

## After School Professional Development Program Syllabus

Summer 2017: July 5, 2017 – August 18, 2017

Title of Course: <i>Dyslexia: What It Is and What to Do about It</i>		
Number of Sessions: 6	Total Hours: 36	Total Number of Credits: 3
Course Start Date: August 7, 2017		Course End Date: August 12, 2017
Course Location: Everyone Reading, 30 Broad Street – Suite 402, New York, NY 10004		
Maximum Course Enrollment: 30		
Instructor's Name: Lavinia Mancuso		Instructor's Telephone: 917-903-2648
Instructor's Email: <a href="mailto:Lmancuso@everyonereading.org">Lmancuso@everyonereading.org</a>		
Education Partner Fee: \$400.00		
Materials Fee (if applicable): N/A		
Registration Deadline (ASPDP will add):		

### Instructions for completing registration and payment through education partner:

Participants pay Everyone Reading tuition through the Upcoming Events box on the Everyone Reading website: [www.everyonereading.org](http://www.everyonereading.org). They pay the ASPDP fee through the ASPDP website.

### Dates and Locations (for In-Person and Synchronous Online Courses Only):

Date (mm/dd/yyyy)	Time	Location
08/07/2017	9:00 am – 3:30 pm	Everyone Reading
08/08/2017	9:00 am – 3:30 pm	Everyone Reading
08/09/2017	9:00 am – 3:30 pm	Everyone Reading
08/10/2017	9:00 am – 3:30 pm	Everyone Reading
08/11/2017	9:00 am – 3:30 pm	Everyone Reading
08/12/2017	9:00 am – 3:30 pm	Everyone Reading

## Course Information

### 1. Course Description

In *Dyslexia: What It Is and What to Do about It*, participants will progress from theory to effective practice, beginning with the understanding of the physical causes and symptoms of dyslexia and tools for diagnosing language based learning disabilities, through a thorough grounding in the principles and practices in effective multi-sensory language education and ending with strategies for developing vocabulary, content knowledge and a variety of skills with and without text. The overarching premise of this course is that *all* students need a solid instruction in foundational reading skills, that those who start to struggle need timely and appropriate identification and intervention, and that they must have age and grade appropriate content and vocabulary development even as they are developing their reading skills.

The first three sessions of the course will provide participants with a theoretical and practical framework for understanding multi-sensory language education and language differences and disorders. Participants will learn and practice explicit instructional strategies for working with students who are struggling with language and literacy. The latter three sessions will provide participants with strategies for developing language and content in ways that are not limited to text.

### 2. Target Grade Levels:

K-12

### 3. Integration of Danielson *Framework for Teaching* Components

All activities will model and practice key components of the Danielson Framework, especially:

- 2b – Establishing a Culture for Learning: Participants will learn simple, effective strategies for engaging all types of students. Participants will learn to use positive teaching practices to modify negative behavior through incremental success.
- 3d – Using Assessment in Instruction – Participants will learn to dissect and interpret standardized test scores and to create, implement and interpret daily assessments of student learning.

### 4. Integration of Standards

- CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- *Blueprint for Teaching and Learning in the Arts: Developing Art Literacy - Benchmark* Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

## 5. Pedagogical Approach

Each session will combine a formal presentation including a power point (handouts will be provided), which will cover research and instructional strategies. Participants will engage in group discussions and hands-on activities related to the information in the power point. All instruction will be multi-sensory to demonstrate the implementation and effectiveness of structured, systematic Multi-Sensory Language Education. Both large and small group discussions will allow participants to share ideas in different settings. Participants will have time to work on their lesson plans and field test them with their colleagues. Ideas to be tested on the mid-term and final exams will be fully discussed, to demonstrate the importance of purposeful test preparation. Each session will contain strategies to be implemented upon return to the classroom, through a better understanding of the roots of students’ academic challenges and effective practices to enable success.

## 6. Application to Instruction and Student Learning

Explicit connections will be made between the content of this course and Common Core Standards in foundational skills and content area instruction (CCSS.ELA- Literacy R.I.4.7) and the Danielson Framework for Teaching, especially as it addresses lesson preparation and student engagement. The structure of the course, combining power point presentations with visuals, hands-on activities, large and small group discussion and embedded assignments, will demonstrate the variety and nature of effective teaching practices. True to the precepts of Multi-Sensory Language Education, participants will engage in listening, speaking, reading and writing activities with ongoing kinesthetic reinforcement.

Participants will be encouraged to use the lesson plan format recommended by their schools and create a lesson that will have immediate applicability when they return to school.

