to register for Advanced Multisensory Reading Practicum II Online to receive additional coaching support which will enable them to adapt Orton-Gillingham instruction to their classroom setting and to qualify for Orton- Gillingham certification at the Teaching/Practitioner Level.

To achieve Certification at the Teaching/Practitioner Level, educators must complete Practicum I with a grade of B or higher and successfully Practicum II (documenting 60 hours of Orton-Gillingham instruction with lesson plans and student work over a minimum of 9 months, meeting standards for implementation). Teachers achieving certification at the Teaching/Practitioner Level from Mayerson Academy's program are eligible to take the International Dyslexia Association's Level II Practitioner Exam.

**Lead Trainers:**
Margaret Ascolese, M.Ed.
Carol E. Duke, M.Ed.

**Accreditation Status:**

Accredited by the International Dyslexia Association

**Length of Training:**

a.      **Total hours for completion –**
        45 hours of coursework plus minimum 60 hour practicum
b.      **Number of hours per session –**
        Initial practicum course is 45 hours of lecture plus the 25 contact hours for practicum, readings, and activities (70 total hours) divided over 16 weeks; Second practicum is 6 contact hours for coaching/interactions with master teacher to document 60 hours of Orton- Gillingham teaching which must be across a minimum of 9 months.
c.      **Total number of sessions/days –**
        Minimum of 9 months for certification to be valid.

**Training Dates:**

Practicum I courses are offered August through December and January through June. Additional courses may be scheduled by contract. Practicum II commences at the end of Practicum I and participants have up to one year to complete. Trainer is willing to schedule training dates based on district needs.

**Training Location:**

Training is offered online only.

**Cost:**

a.   **Registration cost per teacher:**
     $1399 for Practicum I and $690 for Practicum II
b.   **Is a discount provided for multiple teachers from a district attending?**
     No
c.   **Are training materials included in the registration fee? (see below) If no, what materials must participants purchase? What is the cost of these materials?**
     Here is a complete list of materials and costs:

   • Course Manual and Reading Sheets – included in cost of course – download, print, and place in binders
   • Mayerson Academy Blackboard Connector – ongoing subscription and access to materials and videos is included in cost of course
   • Mayerson Academy OG Card Deck – purchase from Mayerson Academy at https://www.mayersonacademy.org/product/og-deck/  - $20
   • Mayerson Academy Alpha Cards Deck - purchase from Mayerson Academy at https://www.mayersonacademy.org/product/orton-gillingham-alpha -  cards/ - $15
   • Mayerson Academy OG Card Deck App – download free from Google Play or ITunes (search for "Mayerson Academy") - FREE
   • Moats, L. (2007). Basic Facts about Dyslexia. Baltimore, MD: International Dyslexia Association. - purchase from International Dyslexia Association: https://eida.org/product/basic-facts-about-dyslexia-and-other-reading -  problems/ -  $18
   • Highly recommended: Woods, C. (2002). Wood's Words: Resource for Teachers and Tutors. Cincinnati, OH: Ohio Valley Branch/International

Dyslexia Association (original book - purple) Order from:  https://ohv.dyslexiaida.org/about-us/shop-ida/ - $30
   • Access to decodable texts: You will need access to decodable texts that have controlled vocabulary corresponding to specific sounds or phonics rules being taught. If you do not have access, we recommend purchasing a subscription to A-Z Phonics online: https://www.readinga-z.com/phonics/

**Maximum Number of Participants:**  30 per session

**Accreditation Offered Through Training:**  For those teachers successfully completing both practicum I and Practicum II with a grade of B or higher – certification in Orton-Gillingham at the Teaching/Practitioner Level from an IDA accredited course.

**Format of Training:**  online

**Online Training Information:**

a. **Is the training synchronous, asynchronous, or blended? Please describe.**
Training is asynchronous – all lectures and assignments can be done on participants own schedule within each week. Some assignments are due on Wednesdays; others on Sundays, but all can be completed on participants own schedule during the week.

b. **Is there required software necessary to complete the online training? Please describe.** All software is web-based. We use the BlackBoard platform to deliver the content of the course and the Edthena.com platform for the practicum.
The following are the technology requirements:
- Adobe Acrobat Reader: http://get.adobe.com/reader/
- Media Player (only for Macintosh): http://www.real.com/realplayer or http://www.telestream.net/flip4mac/overview.htm
- Edthena: https://app.edthena.com/

c. **What strategies will be used to increase engagement from online participants?** Participants engage in a wide variety of interactive activities each week including discussion boards, self-checking "knowledge checks," quizzes, readings, observation of videos and video response forms. In addition, they interact two to four times/week with their assigned Master Teacher/coach on a one-one basis via telephone, email, and the Edthena platform.

**Format for Application of Strategies in the Classroom:**

| Whole Class | Examples are given as to how techniques can be adapted |
|---|---|
| Small Group | x |
| One-on-One | x |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

During Practicum I, participants practice each component of the Orton-Gillingham Lesson under supervision of a Master Teacher/Coach (MT). They develop and deliver 16 complete lessons and receive coaching feedback on all 16. Through the Edthena.com platform, participants upload lesson plans; the MT interacts/confers with the participant via Edthena and provides feedback on plans. Participants revise their plans, as needed, and teach the lesson to their student, videotaping the entire lesson. They upload their videotaped Orton-Gillingham lesson that corresponds to the plan along with copies of all student work and associated documents. They also upload a written reflection self- evaluating their strengths/weaknesses and identifying an improvement goal for their next lesson. The MT views the lesson through Edthena and then, at point of need, inserts written comments, suggestions, and questions which the participant views when playing back the video and responds to comments/questions. In addition, MTs provide participants with formal assessment feedback based on a specific performance criteria rubric for each OG lesson component. The student then proceeds with the next lesson and so on. In addition, the MT is available for office/phone hours for individual consultation at scheduled times.

**What percentage of training time is dedicated to application/practice?**

Taking into account both Practicum I and Practicum II, 60% of the time is devoted to applying the skills and strategies.

**Use of Data to Guide Instructional Decision Making:**

Participants are introduced to the four types of assessment – screening, diagnostic, progress monitoring and outcome. As part of the Practicum I course, they learn to administer and score a diagnostic assessment and are required to write an assessment report on the student they assessed. Through the systematic and explicit structure of an Orton-Gillingham lesson, the teacher continually diagnoses the needs of the student and plans lessons to meet those needs. These skills are built into the lesson to be taught, secured, and reviewed. The entire nature of the OG lesson is based on diagnostic teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered step by step for the student to progress.

In Practicum II, participants are asked to document the effectiveness of their interventions by Progress Monitoring, using a CBM that is reliable and valid such as DIBELS Next and documenting the student's progress over the course of instruction. Readings are included as part of the course that address topics of reliability and validity as well as the four types of assessment. At the end of Practicum II, they are required to write a report to parents relating the progress the student has made over the course of the intervention.

**Demonstration of Mastery:**

Please see below for complete list of Measurements of Learning for Practicum I and  percentage of grade, as described in our syllabus:

<div align="center">Discussion Boards</div>

The Discussion Board is a tool in BlackBoard that is used in online courses as a platform for  thoughtful responses to learning materials in a collaborative way. You are measured both on  the quality of your initial response to the content presented as well as your responses to your  peers. The discussion board is not a place to regurgitate information, but to process it within  the context of your experiences or prior knowledge. Processing multiple perspectives is a great  way to gain broader understanding; do not be surprised to find wisdom from the experiences of  your peers.

When utilizing the Discussion Boards, it is vital that you remember to maintain confidentiality.  Only first names should be used and no identify information should be shared. Also, please  only share information pertinent to the child's reading concerns. Information about their family  make-up, economic level, and such are not appropriate to share. This is true across the course  as we are sharing information. Please contact the instructor if you have any questions about  this. Discussion Boards are evaluated using a rubric (see Appendix and course Document  Library).

<u>Knowledge Checks and Video Observations</u>

Knowledge Checks are self-checking activities which allow you to assess/review the new content presented during the week. They are designed to help you achieve mastery of the content and to keep you engaged with the material. There are 30 knowledge checks throughout the course. Another self-checking activity are the three video observation forms you will complete. These are used to guide your observation of videos of master teachers teaching Orton-Gillingham lessons.

<u>Quizzes and Exams</u>

Because this is a practicum course, much of your evaluation occurs in response to your work with your student. However, you will take 5 Quizzes, a Midterm Assessment, and a Final Exam.

<u>Written Assignments</u>

You will complete two written assignments: A book reflection and an assessment report. You will write a reflection on your new understanding/learning about dyslexia after reading the book *Basic Facts about Dyslexia.* The completion of the Assessment Report is used to measure your ability to diagnose your student and to communicate this effectively. Your performance will be measured based on the grading rubrics for these assignments (see Appendix and course Document Library).

