



Science of Reading and Structured Literacy Professional Learning Provider Information Sheet

Literacy How: Rhode Island Edition

Organization Name:
Literacy How, Inc.
Primary Contact(s) Name(s):
Margie B. Gillis Kim Herard
Phone Number(s):
203-239-7323
E-mail Address(es):
margiegillis@literacyhow.com kimherard@literacyhow.com
Brief explanation of format (e.g., virtual, synchronous, asynchronous):
At this time, the format is virtual and synchronous. If/when Covid allows face-to-face presentations, we will consider a blended approach to allow for opportunities to interact in-person, as well as, flexibility to accommodate the participants' schedules.
Brief explanation of professional learning experience:



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The Literacy How: Rhode Island Edition course will prepare teachers to be eligible for RIDE’s Literacy/Dyslexia Endorsement. Participants will learn the Science of Reading through a series of workshops that will explore the elements of Structured Literacy and associated explicit pedagogical principles of instruction. This course will empower all educators with knowledge to enhance their instruction and tiered intervention or special education specialized instruction. The instructional strategies and techniques that teachers will learn may be used with an existing program or as part of a Structured Literacy approach.

More specifically, participants will learn how to explicitly and systematically teach word recognition skills to students with SLD/Dyslexia. In addition, the course will also demonstrate how to combine word recognition instruction that teaches foundational skills (i.e., phonemic awareness, decoding, and encoding) with methodology to improve students’ syntactic awareness, vocabulary and morphology knowledge, reading comprehension skills, and written expression.

After each workshop in the series, participants will be expected to apply their new knowledge in seminars that will take place after each of the five course sessions. Each two-hour seminar will focus on the content that was covered in the previous session and will include a focused discussion with a subset of participants (no more than 10 per seminar). The discussion will review homework assignments that will include reading and summarizing professional articles and resources, administering reading assessments, and designing and delivering Structured Literacy lessons.

Recommendation:

While this training meets the Right to Read Act requirements for all educators needing to meet *proficiency* requirements, the following recommendations are offered for consideration

Classroom Educators	Recommended
Specialists, Tier II and Tier III Instructors	This training builds knowledge that is most applicable to Tier I educators integrating this knowledge in their classrooms. It includes some targeted application activities; however, interventionists may also consider an approved training with a full, guided practicum (e.g., IMSE, Neuhaus, URI, RIC, and Linda Atamian's Orton-Gillingham Training). These trainings allow for a greater in-depth understanding of Structured Literacy instruction that can be tailored to a student's unique intervention needs often needed



	within Tier 2 and 3 interventions. Additionally, the practicum will afford the participant to apply their knowledge directly with a student and receive personalized instructor feedback.
Administrators (<i>Awareness</i>)	The depth of this training exceeds the administrator requirements; however, it is recommended that there is administrator representation in the training cohort to support implementation school- or district-wide.
Length of Training and Associated Costs:	
30 hour course broken into five six-hour training days Five 2-hour seminars to review assignments, assessments and lesson plans	\$975/per person (includes all materials) \$600/per person Total Cost: \$1575/per person