## 7. Assessment

Participants will take a 20-question mid-term and a 20-question final. Discussion about the answers will take place before and after the test. Each participant will plan a multi-sensory lesson on foundational reading skills and/or oral language development, appropriate to the grade and age of their students. Participants will present their lessons to the group on the last two afternoons of the course. Participants will receive ongoing feedback from the facilitator and peers as they hone their lesson plans (Danielson 4e), and they will answer questions from the group and the instructor about significant aspects of the plan after their presentation.

Major Assignment	Due Date
In-class Mid-term Examination	August 10, 2017
Lesson Plan and Presentation	Afternoons - August 11 and 12, 2017
Take-home Final Exam	August 12, 2017

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## **8. Feedback**

Formative feedback will be provided in discussion of the midterm and in the initial planning of the lessons. Summative feedback will be provided in response to the lessons presented to the group and the results of the final examination.

## **9. Grades**

Pass/fail will be determined by Midterm=20% (Passing 16/20 questions); Final=30% (Passing-16/20 questions); Participation: 20%; Lesson Plan/Presentation= 30% (Evidence of planning, clear objectives for vocabulary and content; pre-teaching/testing for prior knowledge; appropriate structure and sequence; differentiation; pre-post and formative assessments; assignments and follow up.

## Course Calendar

<b>Session #1</b>	
Date: 08/07/2017	Time: 9:00 am to 3:30 pm (30 minute lunch)
Number of hours for this session: 6	Assignments due today: Complete Registration
<b>Standards and Components Alignment:</b>	
<p>Activities will also require participants to understand and practice components of the Common Core Standards.</p> <p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>All activities will model components of Charlotte Danielson's Framework for Teaching: 1b Demonstrating Knowledge of Students; 2a Creating and Environment of Respect and Rapport; 2b Establishing a Culture for Learning; 3a Communicating with Students; 3b Using Questioning and Discussion Techniques; 3d Using Assessment in Instruction; 4a Reflecting on Teaching.</p>
<b>Objectives:</b>	
<ol style="list-style-type: none"> <li>1. As measured by participation and discussion, participants will understand the biological basis of the "reading brain" and the rationale for multi-sensory instruction.</li> <li>2. As measured by participation and discussion, participants will demonstrate understanding of the aspects of student assessment relevant to the diagnosis of reading disorders and recommendations for intervention.</li> <li>3. As measured by participation and discussion, participants will demonstrate understanding of the essential elements in a comprehensive English Language Arts/Literacy Program and the ability to evaluate their own work vis-à-vis the essential elements.</li> </ol>	
<b>Topics and Agenda:</b>	
<p><b>Understanding Reading Difficulties and the Need for Multi-Sensory Language Education</b></p> <p>This session explores the current research and best practices in the area of dyslexia and related learning disabilities, the need for broader understanding of the symptoms and behaviors, and the strategies for successfully teaching reading to students with dyslexia and related learning disabilities.</p> <ul style="list-style-type: none"> <li>• Physiological underpinnings of dyslexia and the most effective strategies for teaching children with reading delays.</li> <li>• Importance of direct teaching in the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) with a multisensory language approach that is direct, explicit, systematic and cumulative.</li> </ul>	

Introduction to the Orton-Gillingham approach, including sound-symbol association and morphology and effective strategies for teaching struggling readers.
<b>Application to Instruction and Student Learning:</b>
Participants will have a better understanding of the causes of language based learning disabilities and more confidence in being able to help students overcome their unique challenges. Participants will have strategies for identifying and working with students’ strengths. They will never again tell a struggling reader to “Just try harder.”
<b>Assessment and Feedback:</b>
Paired discussion and reporting to confirm that participants understand content. Discussion prompt: “Describe a struggling student in your class. Based on today’s information, test scores and student performance, determine if the student suffers from dyslexia, “distaughtia” or something else.

Session #2	
Date: 08/08/2017	Time: 9:00 am – 3:30 pm (30 minute lunch)
Number of hours for this session: 6	Assignments due today: <i>Participants will be able to continue their presentation of a case of dyslexia and/or language-based learning disabilities and how it was or should have been handled through appropriate instruction.</i>
Standards and Components Alignment:	
This session addresses Common Core Standards in Foundational Skills of Phonemic Awareness and Phonics and Reading, Writing and Spelling at all levels. Participants will be aware of and be able to implement Danielson’s Frameworks for Teaching 1a Demonstrating Knowledge of Content and Pedagogy; 1e Designing Coherent Instruction; 3c Engaging Students in Learning.	
Objectives:	
<ol style="list-style-type: none"> <li>Participants will demonstrate mastery of the sound-symbol correspondence of the English alphabet and common digraphs, diphthongs and other combinations.</li> <li>Participants will demonstrate their understanding and ability to teach the six syllable types and three syllabification rules in English.</li> <li>Participants will become familiar with Internet resources to teach and reinforce multi-sensory language education lessons.</li> <li>Participants will develop strategies for embedding sound multi-sensory language education into their classroom curriculum and practice.</li> </ol>	
Topics and Agenda:	
Multi-Sensory Language Education	
<ul style="list-style-type: none"> <li>Discussion and practice the Orton-Gillingham-based , multi-sensory approach and addresses the following teaching strategies: syllabication patterns for decoding and encoding, multi-sensory techniques for sight words, reciprocal teaching method for the reading classroom, advanced spelling techniques, guidelines for weekly lesson plans, multi-sensory strategies for reading, writing and spelling, and ongoing assessment of students.</li> <li>Survey and sampling of on-line resources, such as Intervention Central and Starfalls.</li> <li>Discussion of lesson plan topics and strategies and cases of students with reading difficulties. Armed with notes from the power point, participants will discuss their plans for embedding multi-sensory language education into whatever grade and subject they teach and begin to develop their</li> </ul>	