<u>Practicum Experience</u>

You will have the opportunity to hone your instructional practice through the mentoring of an Orton-Gillingham Master Teacher. You will teach a minimum of 16 Orton-Gillingham lessons during the course, and a portion of this teaching will be recorded and downloaded for your Master Teacher to review and provide feedback. These twelve graded mentoring sessions will help you to learn and refine all important aspects of an Orton-Gillingham lesson. The practicum is assessed using the Supervised Tutoring rubric (see Appendix and course Document Library).

Grading Policy:

The grading scale for the Orton-Gillingham Program is as follows:

A = 93% - 100%

B = 85% – 92%

C = 78% - 84%

F = Below 78%

**Grading Breakdown**

| Assignment/Number | Description | Points | % of Grade |
|---|---|---|---|
| *Assessment Report -1* | Students complete an Assessment Report summarizing the diagnostic data learned about their student by administering the OG Diagnostic Assessment. Performance is measured based on the Assessment Report Rubric (see Appendix). | 15 | 6% |
| *Book Reflection - 1* | Students write a 1-1.5 page reflection on what they learned from the *Basic Facts about Dyslexia* book and/or how it will affect how they will teach children in the future.The report is assessed using the Book Reflection (see Appendix). | 15 | 6% |
| *Discussion Boards - 8* | Students utilize both formal (3) | 24 | 10% |

| Assignment/Number | Description | Points | % of Grade |
|---|---|---|---|
| | and informal (5) discussion boards on BlackBoard to interact with peers and process their learning. Discussion Boards are 3 points each and are assessed with rubrics (see Appendix) | | |
| *Knowledge Checks - 30* | Students' participation is measured through completion of 30 self- checking Knowledge Checks. (0.5 points each). | 15 | 6% |
| *Video Observations - 3* | Students view three videos of master teachers teaching Orton- Gillingham lessons and complete an observation form for each lesson (2 points each). | 6 | 2% |
| *Midterm Exam - 1* | Students take an open-book midterm exam on content from the first half of the course. | 20 | 8% |
| *Quizzes - 5* | Students take five quizzes. The first, on correct articulation of sounds, is the only assignment for which students must make an appointment with the instructor. The other quizzes are taken on BlackBoard and are self-checking. | 25 | 10% |
| *Final Exam - 1* | The final exam is a comprehensive assessment of the content of the course. Questions from the pretest are included in the final exam. | 50 | 20% |
| *Supervised Tutoring Practicum Experience -12* | Students create and submit 12 videos that represent teaching related to identified aspects of the Orton-Gillingham lesson structure. Videos must be accompanied by corresponding lesson plans and supporting documents. Submissions occur weekly through the Edthena platform and ongoing formative assessment will be given by the master teacher. The final assessment of the practicum will be measured by the Supervised Tutoring Rubric (see Appendix). | 80 | 32% |
| **Total** | | 250 | 100% |

**Measurements of Learning Practicum II**
In Practicum II, the student must show evidence of being able to teach the following concepts using appropriate methodology: Three syllable types, one syllable division pattern, one short vowel marker, one suffix, one rule for adding a suffix, one vowel team. Progress Monitoring of student should show effectiveness of the intervention. The participant must show the ability to diagnose a student, plan and deliver appropriate intervention, monitor progress, and communicate progress to parents. The Final Evaluation is based on the Summary Evaluation Form for Orton-Gillingham Multisensory Reading Practicum II.  To be eligible for Certification in  Orton-Gillingham at the Teacher/Practitioner Level, overall performance on the Summary Evaluation Form should be at Level 3.

**Oregon Standards for Professional Learning Addressed in the Training:**

Mayerson Academy's Orton-Gillingham is focused on Learning Designs and Outcomes standards. In terms of Learning Design, active engagement, modeling, reflection, metacognition, application, feedback, ongoing support, and formative and summative assessment are integral components to the methodology used in the course as well as the methodologies being taught to the teachers to use with their own students. These elements define the multisensory structured language approach. Teachers model skills being taught, ask participants to reflect in writing and orally on their practice. Participants videotape their practice, reflect in writing on the results, and receive ongoing support through coaching and feedback. Assessment of participant's knowledge is ongoing through quizzes, knowledge checks, discussion boards, and rubrics; summative assessment (final exam as well as rubric assessing application of skills) is used at the end of the course.

This course constantly focuses on Learning Outcomes as all instruction is based on ongoing diagnosis of student progress and monitoring of student progress to assure that the intervention is effective and meeting student's needs.

**Vendor:** <mark>ODE Summer Reading Academy</mark>
**Address:** 255 Capitol St NE
Salem, OR 97310-0203
**Website:** http://oregon.gov/ode

**Contact:** Carrie Thomas Beck
**Phone:** 503.947.5833
**Email:** carrie.thomas-beck@state.or.us

**Description of Company:**

The Oregon Department of Education (ODE) oversees the education of over 560,000 students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) - focuses on helping districts achieve both local and statewide goals and priorities through strategies such as:

• Developing policies and standards

• Providing accurate and timely data to inform instruction

• Training teachers on how to use data effectively

• Effectively administering numerous state and federal grants

• Sharing and helping districts implement best practices

**Title of Training:**

K-2 Summer Reading Academy

**Focus Area of Training:** FSR

**Description/Overview of Training:**

This 3-day summer reading academy focuses on teaching the foundational skills in reading in primary classrooms. The training is based on the Teaching Reading Sourcebook published by the Consortium on Reading Excellence (CORE). Content includes initial information on the structure of English and then focuses on the following essential elements in reading: phonological awareness, phonics, spelling, and fluency. For each essential element, participants will learn what it is, why it is important, when to teach it, and how to teach it. The use of assessment to drive instruction is included throughout the training. Participants will receive a

copy of the Teaching Reading Sourcebook as well as the Assessing Reading Multiple Measures book by CORE.

**Lead Trainers:**

Carrie Thomas Beck, Ph.D.
Shawna Moran

**Accreditation Status:** NA

**Length of Training:**

a. **Total hours for completion:**
   18 hours
b. **Number of hours per session:**
   6 hours
c. **Total number of sessions/days:**
   3 days

**Training Dates:**

July 31-August 2, 2017. To be determined if the trainer is willing to schedule training dates based on district needs.

**Training Location:**

Eugene Hilton, Eugene, OR. To be determined if the trainer is willing to travel to an Oregon School District or Education Service District.

**Cost:**

a. **Registration cost per teacher:**
   ODE invites high needs schools to attend and covers the registration cost for teachers. Districts need to pay travel and lodging expenses.
b. **Is a discount provided for multiple teachers from a district attending?**
   No
c. **Are training materials included in the registration fee? (yes/no)**
   Yes

**Maximum Number of Participants:** 50

**Accreditation Offered Through Training:** NA

**Format of Training:**  Face-to-Face

**Online Training Information:** NA

**Format for Application of Strategies in the Classroom:**

| Whole Class | X |
|-------------|---|
| Small Group | X |
| One-on-One | X |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

Active engagement activities are built in throughout the 3 days of training. About 40% of the training time is dedicated to application/practice. Sample activities include:

• participants read or review selected sections from the Teaching Reading Sourcebook, highlighting key content as they go, and prepare to share out with the large group.
• participants are presented with information from the Teaching Reading Sourcebook and are then asked to determine alignment with their core reading program.
• Connect to Theory activities embedded in the Teaching Reading Sourcebook ask participants to take content learned and apply to real-life examples (e.g., analyze the decodability of a sample text given a list of introduced sound/spellings and irregular words).
• participants complete jigsaw activities to read assigned content (articles or text from the Teaching Reading Sourcebook) and share back with the large group.
• trainer intersperses review questions/checks for understanding throughout the training, asking for oral responses.
• following a demonstration by the trainer, participants engage in large group and paired practice on instructional formats learned.

**Use of Data to Guide Instructional Decision Making:**

The use of assessment for instructional decision making is included in the chapter for each essential element in a "When to Assess and Intervene" section. For each essential element, the Teaching Reading Sourcebook includes a table of measures that lists the purpose of each assessment (screening, progress monitoring, diagnostic), the name of the measure, and the publisher. The trainer will highlight one or two of the measures for each essential element and discuss appropriate usage. For example, in the chapter on phonics, the trainer will highlight the use of the CORE Phonics Survey as a screening or informal diagnostic measure of phonics skills. The trainer will walk participants through each section of the survey that is included in the Assessing Reading Multiple Measures text to present scoring conventions and discuss how to

use the results to guide instruction. (The Assessing Reading Multiple Measures text includes measures for phonological awareness, phonics, spelling, and fluency.)

Chapter 9 of the Teaching Reading Sourcebook focuses solely on fluency assessment. Participants learn to record student data on a progress monitoring graph by:

1. entering student information
2. entering and plotting baseline median score
3. setting an aim line
4. entering and plotting scores
5. monitoring to determine whether the student is making sufficient progress (through visual analysis or by comparing a student's actual weekly growth rate to the target weekly rate of growth).

