

Announcing a Professional Development Opportunity



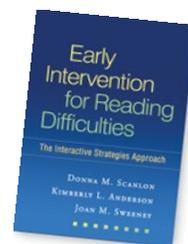
CHILD RESEARCH AND STUDY CENTER
SCHOOL OF EDUCATION UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK

Early Literacy Instruction and Intervention The Interactive Strategies Approach (ISA) & Response to Intervention (RtI) Summer 2016 & beyond

Dr. Donna Scanlon will provide a four day workshop for building-level teacher leaders to prepare them to engage building-level colleagues in a web-enhanced book study focused on the Interactive Strategies Approach (ISA) and its use 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.

The 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, and the provision of differentiated and responsive instruction. Major topics include: motivation to learn, the development of skill with the alphabetic code, the development of sight vocabulary (word reading skills) to facilitate fluent reading, and, the ultimate goal of meaning construction. While each of the topics is addressed individually, literacy instruction, as a whole, is approached as a complex process with comprehension and knowledge building as the central goal. Alignment with the Common Core State Standards for Literacy is addressed throughout.



The PD involves a multi-phase process in which one or more teacher leaders from each participating school participates in Phase I and, thereafter, engage with primary-level teachers and specialists from their building in a 32+ hour book study (Phase II), using the book, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach* (Scanlon, Anderson, & Sweeney, 2010) and a variety of web-based resources. Teacher leaders are expected to support teachers as they implement ISA-based RtI procedures.

Professional Development Logistics and Fees

Phase I Summer 2016 sessions for teacher leaders will utilize a blended approach, with a 32 hour (4 day) face-to-face workshop followed by self-paced study of the remainder of the content, accessing both recorded and downloadable materials through the project website. Teacher leaders will choose one of two four-day intensive institutes (Monday through Thursday July 25—28 OR Monday through Thursday August 8—11) which will be held in Albany, New York. Teachers who are not planning to take on a leadership role are welcome to attend Phase I sessions. (Phase I fee: \$1100 per teacher leader plus local accommodations as needed).

Phase II Sessions (2016-2017) are scheduled at the discretion of individual schools as Teacher Leaders (from Phase I) plan and implement the book study discussed during Phase I. (Fees for access to resources for one year for Phase II are \$4000 per building for up to 10 participants. There is an additional \$50 per participant materials fee for each participant beyond 10.)

Phase III (2017-2018 and beyond) - Ongoing access to the website for teacher leaders to use in continuing to support teachers in their schools. (Fee for ongoing access is \$1000 annually.)

*Note that teacher leaders wishing to earn graduate credit for participation may do so by registering as a non-matriculated student, paying graduate – level tuition for a 3 credit course (in lieu of the workshop registration fee), and completing a writing assignment reflecting on learnings from the workshop/course.



For more information, please contact the
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Or visit the website:

www.ISAprofessionaldevelopment.org