

Professional Development On Demand

High-quality, evidence-based professional
development in your school

Supporting educators to maximize
student learning potential

Centre4Literacy.com
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About the Centre for Literacy

The Centre for Literacy has supported students with learning challenges and disabilities, along with their families and teachers, since 1991. With nearly three decades of experience using evidence-informed practices, the Centre for Literacy has developed a large and effective teaching strategy tool kit.

In order to provide the highest quality support, the Centre for Literacy has invested considerable effort in developing and delivering high quality professional development to their own staff. The Centre for Literacy is now offering professional development workshops that travel on a contract basis in communities across Alberta.



Professional Development On Demand

Our Professional Development On Demand workshops are one way for us to share our expertise and practical experience with other dedicated educators in the wider community. Just as students with learning challenges can be successful with the right tools and strategies, so too can their teachers.

The Centre for Literacy provides half or full day onsite professional development workshops for individual schools, school boards and other community learning organizations. Topic, format and length of the workshop can be customized to meet the needs of the contracting organization. All workshops are available in **English** or **French**.

Each of the Centre's Professional Development On Demand workshops aim to provide teachers, administrators, learning coaches, educational assistants and other members of the learning team with a **comprehensive understanding** of various learning challenges and strategies, along with the **confidence to apply** these strategies when working with diverse learners.

These goals are achieved through a mixture of explicit instruction, collaborative discussions and hands-on practice.

Our core group of Professional Development On Demand workshops can be delivered in half-day or full-day formats for the following fees:

- **Half-day (3 hours):** \$500 + GST, travel and printing costs
- **Full-day (6 hours):** \$950 + GST, travel and printing costs

Each workshop includes:

- A presentation from one of the Centre's experienced senior staff members, the majority of whom are prepared at a Master's level
- A printed presentation booklet which contains presentation slides and handouts
- Dedicated time for hands-on practice and collaboration
- A period of post-workshop support by email or phone

Travel or mileage costs will apply for onsite delivery of workshops in locales outside Edmonton. Accommodation charges may apply if travelling more than one hour outside of Edmonton, dependent upon time of year.

A deposit of one half of the fee is required to book a Professional Development On Demand workshop. The balance of payment is due on the day of the workshop.

In the unfortunate event that a Professional Development On Demand workshop must be cancelled, notice of a minimum of seven days is required.

All cancellations are subject to a non-refundable \$50.00 administrative fee.

Core Workshops

The Building Blocks of Literacy: Critical Skills of a Competent Reader

Highlights

This session discusses the critical building blocks of literacy identified by the National Reading Panel (NRP). The relationships between core literacy skills at different stages of reading development are outlined. Practical implications of the NRP study are presented along with current research building on the work of the NRP.

Pair with *Learning Disabilities: Critical Concepts* for a professional development day focused on a comprehensive understanding of literacy learning.

Time: Half day

Audience: Teachers, Learning Coaches, Educational Assistants

Objectives

Comprehensive Understanding and Application of:

- 1) Work of the National Reading Panel and its implication for reading instruction
- 2) Five core building blocks of literacy and how they interrelate
 - a. Phonemic awareness
 - b. Phonics
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension
- 3) Practical implications of the NRP when designing a literacy program and evaluating/choosing educational material
- 4) Relationship of the five building blocks of reading to reading disorders/disabilities
- 5) Evidence based strategies for enhancing mastery of each literacy building block
- 6) Research emerging since the release of the NRP meta-analysis

Learning Disabilities: Critical Concepts

Highlights

This session provides insight into the neurodevelopmental basis of learning disabilities. The different sub-types of reading, writing and mathematics disabilities will be reviewed along with the impact of co-existing conditions like executive skills deficits, ADHD and anxiety. Practitioners will gain a more complete understanding of LDs, informed by research.

Pair with *The Building Blocks of Literacy* for a professional development day focused on a comprehensive understanding of literacy learning.

Time: Half day

Audience: Teachers, Learning Coaches, Educational Assistants

Objectives

Comprehensive Understanding and Application of:

- 1) Neurological foundations of learning disabilities/disorders (LDs) and current research on neural processing of information and its link with LDs
- 2) Identification of possible signs of different dyslexia subtypes (dysphonetic, surface, mixed) and appropriate remediation strategies
- 3) Identification of possible signs of different dysgraphia subtypes (secondary to dyslexia or graphomotor output issues) and appropriate remediation strategies
- 4) Identification of possible signs of different math disability/dyscalculia subtypes (procedural, verbal, semantic) and appropriate remediation strategies
- 5) Neurodevelopmental and health conditions which frequently co-exist with learning disabilities/disorders

Reading Remediation in the Early Elementary Classroom

Highlights

High quality literacy instruction provides all students with a solid foundation for building reading skills. This session will outline the typical development of literacy skills and signs of a possible reading disability in Kindergarten to Grade 3 students. A multi-sensory approach to instruction focusing on the 5 building blocks of literacy will be introduced. Classroom based support for at-risk students will be presented. Teachers will have opportunities for hands-on practice. Handouts outlining recommended progressions and activities will be provided.

