Instructor Information

In her 20 years as an educator, Susan Porter has been a classroom teacher, reading specialist, and literacy coach. She is currently an Instructional Specialist and MTSS Academic Team Lead in a Pre K – 4 school in Nashville. She holds a Bachelor’s degree from Lipscomb University and a Master of Education degree from Vanderbilt University. Susan is also a 3rd year student in the PhD in Literacy Studies program at MTSU working under the mentorship of Tim Odegard.

This course is further supported by the directors of the Tennessee Center for the Study and Treatment of Dyslexia.

Series Information

Description

Taking a Deeper Dive into the Core: K-2 Core Instruction with CKLA & the TN Foundational Skills Curriculum Supplement

Direct, explicit, systematic literacy instruction in the Tier 1/core setting benefits all developing readers, and it is a vital approach for students with characteristics of dyslexia. The six integrated sessions in this series will focus on explicit instruction in the foundational skills needed for skilled reading. Core instruction for the K-2 ELA block will be modeled using the CKLA curriculum and the TN Foundational Skills Curriculum Supplement materials. Although the CKLA curriculum is being used to model the skills, the background knowledge and instructional application readily transfers to other programs. The series concludes with an examination of assessment data and how to intensify instruction in the Tier 1 and Tier 2 settings.
A flipped content model allows you to build background knowledge at your convenience. You will access recorded presentations sharing the science behind the instruction through the university's online learning platform, D2L. The book *Know Better, Do Better* by David Liben & Meredith Liben will provide a foundation for the independent study portion of the series. You will attend the scheduled lesson demonstrations together via Zoom. A moderator will be on hand to support participation and discussion. These live, remote sessions will be held on Saturdays from 8:30 a.m. to 11:30 a.m. CST. Each session will include:

- an overview of the research supporting the content
- reading instruction modeled for the K-2 core classroom setting using the CKLA curriculum and TN Foundational Skills Curriculum Supplement materials
- student assessment modeled using the curriculum embedded measures (CEMs) within the CKLA curriculum.

Engagement with the live session activities and instructional modeling will rely on the knowledge gained in advance from the brief assigned book readings and recorded presentations. The flipped content and live demonstrations accounts for 6 hours of professional development (PD) per session. You have the opportunity to earn up to 36 hours of PD based on your engagement with the content and attendance at the live sessions. This event has been approved as a continuing education event by the Center for Effective Reading Instruction and by ALTA for continuing education units (CEUs).

**Schedule (all live, remote sessions held via Zoom 8:30-11:30 am CST)**

October 24, 2020  
Phonological & Phonemic Awareness

November 14, 2020  
Letter Recognition, Alphabet Knowledge and Concepts of Print

December 12, 2020  
Systematic Phonics Instruction

January 9, 2021  
Handwriting & Spelling

February 6, 2021  
Decoding & Fluency for Sight Recognition

March 6, 2021  
RTI, Assessment, Grouping, & Intensifying Instruction
Standards alignment

Tennessee English Language Arts- Foundational Literacy Standards:

- Print Concepts- Standard 1
- Phonological Awareness- Standard 2
- Phonics and Word Recognition- Standard 3
- Word Composition- Standard 4
- Fluency- Standard 5

International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading:

- Essential Principles and Practices of Structured Literacy Instruction- 4A
- Phonological and Phonemic Awareness- 4B
- Phonics and Word Recognition- 4C
- Automatic, Fluent Reading of Text- 4D
- Listening and Reading Comprehension- 4F
- Written Expression- 4G

Course components overview

Independent text readings

Know Better, Do Better: Teaching the Foundations So Every Child Can Read by David Liben & Meredith Liben

You are responsible for the individual purchase of this book and the assigned readings prior to each live instructional session.

Course content

All course content will be accessed via the university’s learning management system, D2L. Use the instruction document to log into D2L and navigate the content. Please note that content for future sessions will become available as the course progresses. If you need additional support, please call the Center and we will assist you: 615-494-8880.
Live instructional sessions

You will attend all live instruction demonstration sessions remotely via Zoom.

https://mtsu.zoom.us/j/94763818242?pwd=c1ZVZWhPYVREai9ET2dheWkzMUFpdz09

The Zoom meeting link is also found under the Zoom tab in the D2L course.

Session procedures

**Specific session readings and requirements for credit are found in each session’s content tab on D2L.**

Expectations for each session are as follows:

1) Read the related text chapters prior to the live demonstration workshop. You are encouraged to initiate a discussion post in D2L and/or to respond to others as you reflect on the readings.

2) Watch the recorded presentation prior to the live demonstration workshop. This will build common background knowledge and references from the text and the supplemental curriculum. This is also used as a measure of engagement toward the session’s PD credit.

3) Complete the checkpoint for understanding prior to the live demonstration workshop. This allows the instructor to adjust the topics as needed. This is also used as a measure of engagement toward the session’s PD credit.

Three hours of PD credit will be certified based on your engagement with the session content in D2L and your completion of the checkpoint for understanding. The other three hours will be certified based on your attendance for the duration of each live demonstration workshop.