Participants will receive a flowchart (Informal Diagnostic Assessment Flowchart) that provides a process to identify differentiation and interventions needs for individual students. Participants will use the Hasbrouck and Tindal (2006) Oral Reading Fluency Norms presented in the Teaching Reading Sourcebook on pg. 331 and the Informal Diagnostic Assessment Flowchart to work in small groups to address 4 student scenarios.

**Demonstration of Mastery:**

The format for the post-test will vary, including true/false, multiple choice, and open-ended questions. Below is an example of a post-test on the Structure of English:

1. What is a phoneme?
2. About how many phonemes are in the English language?
3. How many phonemes are in he word wing?
4. What is a grapheme?
5. How many graphemes are in the word wing?
6. How many syllable types are there?
7. Name two of the syllable types.
8. Identify the onset and rime in the word back.
9. What is a morpheme?
10. How many morphemes are in the word water?

Following completion of the post-test, trainers will go over the correct answer to each item with the group. Participants will make corrections as needed. Individuals scoring less than 90% will be asked to follow-up with a colleague at the end of the day to orally demonstrate knowledge of the items missed.

Participants will also be practicing formats for teaching phonological awareness, phonics, irregular words, spelling, etc. with a partner or in small groups. Trainers will be moving from group to group to monitor and provide feedback to ensure formats are presented correctly.

**Oregon Standards for Professional Learning Addressed in the Training:**

**a.      indicate the standard(s) that will be addressed in the training:**
Data, Learning Designs, Implementation, Outcomes

**b.      briefly describe how the content of the training addresses the standard(s):**

**Data:** Participants learn to use data from screening, progress monitoring, and informal diagnostic assessments to inform instruction. Various screening and diagnostic assessments presented help participants identify students at risk, diagnose areas of weakness/need and provide targeted instruction that meets their needs. Participants also learn the importance of progress monitoring to determine if the students are making adequate progress when provided with targeted instruction.

**Learning Designs:** Participants learn conceptual models of reading acquisition such as Adams Model of Skilled Reading (1990) and Ehri's Phases of Word Recognition Development (2002) that form the basis for the content for the Summer Reading Academies – and the instructional strategies presented. Participants leave the training understanding how these models of learning help guide their instruction and lead to student achievement of intended outcomes.

**Implementation:** Participants are encouraged to complete the Summer Reading Academy in school teams. Each participant will leave the training with a copy of the Teaching Reading Sourcebook and Assessing Reading Multiple Measures texts from CORE. Teams can then work together when back in their school buildings to implement the strategies learned at the Academy. Participants can review the content of the texts together to assist with implementation of strategies, share implementation experiences as a group, and problem solve when students are not making adequate progress.

**Outcomes:** The content in the Teaching Reading Sourcebook is aligned with the Common Core State Standards (CCSS). Sections and chapter titles reflect terminology used in the Common Core. Notes in the margins and tables inserted into the text clearly indicate how the Sourcebook content aligns to the Common Core. Because the CCSS do not tell teachers how to teach, but rather identify the knowledge and skills their students should have, the Sourcebook provides a bridge between the Standards and evidence-based instruction.  It  encompasses the CCSS Reading strand, especially Foundational Skills. The trainers will highlight the connections to the CCSS throughout the 3-day Academy. Participants will leave the training with a strong understanding of how to teach foundational reading skills to help students achieve curriculum standards.

**Vendor:** <mark>**Oregon Branch of the International Dyslexia Association (ORBIDA)**</mark>
**Address:** P.O. Box 2609
Portland, OR 97208
**Website:** or.dyslexiaida.org

**Contact:** Jane Cooper
**Phone:** 503.330.3055
**Email:** orbidajane@gmail.com

**Description of Company:**

ORBIDA is a chartered branch of The International Dyslexia Association, a 501c3 Non-profit, with committed volunteer members who strive to increase awareness of dyslexia throughout our region. We envision a future in which every Oregon Student who struggles with dyslexia has access to an appropriate education with the tools and resources they need to reach their full potential.

**Title of Training:** Understanding and Recognizing Dyslexia

**Focus Area of Training:** URD

**Description/Overview of Training:**

**Goal:** Participants will increase their knowledge of dyslexia.

**Objective:** Participants will experience a simulation of the dyslexic learner, engage in an informative, interactive presentation on understanding and recognizing dyslexia, and use that knowledge to a be a resource in their schools.

**International Dyslexia Association Knowledge and Practice Standards:**
Knowledge of Dyslexia and Other Learning Disorders
> 1. Understand the most common intrinsic differences between good and poor readers.
> 2. Recognize the tenets of the NICHD/IDA definition of dyslexia.
> 3. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
> 4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities.
> 5. Identify how symptoms of reading difficulty may change over time in response to development and instruction.
> 6. Understand federal and state laws that pertain to learning disabilities especially reading disabilities and dyslexia.

**Outcomes:**
• Define dyslexia

• Identify common myths and misconceptions
• Understand the prevalence of dyslexia and common co-morbid exceptionalities
• Identify neurological aspects of dyslexia
• Describe typical reading development versus a struggling reader
• Explain what a screening for dyslexia would look for versus a comprehensive assessment
• Explain why early intervention is effective
• Describe the components of effective intervention at any age
• List helpful accommodations and assistive technology tools

**Lead Trainers:**

ORBIDA Board Members
Betsy Ramsey
Danielle Thompson

**Accreditation Status:** NA

**Length of Training:**

**a.**     **Total hours for completion:**
        4 Hours
**b.**     **Number of hours per session:**
        4 hours
**c.**     **Total number of sessions/days:**
        1 total session

**Training Dates:**

Flexible training dates with opportunities in Summer, Fall, Winter, and Spring. Trainer is willing to schedule training dates based on district needs.

**Training Location:**

Some locations will be in Portland Metro area, others will be based on district needs, or varied to outreach to other areas of the state.

**Cost:**
**a.**     **Registration cost per teacher:**
        $50
**b.**     **Is a discount provided for multiple teachers from a district attending:**
        Yes, $45 per teacher
**c.**     **Are training materials included in the registration fee?**
        Yes

**Maximum Number of Participants:** 50

**Accreditation Offered Through Training:** NA

**Format of Training:** Face-to-Face

**Online Training Information:** NA

**Demonstration of Mastery:**

Students will submit a reflection and posttest. It may be written, typed, audio file, or video recording.

**Oregon Standards for Professional Learning Addressed in the Training:**

1.  **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
    a.  **Participants will increase knowledge in: the profiles of struggling readers in their classrooms, and in awareness of research on best practices for those struggling readers who show weaknesses in phonological awareness, letter-sound correspondence, rapid automatic naming.**

2.  **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
    a.  **This training will strengthen the link between educator learning and student learning by providing teachers with an opportunity to experience the daily struggles of their students with dyslexia, and offer a first-step of teachers learning more about why structured literacy is effective with these learners.**

3.  **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
    a.  **Our training goal is to change educator practice to ultimately benefit student learning.  Keeping in mind this visual: http://news.yale.edu/2015/11/03/closing-dyslexia-achievement-gap**

**Our goal is to work at changing this trajectory the struggling readers in Oregon.**

**Vendor:** ==PDX Reading Specialist==
**Address:** 5285 Meadows Road, Suite 378
Lake Oswego, OR 97035
**Website:** www.pdxreadingspecialist.com

**Contact:** Barbara Steinberg
**Phone:** 503.747.3491
**Email:** steinberg@pdxreadingspecialist.com

**Description of Company:**

I have been educating, mentoring and inspiring students for over 20 years, first as a classroom teacher and now as a dyslexia and educational consultant. I am the founder of PDX Reading Specialist, an organization whose mission is to create CONFIDENT and CAPABLE learners through remediation, accommodation and inspiration. I am passionate about educating and supporting those who work with struggling learners, and when not working with students directly, I'm sharing my knowledge and years of experience with fellow educators, parents and students themselves.

I am an ongoing presenter for Portland Public Schools and have also been a presenter at Salem-Keizer School District, Lake Oswego School District, Multnomah ESD, Willamette ESD, Decoding Dyslexia Oregon, the Oregon Library Association, Multnomah County Libraries, Learning Ally and numerous private schools and organizations throughout Oregon.

**Title of Training:**

PDX Reading Specialist will offer the following sequence of workshops:
•        The Reading Brain: Connecting Speech to Print
•        Dyslexia Understood
•        Assessment of and for Learning
•        Essentials of Structured Literacy
•        Phonology: Do You Hear What I Hear?
•        Orthography Decoded
•        WORDS: Morphology, Semantics and Syntax
•        Strategies for Increasing Fluency
•        The Written Word: Why Getting it on Paper is so Hard and How to Help

**Focus Area of Training:** URD, FSR, II

**Description/Overview of Training:**

I have designed a professional development experience that encompasses a 3-pronged approach:

First, I believe there is foundational knowledge about teaching reading that transcends curriculum. When educators are equipped with this knowledge, they can teach reading and writing authentically—with any curriculum.

Second, I approach teacher training from the mindset of a classroom teacher. My years in public education have provided me with perspective on the daily challenges (and successes!) of teaching.

