

## Announcing a Professional Development Opportunity



**CHILD RESEARCH AND STUDY CENTER**  
SCHOOL OF EDUCATION UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK

### **Early Literacy Instruction and Intervention The Interactive Strategies Approach (ISA) & Response to Intervention (RtI) Summer 2020 & beyond (For a registration link, email [cpsc@albany.edu](mailto:cpsc@albany.edu))**

Dr. Donna Scanlon (with Peggy Connors) will provide an online, synchronous 32-35 hour workshop focused on the Interactive Strategies Approach (ISA) and its application in efforts to prevent early reading difficulties (K-2). The ISA was developed and tested across a series of large-scale, federally-funded studies which demonstrated that teachers implementing the ISA in classroom and intervention settings were able to substantially reduce the number of children who experienced early reading difficulties.

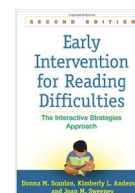
Primary level teachers and specialists, as well as administrators and building-level teacher leaders are encouraged to attend. In response to the challenges that schools are facing due to the pandemic, the workshop and access to the ISA Professional Development website during the upcoming academic year will be offered free of charge.

Participants will need to purchase a copy of *Early Intervention for Reading Difficulties: The Interactive Strategies Approach, 2nd Ed.* (Scanlon, Anderson, & Sweeney, 2017) and will need to download and print a variety of materials to use during the workshop (total cost per participant is estimated a \$50). Participants will typically be asked to read specific chapters in the book in preparation for specific workshop sessions.

(Those interested in serving as Teacher Leaders and engaging their building-level colleagues in a web-supported book study during the school year, should email us at [cpsc@albany.edu](mailto:cpsc@albany.edu) for information on the three-phase process entailed.)

The summer PD is topically organized and, throughout, emphasizes:

- Congruence and coherence across instructional settings
- Student engagement and self-regulated learning
- The importance of formative assessment to guide instruction
- The provision of differentiated and responsive instruction.



Literacy instruction is approached as a complex process with comprehension and knowledge development as central goals. Major topics include:

- Motivation to learn
- Development of skill with the alphabetic code
- Development of sight vocabulary (word reading skills) to facilitate fluent reading, and
- Instruction to develop background knowledge and comprehension.

The sessions will run from 10 AM until 12:30 PM and be offered on the following schedule (all sessions will be recorded and posted for later review):

Week 1	Week 2	Week 3	Week 4	Week 5 (if needed)
July 6, 8, & 10	July 13, 15, & 17	July 20, 22, & 24	July 27, 29, 31	August 3

\*Note that those wishing to earn graduate credit for participation may do so by registering as a non-degree student, paying graduate – level tuition for a 3 credit course, and completing a writing assignment reflecting on learnings from the workshop/course.

For more information, please contact the  
Child Research and Study Center, University at Albany  
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Or visit the website:  
[www.ISAprofessionaldevelopment.org](http://www.ISAprofessionaldevelopment.org)

