

TRAINING DATES

CSPD REGIONS 1 & 2

- 1 September 20, 2021 (2 hours)
Introduction to the Science of Reading
- 2 October 11, 2021 (2 hours)
Struggling Readers and Dyslexia
- 3 October 18, 2021 (2 hours)
Phonology and Its Connection to Reading and Spelling
- 4 November 8, 2021 (2 hours)
Phonological Awareness and Its Application to the Classroom
- 5 November 15, 2021 (2 hours)
Teaching Sound-Symbol Correspondence and Beginning Decoding
- 6 December 6, 2021 (2 hours)
Advanced Blending and Syllable Types
- 7 December 13, 2021 (2 hours)
Decodable Text Reading and Irregular Words
- 8 January 10, 2022 (2 hours)
Word Work for Improving Spelling
- 9 January 24, 2022 (2 hours)
Instruction for Text Fluency
- 10 February 14, 2022 (2 hours)
Considering Morphology in Word Learning
- 11 March 7, 2022 (2 hours)
Planning Systems of Support (MTSS)
- 12 March 21, 2022 (2 hours)
Bringing It All Together



SCIENCE OF READING FOR FOUNDATIONAL READING SKILLS

Training provided via ZOOM.

Register for FREE at

Region 1 CSPD: <https://www.eventbrite.com/e/science-of-teaching-reading-foundational-skills-tickets-166324821017>

Being a teacher of literacy—whether teaching beginning reading skills or the advanced skills of using reading to enhance learning of content—is complex and requires considerable knowledge and skill. This comprehensive, 12-part training will provide educators the what, why, and how of evidence-based reading instruction in foundational reading skills, empowering them to have the additional tools they need to better meet the varied needs of the students they serve. Training will be delivered in small, two-hour segments approximately twice/month, allowing educators time to process the information and implement practices into their own classrooms. Educators will learn the basics of reading at any age and how to strengthen instruction in reading foundations through structured and fast-paced routines that build on a hierarchy of skills that are necessary for students to become proficient readers and writers, including explicit, systematic, and multisensory instruction in phonemic awareness, phonics (basic and advanced), spelling and orthographic awareness, and fluency. Connections will be made to the latest research and evidence-based practices, including the Science of Reading, best practices for literacy assessment to diagnose student need, and how this information relates to current Montana dyslexia legislation.

UNIVERSITY CREDIT

2 university credits are available for this course through the University of Montana-Western. Educators that choose this option must attend all 12 sessions and complete outside reading and homework. For those not taking sessions for credit, CEUs are available for each session attended.

ABOUT THE PRESENTER



Tanya Peshovich is passionate about working with educators to successfully implement evidence-based literacy practices and tiered systems of support based on the Science of Reading--all to ensure children receive a high-quality, rigorous education. She holds a Master's degree in curriculum, instruction, and innovation and is known for providing professional development that arms teachers with the what, why, and how of evidence-based literacy practices. As a former classroom teacher and literacy coach, she is able to help teachers bridge the research-to-practice gap, allowing them to successfully apply new practices in their classrooms. She is Orton-Gillingham trained and tutors children diagnosed with dyslexia, while also supporting various school districts in Montana in the work of building systems of support for students at the district, school, and classroom levels to ultimately increase student outcomes. She currently resides in Oregon with her husband and two daughters.