Lastly, the educator selected to attend training as a result of SB 612 cannot be the "all knowing, go-to" person in his/her building for all things dyslexia and reading related. I intend to position this person to be a conduit—bringing knowledge and learning back to his/her staff.

**Lead Trainers:**

Barbara Steinberg

**Accreditation Status:** NA

**Length of Training:**

| | | |
|---|---|---|
| a. | **Total hours for completion** | 31.5 |
| b. | **Number of hours per session** | 3.5 |
| c. | **Total number of sessions/days** | 5 days (summer) 5.5 days (fall Cohorts) |

**Training Dates for 2017:**

Summer: July 17-July 21 or August 7-11
Fall Cohort #1: September 25 & 26, October 23 & 24, November 13 & 14
Fall Cohort #2: October 12 & 13, November 2 & 3, November 30 & December 1
Trainer is willing to schedule training dates based on district needs.

**Training Location:**

Lake Oswego (for dates already confirmed)
Flexible (if contracted directly with a District)
Trainer is willing to travel to an Oregon School/ESD. Additional fees will be incurred for travel expenses.

**Cost:**

a. **Registration cost per teacher**
   $750
b. **Is a discount provided for multiple teachers from a district attending?**
   No
c. **Are training materials included in the registration fee? (yes/no) If no, what materials must participants purchase? What is the cost of these materials?**
   Yes. All participants will receive a copy of Teaching Reading Sourcebook as well as a binder with supplementary readings/materials.

**Maximum Number of Participants:**  35

**Accreditation Offered Through Training:**

Teachers will earn PDU's and upon approval, paperwork will be submitted to Portland State for college credit.

**Format of Training:**  Face-to-Face

**Online Training Information:** N/A

**Format for Application of Strategies in the Classroom:**

| | |
|---|---|
| Whole Class | X |
| Small Group | X |
| One-on-One | |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

Each 3.5-hour workshop is divided into 3 distinct components:  knowledge, application, reflection. The distribution of time spent in each component varies depending on the workshop. For example, most of "The Reading Brain" and "Dyslexia Understood" are spent in the "knowledge" domain, whereas the courses in the foundational knowledge category spend the majority of time in application.

**Use of Data to Guide Instructional Decision Making:**

I opted to do an entire workshop on assessment ("Assessment of and for Learning"). In the sequence of courses, it comes prior to foundational knowledge. Assessment drives instruction and the knowledge and tools learned in this workshop will be woven throughout the foundational knowledge courses.

Many educators have shared with me that they are mandated to administer assessments but they have no idea what the data means! Furthermore, they have no idea what skills they are supposed to intensify with students who show up as needing additional support.

Screening, diagnostic and progress monitoring assessments will be utilized. Teachers will learn not only how to administer, but most importantly, how to interpret and how to respond with appropriate intervention.

**Demonstration of Mastery:**

Participants will take a pre-test prior to the start of each workshop and a post-test at the end. Informal assessment through observation and demonstration is ongoing.

**Oregon Standards for Professional Learning Addressed in the Training:**

**a.      indicate the standard(s) that will be addressed in the training:**

The standards addressed throughout this training include:
*        Learning Designs
*        Outcomes
*        Data
*        Implementation

**b.      briefly describe how the content of the training addresses the standard(s):**

*        Data: Qualitative and quantitative data provides a lens into understanding the needs of students. To effectively identify students' needs, educators must understand how to interpret data. Furthermore, educators must know how and when to progress monitor. Although assessment will be taught as an independent course, assessment is woven throughout each and every course. This includes self-assessment.

*        Learning Designs: Educators who participate in this  professional   development opportunity are entering into a cohort with other educators across districts and positions. This was intentional. Educators often feel isolated and rarely have opportunities to dialogue about their craft. This series of workshops is intended to give educators the time and space to collaborate.

*        Outcomes: The outcomes for each course are detailed on each workshop's syllabus. The learning standards address the foundational knowledge a teacher will acquire and how they will demonstrate knowledge of the standard. Courses were designed using backwards planning…starting with the outcomes for teachers and students.

• Implementation: This is the most challenging aspect since only one educator per K-5 will receive this intensive training. How does he/she best implement new learning? The solution is in the approach. I will position each educator to become a master trainer for his/her school/district.

**Vendor:** <mark>Pearson</mark>
**Address:** 19500 Bulverde Road, Suite 201
San Antonio, TX 78259
**Website:** www.PearsonClinical.com

**Contact:** Kathleen Woodward, Ed.S.
**Phone:** 303.885.6933
**Email:** kathleen.woodward@pearson.com

**Description of Company:**

Pearson is a worldwide leader in assessments, curriculum, and tools for learning. Our company includes 35,000 employees across 70 countries around the globe. Our unique insight and world-class expertise comes from our long history of working closely with teachers, learners, researchers, authors, and thought leaders. Our products and services are used by millions of teachers and learners around the world every day. Pearson has been providing educational and clinical assessments, intervention materials, and operational services for more than 50 years and currently serves more than 10,000 school districts across the nation.

**Title of Training:**

Oregon Dyslexia Learning Project: From Screening to Diagnosis and Intervention

**Focus Area of Training:** URD

**Description/Overview of Training:**

Pearson Clinical Assessment offers a flexible and comprehensive solution for your Dyslexia professional development needs. As publisher of some of the most widely used and trusted assessments in education, Pearson provides in-depth training around the research, trends, and assessment best practices for Dyslexia in schools. We are responding to your "Understanding and Recognizing Dyslexia" Focus Area of Training and can also work with ODE and districts to tailor training for the other two focus areas. Pearson offers training seminars in three different formats: Web-based On-demand Teacher Dyslexia Training, Web-based (Scheduled and Personalized) Training Seminar, and In-person (Scheduled and Personalized) Training Seminar. Districts are able to select one or multiple formats to best meet their professional development needs in the areas of Dyslexia including Best Practice Screening Methods, A Model for Dyslexia Evaluation, and Developing Data-based Interventions for Dyslexia.

**Lead Trainers:**

Patrick Moran, Ph.D.
Adam Scheller, Ph.D

**Accreditation Status:**  N/A

**Length of Training:**

a.    **Total hours for completion:**
      Flexible: determined by format (in-person or web-based) and length chosen to meet
      needs of the district.
b.    **Number of hours per session:**
      Flexible: 3-6 hour per session for in-person Training Seminars.
c.    **Total number of sessions/days:**
      Districts will be able to choose from a number of training options.
      The total number of sessions/days will depend on how many sessions the district
      chooses.

**Training Dates:**

Webinars and in-person trainings will be scheduled at the district's and presenter's
convenience. Trainer is willing to schedule dates based on district needs.

**Training Location:**

Web-based, or In-Person (at districts choosing). Trainer is willing to travel to any location in
Oregon.

**Cost:**

a.    **Registration cost per teacher:**
      Web-based Training Seminar: $250 per hour
      In-person Training Seminar: $3500 per day (travel costs included); $2100 half-day(travel
      costs included)
b.    **Is a discount provided for multiple teachers from a district attending?**
      No
c.    **Are training materials included in the registration fee? (yes/no) If no, what materials
      must participants purchase? What is the cost of these materials?**
      Handouts are provided by presenter and included in the price of the training.

**Maximum Number of Participants:**

**a.**      Web-based: Unlimited
**b.**      In-person: Based on seating space provided by district

**Accreditation Offered Through Training:**

**a.**      At the request of the district, attendees will receive a certificate of attendance based on seminar hours. Certificates of attendance may be sufficient to meet district, state, and/or professional association requirements for continuing education.

**b.**  As an approved provider for the National Association of School Psychologists (NASP) and the American Speech-Language-Hearing Association (ASHA), Pearson also offers NASP CEs and ASHA CEs at the request of a district. Pearson will require a six week notification (minimum) prior to training to provide these professional CEs for School Psychologists and/or Speech/Language Pathologists.

**Format of Training:**  Online and Face-to-Face

**Online Training Information:**

**a.**      **Is the training synchronous, asynchronous, or blended? Please describe.**
             Depending on the purposes of webinar, it will be synchronous or asynchronous.
**b.**      **Is there required software necessary to complete the online training? Please describe.**
             Internet browser for web-based sessions, projector/speakers/screen if web- based
             session is shown to a large group.
**c.**      **What strategies will be used to increase engagement from online participants?**
             Q/A time, Chat Box, polls, Knowledge Check Questions

**Demonstration of Mastery:**

**a.**      Web-based: Online knowledge checks, post-test (answers are reviewed), interactive
             case analysis (discussion to demonstrate knowledge)
**b.**      In-person: Periodic knowledge checks, post-test (answers are reviewed), interactive case
             analysis (discussion to demonstrate knowledge)

**Oregon Standards for Professional Learning Addressed in the Training:**

**Learning Communities**
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Leadership**
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Resources**
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Data**
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**Learning Designs**
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**Implementation**
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

**Outcomes**
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Our training addresses all seven of the standards listed above. The content of the training speaks to the standards by providing information on learning designs and outcomes:
- The Student's Development of Reading Skills
- Understanding Dyslexia
- Assessing Dyslexia
- Progressing from Screening to Identification to Intervention to Progress Monitoring Resources, implementation, and data are addressed in
- Enhanced Assessment Process for Pre-readers
- Case Discussions
  Leadership and Learning Communities are addressed by "best practice" concepts and strategies present throughout the training and reinforced by the presenter's sharing of experience and inclusion of experience shared by the participants.

