Science of Reading and Structured Literacy Professional Learning Provider Information Sheet

Intelexia Science of Reading and Structured Literacy for Bilingual and Dual Language Educators

Organization Name:	
Intelexia Science of Reading and Structured Literacy for Bilingual and Dual Language Educators	
Primary Contact(s) Name(s):	
Magdalena Zavalia	
Phone Number(s):	
917-301-8890	
E-mail Address(es):	
mz@intelexia.com	
Brief explanation of format (e.g., virtual, synchronous, asynchronous):	
The course will be taught both in person and virtually (both synchronous and asynchronous).	

Brief explanation of professional learning experience:

Intelexia, in collaboration with Haskins Global Literacy Hub and PAF, will provide professional development to bilingual or dual language Spanish teachers in the State of Rhode Island. The goal is to develop awareness of the knowledge and practices of the Science of Reading and Structured Literacy, and how those practices are translated and implemented in Spanish reading lessons and instruction.

The course will have a total of three modules. The first two modules will cover each of the four Competencies required by the RIDE to Read Act. The third module will be a workshop during which teachers will be assigned implementation work for their classrooms and later meet for feedback, Q&A, and reinforcement of instructional techniques.

Module 1: What does the research say about teaching reading? (Delivered in English)

- This module consists of a series of video presentations by researchers affiliated with the Haskins Global Literacy Hub **and** presentations, discussions and reflections with PAF Master Teachers. The Master Teachers' discussions and reflections will happen in three key moments of this module: (i) before each video presentation, to pre-teach content in the video presentations; (ii) during each video presentation, as often as every 10-15 minutes, to reinforce concepts taught; and (iii) after each presentation, to sum up the key concepts of each presentation.

Module 2: Bringing Research-based practices into classroom reading instruction (Delivered in Spanish)
- Teaching Reading in Spanish - Different language, same research framework. A. How does the Brain Learn to Read? Reinforce concepts of reading circuits and neuroplasticity.
- The importance of code-based structured literacy instruction in ALL languages
- Spanish Scarborough's Reading Rope
- The stages of reading by Jean Chall: Learning to Read and Reading to Learn. Milestones that each child should achieve at each stage
- Background knowledge and vocabulary: the importance of the read alouds during the Learning to Read stage as an effective method to develop children's vocabulary and background knowledge
- Assessment and the importance of diagnostic teaching, including assessing English Learners in their native language
- Comparison of English and Spanish phonology and orthography.
- Research-Based Instruction in the classroom
- Syllabication in Spanish, a decoding strategy
- Comparison of English and Spanish phonology and orthography
- Planning a reading lesson - Why is it important?
- Reading Comprehension
- Aprendo Leyendo and other structured language curricula within the MTSS framework and assessment tools in BRIDGE-RI https://mtssri.org/.

Module 3. Workshop: Implementation work for the classroom, feedback, Q&A and reinforcement.
During this workshop, implementation work will be assigned for teachers to bring into their classrooms. Such work will include:

➜ Lesson Planning: materials will be provided to each teacher, at different instructional levels, for them to plan reading lessons and bring them to their own classroom to work with students.

➜ Administering and analyzing results using AL Assessments: materials will be provided to each teacher, at different instructional levels in the sequence for them to administer. The AL team will review with participants how to administer the two AL tests, how to analyze results and how to use them to inform instruction

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 (*Awareness*)	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:	
Module 1: Total 11 hrs. Module 2: Total 21 hrs. Module 3: Total 8 hrs. Total: 40 hours	Cost: $14,000 for a cohort of 20 teachers. Additional teachers may join the cohort for an additional fee equal to $580 each.