Time: Half day or full day

Audience: Kindergarten to Grade 3 Teachers, Learning Coaches, Educational Assistants

Objectives

Comprehensive Understanding and Application of:

- 1) The five building blocks of literacy identified by the National Reading Panel (NRP)
- 2) Components of a literacy program: explicit instruction, multi-sensory learning approach, classification of information, visual and picture cues
- 3) Screening tools and early identification of students with LDs and/or who require more intensive reading support
- 4) Skills progressions and activities for developing phonemic awareness
- 5) Effective phonics instruction
- 6) Critical components for building fluency
- 7) Metacognitive strategies to enhance comprehension

Reading Remediation: Small Group and Individualized Instruction

Highlights

This session provides participants with a practical understanding of how to support students with significant reading challenges. Various components of evidence-based reading remediation will be presented, along with strategies for building a remediation plan. Participants are invited to bring student profiles and assessments to practice building a reading remediation plan.

Time: Half day or full day

Audience: Kindergarten to Grade 3 Teachers, Learning Coaches, Educational Assistants

Objectives

Comprehensive Understanding and Application of:

- 1) Dyslexia and its subtypes: definitions and the reading and spelling behaviours of students who have each of these subtypes
- 2) Goals of reading remediation
- 3) Components of remedial intervention: multisensory learning approach, classification of information, Socratic questioning technique
- 4) The phonological model with particular emphasis on phonological and phonemic awareness, and misunderstood terminology
- 5) Phonemic awareness: skills, progression, activities and error handling
- 6) Vocabulary: written versus oral, known versus unknown
- 7) Fluency: automaticity versus fluency
- 8) Comprehension: metacognitive strategies, including visualization

Using the *Tell Me!* Structured Writing Program

Highlights

This session will provide an overview on the use of the *Tell Me!* Structured writing program for students in Grades 1–6. The six-step *Tell Me!* writing procedure will be outlined in detail, along with practical strategies for maximizing the benefits of the program’s scaffolds and supports including word wall cards, student dictionaries, structure questions, graphic organizers and workbooks. The process of differentiating instruction within *Tell Me!* at the Tier 1, 2 and 3 levels, including streamlining the creation of differentiated lessons plans, will also be presented.

Time: Half-day or full day

Audience: Teachers, Learning Coaches, Educational Assistants

Objectives

Comprehensive Understanding and Application of:

- 1) The implementation and effective use of the *Tell Me!* Writing procedure
- 2) Metacognition: what is it and how can it be used to support elementary-aged writers
- 3) Comprehension strategies as a foundation for the writing process, including strategies to capitalize on student’s background knowledge and understanding
- 4) Vocabulary development strategies and tools to support student comprehension and writing
- 5) Using prompts and questioning to guide student thinking and writing
- 6) Effective use of the planning and supporting documents found in the *Tell Me!* Writing program
- 7) The 4 recommendations for *Helping Elementary School Students Become Effective Writers* from the Institute of Education Sciences (2012)

Improving Executive Skills

Highlights

Executive skills enable students to plan, follow instructions, be goal directed, manage time, develop situational intelligence and so much more! This session will outline the typical development of executive skills from preschool to high school, along with warning signs of executive skills issues. Cutting edge brain-based strategies to improve executive skills will be covered in this hands-on session.

There are two versions of the Improving Executive Skills.

- Elementary-aged students
- Junior high and High school students

Time: Half day or full day

Audience: Teachers, Principals, Learning Coaches, Educational Assistants, Behaviour Specialists

Objectives

Comprehensive Understanding and Application of:

- 1) The different types of executive skills and their implications for learning, organization and emotional self-regulation
- 2) The typical development of executive skills from preschool to high school
- 3) Warning signs of executive skill challenges
- 4) The impact of executive skill deficits on academics such as reading, writing and mathematics, along with strategies to support students
- 5) Practical, brain-based and evidence-supported strategies for building executive skills like situational awareness, future thinking and task planning

Supporting Students with Math Disabilities

Highlights

This session will focus on critical strategies to support elementary aged students who are presenting with mathematics disabilities or are struggling to gain foundational math skills. The signs of different dyscalculia subtypes will be discussed. Principles emerging from evidence-based studies are reviewed, along with implications for classroom, small group or individualized instruction. While the focus of this presentation will be on elementary students, the principles are applicable to students of all ages.

Time: Half day or full day

Audience: Teachers, Learning Coaches, Educational Assistants

Objectives

Comprehensive Understanding and Application of:

- 1) Identifying risk factors and early signs of dyscalculia
- 2) Identifying different dyscalculia subtypes (procedural, verbal and semantic) and appropriate remediation strategies
- 3) Math anxiety: its impact on math performance and how to minimize its impact
- 4) Principles of effective intervention for students with mathematics disabilities (dyscalculia)
- 5) Critical foundational mathematics skills
- 6) The effective use of games and centres for math remediation
- 7) Emerging information about the neurobiology of dyscalculia
- 8) Overlap between dyscalculia and dyslexia

Our Faculty

Instructors for PDs On Demand will be drawn from our highly trained senior leadership team. Centre for Literacy instructors are prepared at a master's level or above. They have presented at various conferences and conventions around the province. A number of instructors are also able to present in English and French.

To Schedule a Professional Development On Demand Workshop

By phone: 780.434.3698

By email: resources@Centre4Literacy.com

For groups of 20 or fewer, workshops may also be held at the Centre for Literacy Training Room in South Central Edmonton.

The Centre for Literacy's Core Beliefs

- Everyone is capable of learning and maximizing their potential.
- Everyone is unique in the way they learn.
- Everyone deserves to be treated with respect and dignity. The Centre values the diversity of its clients and staff.
- The best outcomes occur when everyone works in a collaborative manner.
- It is important for teachers to dedicate time and effort to professional development to learn about new and emerging best practices.
- Our staff are entrusted to support people with learning challenges along with their teachers. That trust is accompanied by a responsibility to continuously strive for excellence.



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