**Vendor:** <mark>Reading Rockets</mark>
**Website:** http://www.readingrockets.org/teaching/reading101-course/welcome-reading-101

**Description of Company:** Reading 101 was produced in collaboration with the Center for Effective Reading Instruction (CERI) and the International Dyslexia Association (IDA).

**Title of Training:** Reading 101: A Guide to Teaching Reading and Writing

**Focus Area of Training:** FSR

**Description/Overview of Training:**
Reading 101 is a self-paced professional development course for K-3 teachers, developed by Reading Rockets. The program provides teachers with an in-depth knowledge of reading and writing so they are prepared to guide their students into becoming skilled and enthusiastic readers and writers.

Teachers will start by completing the introductory section, How Children Learn to Read, and then move on to complete the nine course modules:

Print Awareness
Phonological and Phonemic Awareness
Phonics
Fluency
Vocabulary
Spelling
Comprehension
Writing
Assessment

**Lead Trainers:**

Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by a grant from the LD Network.

Executive Editor, Reading 101: Noel Gunther

Contributing writers and editors:

- Suzanne Carreker, PhD, CALT-QI
- Elizabeth Liptak
- Nicole Lubar

- Latrice Seals, Ed.D.
- Louise Spear-Swerling, Ph.D.

**Accreditation Status:**  NA

**Length of Training:**  This is a self-paced, online training. It is estimated that it will take a total of 20 hours to complete all of the modules.

**Training Dates:**  on-demand, self-paced training

**Training Location:**  online

**Cost:**  free

**Maximum Number of Participants:**  no maximum number

**Accreditation Offered Through Training:**

Teachers who complete the Reading 101 modules will learn about critical skills for proficient reading and best practices that support students' acquisition of these skills. As a measure of success in learning the Reading 101 content, teachers may wish to attain certification offered through the Center for Effective Reading Instruction and The International Dyslexia Association. A requisite step to certification is successful completion of the Certification Exam for Educators of Reading Instruction (CEERI).

Certification

Certification from CERI or IDA aims to encourage the preparation and designation of highly knowledgeable and skilled teachers of reading. The certification program is multi-tiered.

**Tier 1 – Certified Structured Literacy Teacher**

Classroom teachers are prepared to use data to plan, monitor, and adjust instruction in the general education classroom to meet the literacy needs of students. This certification is awarded by CERI.

**Requirements**: Successful completion of coursework aligned with the IDA Knowledge and Practice Standards and the Certification Exam for Educators of Reading Instruction.

**Tier 2 – Certified Structured Literacy Interventionist**

Interventionists are prepared to work with those students who in spite of appropriate classroom instruction are not meeting grade-level benchmarks. These individuals also work

with and support classroom teachers in planning and implementing literacy instruction in their classrooms that meets the needs of all students. This certification is awarded by CERI.

**Requirements**: Successful completion of coursework aligned with the IDA Knowledge and Practice Standards, the Certification Exam for Educators of Reading Instruction, and a supervised practicum that is commensurate with the certification tier.

**Tier 3 – Certified Dyslexia**

**Level I:** *Practitioner*
**Level II:** *Therapist*

The Certified Dyslexia Practitioner and the Certified Dyslexia Therapist are prepared to work with those students who are diagnosed with dyslexia and related difficulties. These certifications are awarded by IDA.

**Requirements:** Successful completion of coursework aligned with the IDA Knowledge and Practice Standards, the Certification Exam for Educators of Reading Instruction, and an intensive supervised practicum that is commensurate with the certification tier and level.

**Format of Training:**  online

**Format for Application of Strategies in the Classroom:**

| Whole Class | X |
|---|---|
| Small Group | X |
| One-on-One | X |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**
Each course module includes sections for practice and application. "In Practice" links contain technical information and suggested activities. For example, in the Fluency module, there are 9 "In Practice" sections ranging from "Determining Fluency Scores" to "Activities to Increase Fluency." "Assignments" links include various activities such as watching a video, reading an article, and suggestions for designing classroom instruction. A classroom teacher can easily find many feasible activities for classroom application in any of the course modules.

**Use of Data to Guide Instructional Decision Making:**
Reading 101 includes a module on Assessment, but the module does not explicitly teach the principles of progress monitoring, the use of graphs to indicate progress or how to determine if adequate progress is being made. To meet these standards, teachers must complete a short module on progress monitoring from the IRIS Center:  Classroom Assessment (Part 2) Evaluating Reading Progress:  https://iris.peabody.vanderbilt.edu/module/rpm/ in addition to the Reading

Rocket modules. This free online module from the IRIS Center includes the required content on progress monitoring not included in the Reading Rockets modules. This module will take 30 minutes to 1 hour to complete based on a teacher's background knowledge on progress monitoring.

**Demonstration of Mastery:**
Each course module includes a pre-test and a post-test.

**Oregon Standards for Professional Learning Addressed in the Training:**
The Reading Rocket modules address the following Oregon Standards for Professional Learning: Resources, Learning Designs, Outcomes, Data, and Implementation.

**Certificate of Completion**
To be issued a Certificate of Completion for meeting all of the requirements for the Foundational Skills in Reading focus area, a teacher who chooses to complete the Reading Rockets modules must:

1. Complete a short module on progress monitoring from the IRIS Center:  Classroom Assessment (Part 2) Evaluating Reading Progress: https://iris.peabody.vanderbilt.edu/module/rpm/ in addition to the 10 Reading Rocket modules.

2. Take a screen shot of the completed post-test for each Reading Rockets module AND write responses to the 5 short-answer questions from the Classroom Assessment (Part 2) Evaluating Reading Progress Assessment on the IRIS site. (Note that the Introduction module from Reading Rockets does not include a post-test.)

3. Log the dates and hours it takes to complete each module (including the module on progress monitoring from the IRIS Center) and provide a total number of hours to complete the training.

4. Send the screen shots of completed post-tests from each Reading Rockets module (and short answer responses to the IRIS assessment) and the training log with dates/hours to carrie.thomas-beck@state.or.us The Department will then issue a Certificate of Completion so teachers can earn professional development units to use toward continuing licensure.

**Vendor:** <mark>Slingerland</mark>
**Address:** 12729 Northup Way, Suite 1
Bellevue, WA 98005
**Website:** www.slingerland.org

**Contact:** Bonnie Meyer
**Phone:** 425.453.1190
**Email:** exec@slingerland.org

## Description of Company:

The Slingerland® Institute for Literacy was founded in 1977 by Beth Slingerland as a 501 (c) (3) non-profit educational organization. Its function is to provide teacher training using the Slingerland® Multisensory Approach. This methodology is a simultaneous, multisensory, structured approach for teaching language arts to all students, especially those with dyslexia.

## Title of Training:

Slingerland Techniques for Teaching Reading Skills

## Focus Area of Training:  FSR

## Description/Overview of Training:

This course offers teaching techniques and background knowledge in the Slingerland® Adaptation for Classroom use of the Orton-Gillingham Approach. It is appropriate for all educational settings. The relationship of learning reading skills to the acquisition of oral language and its development will be explored. Multisensory techniques that begin with single units of sight, sound, and feel, and progress to larger units will be taught and practiced. These techniques include phonics, morphology and decoding skills, phrase reading, vocabulary development, reading with comprehension and higher-level critical thinking skills, leading to increased fluency. A variety of activities will be used at each session including lecture, demonstration, practice and group discussion.

## Lead Trainers:

Bonnie Meyer, Slingerland Certified Instructor of Teachers. All Slingerland Instructors assigned to the Oregon Department of Education Dyslexia-related training opportunities will meet the same or higher standards.

**Accreditation Status:** The Slingerland® Institute is accredited at the Teaching Level and Instructor of Teaching Level by the International Multisensory Structured Language Education Council (IMSLEC) and by the International Dyslexia Association.

**Length of Training:**

a. **Total hours for completion:**
   20 hours
b. **Number of hours per session:**
   4–7 hour sessions set up to meet the needs of the organization
c. **Total number of sessions/days:**
   3–5

**Training Dates:**

Training is scheduled at the request of an organization based on the availability of a Certified Slingerland Instructor of Teachers.

**Training Location:**

School or district facility, trainer is willing to travel: The Slingerland® Institute would be available to provide training in any area of Oregon. Transportation and housing in areas outside of the residence of the instructor will be the responsibility of the sponsoring organization.

**Cost:**

a. **Registration cost per teacher:**
   $880
b. **Is a discount provided for multiple teachers from a district attending?**
   A 10% discount will be offered for groups larger than 10.
c. **Are training materials included in the registration fee? (yes/no) If no, what materials must participants purchase? What is the cost of these materials?**
   Yes, all training materials are included in the course cost.

**Maximum Number of Participants:**

For groups larger than 15 contact the Slingerland® Institute.

**Accreditation Offered Through Training:** NA

**Format of Training:** Face-to-Face

**Online Training Information:** NA

**Format for Application of Strategies in the Classroom:**

| Whole Class | X |
|---|---|
| Small Group | X |
| One-on-One | X |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

Each session of the training includes opportunities for participants to observe and practice techniques. Up to 30% of each session is devoted to practice with Slingerland strategies. For courses structured over several days or weeks, participants will be expected to implement the techniques in their own teaching setting. The course culminating project is a completely integrated reading lesson that will be delivered to either partners in class and/or to students.

**Use of Data to Guide Instructional Decision Making:**

Slingerland instructors will work with the systems that are set up within their own schools to measure progress (DIBELS, AimsWeb, MAP, etc.) to show teachers how to interpret data for the use in monitoring progress and planning instruction. Teachers will also learn to interpret student performance during each lesson to interpret progress and plan. If a system is not in place, instructors can demonstrate what progress monitoring is and how it is used as part of instructional planning.

**Demonstration of Mastery:**

Teachers will be observed and coached during the course, plan and deliver a final fully integrated lesson, be tested on the production of letter sounds, and be expected to participate in group discussions.

**Oregon Standards for Professional Learning Addressed in the Training:**

a. **indicate the standard(s) that will be addressed in the training:**
   Implementation
b. **briefly describe how the content of the training addresses the standard(s):**
   Teachers who have been trained in the Slingerland® Techniques for Teaching Reading Skills course learn:
- the process for learning to read, and where breakdown might occur
- scientifically-based strategies for delivering instruction
- the components of a rigorous and responsive reading instructional program
- the core knowledge and practice standards for teachers of reading
- how to use assessment to guide instruction
- how to apply this approach to existing curriculum materials

This training provides professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

**Vendor:** <mark>**University of Oregon/Center on Teaching and Learning**</mark>
**Address:** c/o Sponsored Projects Services
5219 University of Oregon
Eugene, OR 97403-5219
**Website:** [www.uoregon.edu](www.uoregon.edu)

**Contact:** David Conover
**Phone:** 541.346.5131
**Email:** sponsoredprojects@uoregon.edu

**Description of Company:**

The Center on Teaching and Learning (CTL) at the University of Oregon is a world-class research and implementation center that builds and utilizes scientific evidence to advance teaching and student learning. CTL has received more than $70 million in external funds in the last decade to develop or rigorously evaluate the efficacy of interventions for struggling learners. In addition its Institute of Education Sciences (IES) and National Science Foundation (NSF) funded research portfolio, CTL has ample experience designing and executing effective professional development for teachers, administrators, and other school-based practitioners. CTL was home to the Western Regional Reading First Technical Assistance Center and has also directed a range of other major literacy initiatives in states and US Territories, including Alabama, Oregon, Hawaii, and the US Virgin Islands. CTL is also the home of the inaugural National Center on Improving Literacy (NCIL) for Students with Disabilities and Dyslexia, whose mission is to increase access to and use of evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia. NCIL is funded by the Office of Elementary and Secondary Education, authorized by the Every Student Succeeds Act, and facilitated by the Office of Special Education Programs. Locally, CTL hosted for several years a conference in Portland, Oregon to disseminate evidence-based practices in literacy, mathematics, and positive behavior support enlisting as presenters the authors of relevant Institute of Education Sciences Practice Guides to a sold out audience each year.

**Title of Training:**

**Session 1:** Screening for and Understanding Dyslexia in the Context of Current Legislation (URD)
**Session 2:** The Use of Evidence-Based Early Literacy Practices to Improve Reading Achievement in Grades K-3 (FSR)

**Focus Area of Training:** URD, FSR

**Description/Overview of Training:**
**Session 1:** School districts in the state of Oregon are racing to adapt to recent dyslexia legislation. Session One of our training, which will focus on understanding and recognizing dyslexia, provides an overview of this new legislation and the Oregon Administrative Rules

(OARS) related to (a) understanding and recognizing dyslexia, (b) using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and (c) intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia. As the first of a three-part series, Session One will define dyslexia and the features of dyslexia that distinguish it from other disabilities. The "defining dyslexia" portion of Session One will include information about dyslexia's prevalence, etiology, comorbidities, and symptomatology by grade level. The second part of Session One will review (a) research and best practices for screening students for dyslexia in elementary schools; (b) the potential to normalize reading ability through early intervention and the judicious use of accomodations; and (c) common myths and misconceptions about dyslexia. Subsequent sessions will focus on teaching students with dyslexia in general education, identifying dyslexia, and intensifying interventions to improve reading outcomes for students with dyslexia. Attendees who complete this session will be better prepared to assist students with dyslexia and their families under SB 612.

**Session 2:** The second session will present evidence-based reading instruction approaches for the general education setting (e.g., Tier 1 and 2 supports, including accommodations and differentiated instruction using evidence-based techniques). Session leaders will describe and model how to deliver instruction using evidence-based strategies to improve early literacy skills for students with dyslexia. The session will focus primarily on the four recommendations in the Institute of Education Sciences (IES) practice guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016), including: (a) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; (b) develop awareness of the segments of sounds in speech and how they link to letters; (c) teach students to decode words, analyze word parts, and write and recognize words; and (d) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. By the end of the session, attendees will understand how to implement each recommendation from the practice guide. They will also understand the research base upon which a minimal, moderate, or strong level of evidence was assigned for each recommendation. Finally, attendees will learn about IES's Professional Learning Communities Facilitator's Guide so that schools will be better equipped to actually implement the instructional practices described in the IES Practice Guide. Course attendees will participate in activities and practice instructional routines that will support each recommendation. The workshop will conclude with a panel discussion of local educators and practitioners sharing their experiences with supporting implementation of evidence-based practices for students with dyslexia.

**Lead Trainers:**

a. **Session 1 Presenters**
    i.      Hank Fien, Ph.D., University of Oregon, NCIL
    ii.     Donald Compton, Ph.D., Florida Center for Reading Research
    iii.    Yaacov Petscher, Ph.D., Florida Center for Reading Research, NCIL

b. **Session 2 Presenters**
    i.        Joseph Dimino, Ph.D., Instructional Research Group
    ii.       Carol Dissen, University of Oregon

**Accreditation Status:**

University of Oregon is accredited by the Northwest Commission on Colleges and Universities and is a member of the Association of American Universities.

**Length of Training:**

a.        **Total hours for completion:** 8 hours for Session 1, 16 hours for Session 2
b.        **Number of hours per session:** 8 hours per day
c.        **Total number of sessions/days:** 1 day for Session 1, 2 days for Session 2

**Training Dates:**

a.        Session 1: October 6, 2017
b.        Session 2: November 10, 2017 (Part 1) and December 15, 2017 (Part 2)

Trainer is open to letting districts contact them to deliver district-specific trainings. Sessions will also be video-recorded and may be available to districts via LMS or online modules.

**Training Location:**
Trainer is open to conduct trainings for districts and ESDs around the state of Oregon, as long as there are enough attendees to warrant the travel.

University of Oregon – Portland Campus
White Stag Building
70 NW Couch St
Portland, OR  97209

**Cost:**

a.        Registration will be $300 per educator for Session 1 and $300 per educator for Session 2.
b.        Materials are included in the cost of registration.

**Maximum Number of Participants:**  49 per session unless demand is higher for each session.

**Accreditation Offered Through Training:**

The UO College of Education will offer Continuing Education Units (CEUs) that can be used for educator licensure renewal and issue a Certificate of Completion to participants.

**Format of Training:**  Face-to-Face

**Online Training Information:** NA

**Format for Application of Strategies in the Classroom:**

| Whole Class | X |
|---|---|
| Small Group | X |
| One-on-One | X |

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

Each training session will incorporate opportunities for participants to practice the application of skills and strategies learned throughout the days. Session One focuses on defining and identifying dyslexia. Roughly 90 non-consecutive minutes will be devoted to practice (approximately 20% of each session). Practice will consist chiefly of opportunities for attendees to demonstrate knowledge of taught skills (e.g., short quizzes on the day's learning, role plays, practice enacting instructional strategies in pairs or small groups with feedback from instructors). As part of the quizzes related to screening and understanding dyslexia in Session One, attendees will have to interpret fictitious student data (e.g., test results). During role plays, attendees will help colleagues and parents understand myths about dyslexia; and hold fictitious IEP meetings in which they must counsel parents on dyslexia related interventions. During Session Two, participants will work with a partner (or in groups, depending on the attendance) and use taught strategies to plan and deliver systematic and explicit instruction in the classroom. They will take notes on how the authors discuss how to use each instructional strategy. They will be given about 90 minutes of interspersed practice focused on the instructional routines they just learned.

**Use of Data to Guide Instructional Decision Making:**

Previous research demonstrates that regular, reliable, and valid evaluation of essential skills paired with instructional modifications can have a positive and significant impact on student achievement (e.g., Deno, 1985; Fuchs & Fuchs, 1986; Marcotte & Hintze, 2009). However, the types of data collected, ways in which data are used, depends on the role and purpose of the decisions being made (Crone, Carlson, Kennedy, Haak, Baker, Fien, et al., 2016). Thus, each training session will incorporate planning effective instruction based on data, and specifically using formative data. Guidelines, such as the IES Practice Guide for Using Student Achievement

Data to Support Instructional Decision Making (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009), will help support discussions and activities during each session.

**Demonstration of Mastery:**

Participants will demonstrate mastery on session content through posttest quizzes at the end of each session. For example, Session 1 quizzes will include questions about dyslexia related Oregon Administrative Rules, building requirements, the prevalence and definition of dyslexia, and screening/identification of students at-risk for reading difficulties. A quiz question could ask, "Each K-5 building must have a dyslexia specialist. Please select all that apply:

This specialist must be:
A (licensed),
B (employed more than 0.50 FTE in that district),
C (hold an Oregon reading endorsement).

Additional quiz content may include true or false questions to reiterate the differences between evidence-based practice and common myths/misconceptions:
True or false: dyslexia is a medical diagnosis;
T or F: screening assessments are sufficient to diagnose students with dyslexia.

**Oregon Standards for Professional Learning Addressed in the Training:**

Sessions will address multiple Oregon Standards for Professional Learning. All sessions are focused on building knowledge and capacity in educators to implement evidence-based instruction for students at-risk for reading difficulties and disabilities, including dyslexia. In Session 1, content on screening and identification for students at-risk for reading difficulties,, including dyslexia will encourage the use of data in formative evaluation and the responsive instructional cycle. Participants will learn to use data to plan instruction, assess student progress, and adapt practices based on student need. Session 1 content will also focus on leadership and implementation, by equipping school personnel with the knowledge necessary to be a leader in his or her building for students at-risk for reading difficulties. This leader will impact data-based decision making and instructional implementation.

Session Two will include content related to learning design, as presenters will teach participants about elements of explicit instruction (i.e., big ideas, conspicuous strategies, mediated scaffolds, immediate corrective feedback, opportunities to respond) and how to carry out this systematic instruction in practice (i.e., signaling, pacing, choral responding, error corrections, decreasing teacher talk). This will be explicitly taught to attendees through models, guided practice, and individual feedback.

**Vendor:** <mark>**Wisconsin Institute for Learning Disabilities and Dyslexia (WILDD)**</mark>
**Address:** 636 Grand Canyon Drive
Madison, WI 53719
**Website:** https://wildd.org/

**Contact:** Ervin Carpenter
**Phone:** 608.824.8980
**Email:** madison@wildd.org

**Description of Company:**

WILDD is a 501 (c ) (3) non-profit that was founded in 2005 by Ervin Carpenter and Co-Founder, Kim Campbell- Carpenter, to help adults and children overcome the reading, spelling, and math deficits associated with dyslexia and specific learning disabilities. WILDD's Teacher Training program has been used by several school districts in the State of Wisconsin with nine school districts being trained this year.

**Title of Training:**

Understanding and Recognizing Dyslexia

**Focus Area of Training:** URD

**Description/Overview of Training:**

**3.1    Understanding and Recognizing Dyslexia**

This four-hour course Understanding and Recognizing Dyslexia has been designed to give the Oregon teachers essential information on how to identify/understand their students' learning needs, and to have empathy for what the child with dyslexia is going through while they are trying to learn to read. Topics that will be covered will include but are not limited to: definition of dyslexia, prevalence of dyslexia, neurological aspects, typical reading development, indicators, overview of screening and assessment, the power of early intervention, ability of effective interventions, accommodations and assistive technology, and common myths/misconceptions. The participants will be tested and evaluated using a quiz at the end of this training. A score of 85% and above in this quiz will demonstrate participants' mastery of understanding and recognizing dyslexia.

**Lead Trainers:**

Jessica Edge, Clinical Director of WILDD, has a B.S. in Elementary Education, an M.A. in Reading Science, a Graduate Certification in Dyslexia, and a certification in the CLASS™ method.

Kim Campbell-Carpenter, Co-Founder, retired Clinical Director and Director of Diagnostics and Research of WILDD, has B.S. in Regular and Special Education, M.S.E. in Adult Education with an emphasis on adults with learning disabilities/dyslexia, and K-12 certifications in Learning Disabilities and Emotional Behavioral Disorders. She is the Co-Founder of and Diagnostician for the Academic Achievement Center, Inc. and has about 30 years of experience teaching students with learning disabilities, dyslexia, autism and emotional behavioral disabilities. See the following file for her other experiences, licenses, and expertise. See the file listed at the end of this section for her other presentations, workshops, experiences, etc.

Ervin Carpenter, Co-Founder, and Executive Director of WILDD, was diagnosed with dyslexia while studying in the university, but overcame severe reading and math deficits to obtain a B.S. in Special Education. He has about 30 years of teaching experience in Special Education and K-12 certifications in Learning, Emotional Behavioral Disorders, and Cognitive Disabilities. He has trained over 80 teachers throughout his career. He has conducted numerous workshops and presented in many conferences. He has served on many boards and councils. See the file listed at the end of this section for her other presentations, workshops, achievements, contributions, and experiences.

**Accreditation Status:** NA

**Length of Training:**

**a.** **Total hours of completion**
4 hours

**b.** **Number of Hours per session**
4 hours

**c.** **Total number of Sessions/days**
1 Session

**Training Dates:**

WILDD will be able to be very flexible in meeting the requirements of individual schools and/or school districts. WILDD can conduct training July 2017 through June 2018.

The tentative training schedule below assumes that each training session will be attended by about 25 teachers.

**Focus Area 1**

As training session is only 4 hours long, this training can be scheduled on any weekday.

**Training Location:**

WILDD has the capability of connecting with teachers anywhere in the world and deliver training online, provided the participants have access to the Internet.  WILDD has been using the WILDD GlobalTM  distance learning system for the past decade for both teacher training and student's remedial education. So the locations can be numerous and participants for a particular training session can be at different geographic location within or outside the State of Oregon.  A teacher could enroll in a course and attend from their home, their school computer Lab, their classroom, their vacation site, or sabbatical site anywhere in the world. As long as the teacher has the following equipment and a high speed Internet connection, they can participate and complete the training.

Required Equipment for WILDD Global™ distance learning:
1)      Laptop Minimum Requirements
•      17 inch monitor (easy to read electronic documents) with built in web cam.
•      2 GHz Multi core Processor or bigger (AMD or Intel are both fine)
•      Vista, 7, 8, or 10
•      Min of 4 GB RAM (for multitasking)
•      Min 250 GB Hard Drive
•      LAN: 10/100/1000Mbps
Note: A desktop computer is great, but it will need a webcam.
2)      Headset with Microphone
3)      Wired or wireless mouse of any brand
4)      Wacom, Bamboo Connect with Pen (Optional)

WILDD is willing to send an instructor to an Oregon school district or Education Service District to provide the training. Cost details are provided below the table in Section 11. WILDD will also accept reimbursement of actual cost of travel, boarding, and lodging expenses from the respective Oregon school district or Education Service District.

WILDD will allow the schools and school districts in the State of Oregon to use WILDD Global™ program free of cost during the training sessions. The only requirement is for each participant in training sessions to have the equipment listed in Section #9 above. The distance education approach for training in all the three focus areas will save the State of Oregon thousands of dollars in travel, meals and lodging. Our training teams consist of two to three team members.

**Cost:**

**a.     Registration cost per teacher**

| Focus Area | Title | Individual Teacher Cost |
|---|---|---|
| Focus Area One | Understanding an Recognizing Dyslexia | **$650.00** |

The above cost is applicable if, and only if, training in each focus area is delivered as distance education using WILDD Global™. The cost will increase if an Oregon school district or Education Service District requires face-to-face training. An Oregon school district or Education Service District will be expected to sign a contract to pay WILDD for travel, boarding, and lodging expense total of $500.00 per day, per team member, to have the training team do face-to-face training at their school district.  This fee will cover air fare, car rental, lodging and meals for the training team.

**b.      Is a discount provided for multiple teachers from a district attending?**
Yes. The first participant from a school district will pay the cost listed in the table above. The cost per each additional teacher will be 10% less that the figure shown in the above table

**c.      Are training materials included in the registration fee? (yes/no) If no, what materials must participants purchase? What is the cost of these materials?**

During training electronic copies of handouts will be made available to participants. WILDD will provide access to the handouts used in training online for one year.

**Maximum Number of Participants:**

WILDD can train 25 teachers in each training session.

**Accreditation Offered Through Training:**  NA

**Format of Training:**    Online: Distance Education Training
                            Face-to-Face: an option with additional costs as described above

**Online Training Information:**

**a.      Is the training synchronous, asynchronous, or blended?**
        WILDD Global™ is a distance-learning program created exclusively for WILDD clients and
        teacher   training opportunities. It is the first of its kind, merging WILDD's successful
        language therapy program, CLASSTM, with easily-available and user-friendly technology.
        This delivery method gives participants direct access to a certified WILDD instructor
        whether they connect from home, or school.
        With no reduction in quality or outcome, as verified by scientific research, a
        participant's session is delivered face-to-face with a certified instructor, in real time, and
        incorporates all components of WILDD's successful curriculum including visual, auditory,
        and kinesthetic tactile interaction with the language.

**b.      Is there required software necessary to complete the online training?**
        No.

**c.      What strategies will be used to increase engagement from online participants?**

(1)     Problem-centric learning with clear classroom discussions,
(2)     Knowledgeable Instructor accessibility and passion,
(3)     Active learning, appropriate practice, student participation, and demonstration
(4)     Peer interaction, learning from each other
(5)     Using helpful course resources.
(6)     Positive reinforcement, (verbal and visual)
(7)     Many topics in short durations in one lesson plan
(8)     Use of technology and peripherals

**Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**

Lecture, demonstration, and discussion.

**Demonstration of Mastery:**

Online quiz and discussion

**Oregon Standards for Professional Learning Addressed in the Training:**

Understanding and Recognizing Dyslexia, Focus Area One, has been designed to give the Oregon teachers essential information on how to identify/understand their students' learning needs, and to have empathy for what a child with dyslexia experiences while attempting to learn to read and interact in an educational environment. The many topics presented in this focus area will increase the participant's knowledge of dyslexia. In turn, it will give the participating educators knowledge that will assist them in effectively working with students with dyslexia and contribute to increased student learning. Continued teacher training and professional development will increase the participant's skills as an educator and help foster the empathy necessary to work with this population of students. With these important educational pieces in place, students will feel confident that their educators level of understanding and willingness to accommodate their individual learning needs, thus creating an atmosphere of trust and respect. This will add to the overall "Outcomes" goal of teaching all students to learn.

**Vendor:**     **95% Group**
**Address:**    475 Half Day Rd, Suite 350
                 Lincolnshire, IL 60047
**Website:**    www.95percentgroup.com

**Contact:**    Susan Hall, Ed.D.
**Phone:**     Office: 847.499.8202, Cell: 847.840.8164
**Email:**     shall@95percentgroup.com

**Description of Company:**

95 Percent Group Inc. is an education company that focuses on increasing teacher knowledge about how to recognize and address struggling readers. The company specializes in providing professional development to school districts across the US in how to implement MTSS/RTI frameworks to ensure that struggling readers are identified and receive effective research-based reading interventions. Dr. Hall is an expert in the area of dyslexia and has served as a member of the national board of the International Dyslexia Association (IDA) and as IDA Illinois branch president. 95 Percent Group was co-founded in 2005, by Susan L. Hall, Ed.D, a nationally recognized leader in Response to Intervention (RTI), data analysis, dyslexia, and reading instruction. Dr. Hall has more than 20 years of experience as a consultant to districts and schools in the field of reading intervention. Over the past 12 years, the company has provided professional development to more than 500 districts and during any academic year typically works with over 1,000 schools.  These consulting client engagements include site-based training, while others include professional development for the district office, trainers, principals, and reading coaches. Many clients elect to use 95 Percent Group's phonological awareness and phonics diagnostic assessments and instructional materials to address deficits in phonological awareness, blending, phonics, vocabulary, and comprehension.

**Title of Training:** Understanding Dyslexia

**Focus Area of Training:** URD

**Description/Overview of Training:**

The online course submitted for review is called Understanding Dyslexia and is about the language-based learning disability that creates challenges in learning to read and spell. The purpose of this course is to dispel myths and prepare teachers to better understand their students already diagnosed with dyslexia as well as to identify students who demonstrate warning signs that merit referring them for evaluation. The content includes information about what dyslexia is, how the definition of dyslexia has evolved over the past forty years as research has revealed more insights, the six common myths (according to a publication by the International Dyslexia Association), and how RTI can lead to earlier identification of students with dyslexia.

The course engages learners through the use of 9 videos that are between 2 and 5 minutes, each of which includes footage from 2-4 experts on the topic. Listening to a couple of different experts on the topic helps to fully engage participants in the content. The pages are narrated by Dr. Hall to provide more information than appears in the bullet points and quotes on each PowerPoint slide. Additionally, the course uses engagement activities on the screen where the learner must press buttons to reveal more information on each section before moving to the next page. Because of Dr. Hall's co-authorship of three books with Dr. Louisa Moats and her relationships with IDA past presidents and researchers, she was able to tape approximately 20 experts at one of the International Dyslexia Association's national conferences. Excerpts of these videos are included in this course.

**Lead Trainers:**

Susan Hall, Ed.D. is the lead trainer of this online course. She has been involved in the dyslexia educational community for over 20 years. During this time she has served as Illinois Branch President of the International Dyslexia Association as well as serving on the National Board of IDA as Chair of the Branch Council. As Branch Council Chair, Dr. Hall led the group of all the state's branches and represented their views on the National IDA Board. She is a frequent invited keynote speaker at state branches of IDA and has spoken at the International Dyslexia Association's national conference nearly every year for the past 15 years. She is also the parent of a dyslexic son; just like Dr. Maryanne Wolfe, her passion to understand and help teachers learn about dyslexia comes from personal experience in raising and loving a child with this learning disability. Dr. Hall's son who is dyslexic is now 30 years old and a successful licensed architect.

In 2010 Dr. Hall's company, 95 Percent Group, was selected by the New Mexico state department of education ( Public Education Department – PED) to develop teacher awareness training about dyslexia. The New Mexico state law was passed in 2009 and included a requirement that the PED insure that ALL teachers in the state are provided training so they understand dyslexia and can help identify students early. The PED turned to Dr. Hall to design, develop, and create a series of 4 online training modules that all educators in New Mexico were required to take.

Dr. Hall also participated in the creation of an online course on Response to Intervention that was published and distributed by the National Center for Learning Disabilities (NCLD). Additionally 95 Percent Group has over 2,000 educators currently participating in online courses in the area of reading instructional strategies, interventions, data analysis, RTI/MTSS, and assessment to pinpoint missing skills.

**Accreditation Status:** NA

**Length of Training:**

a. **Total hours for completion –** 2 hours to complete online course
b. **Number of hours per session –** online course can be completed in as many sessions as participant desires
c. **Total number of sessions/days –** not applicable for an online course

**Training Dates:** asynchronous course is available anytime.

**Training Location:** NA

**Cost:**

a. **Registration cost per teacher:** $199.00 per participant
b. **Is a discount provided for multiple teachers from a district attending?** District can contact 95 Percent Group to discuss.
c. **Are training materials include in the registration fee?** Yes, there are documents that can be downloaded from the course without any extra fees

**Maximum Number of Participants:** NA

**Accreditation Offered Through Training:**
There will be a certificate of completion and a digital micro-credential badge issued to those who successfully complete the course and score above 80% on the quizzes. Accreditation from IDA, IMSLEC, ALTA, or AOGPE is not available.

**Format of Training:** Online

**Online Training Information:**

a. **Is the training synchronous, asynchronous, or blended?**
   The training is synchronous. The advantage of this is that teachers can start anytime and complete the work entirely on their own schedule 24 hours a day and 7 days a week. They don't have to wait for cohort group start and stop dates and risk being unable to attend all live sessions.
b. **Is there required software necessary to complete the online training?**
   There is not required software. Participants access the course via a link to a web-based learning management system called Canvas by Instructure.
c. **What strategies will be used in increase engagement from online participants?**
   The course uses a variety of strategies including:
• 9 videos are integrated in the course with experts delivering much of the major course content. Each video is 2-5 minutes with 2-4 experts per video.
• Slides have narration to provide lots more information that appears on the screen.

- Slides where the participant clicks on 6 important phrases in the IDA definition. With each click an in-depth description pops up to read. The participant MUST read all of them to move on in the course.
- After learning about the warning signs of dyslexia, teacher are asked to think about 2 students and check all signs they observe in those children.

**Demonstration of Mastery:**

There are a number of places throughout the course where participants complete questions similar to the ones shown above in the myths section. They can demonstrate mastery through selecting answers and getting immediate feedback on these engagement activities. There is an end-of-course posttest at the end of module 2. Participants must score at least 80% correct to receive a certificate of completion and a digital micro-credential badge for completing the course.

**Oregon Standards for Professional Learning Addressed in the Training:**

This course titled Understanding Dyslexia will address the Outcomes Standard for Professional Learning. Increasing student outcomes begins by learning to recognize students who are underachieving, understanding their needs, as well as how to address them. Through this course educators will develop a deeper understanding of what dyslexia is, how to identify the signs and symptoms, and will recognize the unique needs of students who display these characteristics.

A copy of the certificate of completion to be issued to all participants who complete the course (and receive 80% or higher score on the end-of-course test).