<p>required lesson plans.</p> <ul style="list-style-type: none"> <li>Review of material for mid-term exam.</li> </ul>
<p><b>Application to Instruction and Student Learning:</b></p> <p>Participants will develop a plan for embedding multi-sensory language education into their classroom curriculum and practice. They will understand that teaching and reinforcing foundational literacy skills, such as phonemic awareness and phonics, must be explicit, structured and repeated until mastered.</p>
<p><b>Assessment and Feedback:</b></p> <p>Participants will demonstrate knowledge of the five pillars of reading. They will also be able to demonstrate one exercise for phonemic awareness, one for phonics, and one for fluency.</p>

Session #3	
Date: 08/09/2017	Time: 9:00 am to 3:30 pm (30 minute lunch)
Number of hours for this session: 6	Assignments due today: Prepare for midterm.
Standards and Components Alignment:	
<p>Danielson’s Framework for Teaching: 1b Demonstrating Knowledge of Students; 2b Establishing a Culture for Learning; 3a Communicating with Students; 3b Using Questioning and Discussion Techniques; 3d Using Assessment in Instruction; 4a Reflecting on Teaching.</p> <p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others’ ideas and expressing their own clearly.</p>	
Objectives:	
<ol style="list-style-type: none"> <li>Participants will understand the biology of memory and the need for multisensory reinforcement to enhance retention.</li> <li>Participants will understand and practice effective, direct and explicit vocabulary instruction, such as Isabella Beck’s Three-Tiered System of Vocabulary or the DISSECT Method (University of Kansas).</li> <li>Participants will understand and practice Anita Archer’s Overt and Covert Vocabulary, Marzano’s Six-Step Vocabulary Lesson Plans, and access the internet to find resources for teaching and practicing vocabulary.</li> <li>On the mid-term exam, participants will demonstrate understanding of the basic causes of language and reading delays and effective multi-sensory language education strategies to remediate them.</li> </ol>	
Topics and Agenda:	
<p><b>Multi-Sensory Language Education Approaches to Building Vocabulary</b></p> <p>Morning 9:00 – 12:30</p> <ul style="list-style-type: none"> <li>Overview of the direct and explicit teaching strategies that improve student vocabulary, increase upper-level phonemic awareness and the stages of decoding, encoding and reading/writing vocabulary instruction in the Orton-Gillingham multi-sensory approach.</li> <li>Strategies for embedding explicit vocabulary instruction across content-based curriculum.</li> </ul>	

<ul style="list-style-type: none"> <li>Techniques for vocabulary development: Explicit Instruction, Implicit Instruction (morphology, affixes, suffixes, etc.); Capacity Methods (fluency) and Association Methods - understanding how English “behaves.”</li> </ul> <p>Afternoon: 1:00 -3:30</p> <ul style="list-style-type: none"> <li>Midterm exam</li> <li>Lesson planning</li> </ul>
<b>Application to Instruction and Student Learning:</b>
Participants will have a repertoire of explicit, systematic, multi-sensory strategies for developing their students’ vocabulary as well as a list of internet resources for vocabulary reinforcement.
<b>Assessment and Feedback:</b>
Midterm examination and debriefing.

Session #4	
Date: 08/10/2017	Time: 9:00 am – 3:30 pm (30 minute lunch)
Number of hours for this session: 6	Assignments due today: <i>Choose and present strategies that participants will incorporate into their final lesson plans.</i>
Standards and Components Alignment:	
Participants will address Common Core literacy skills in relation to the passages read aloud.	
<p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually (i.e. picture books), orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	
Danielson Framework for Teaching: 1d Demonstrate Knowledge of Resources; 1e Designing Content Instruction; 3a Communicating with Students; Using Questioning and Discussion Techniques	
Objectives:	
<ol style="list-style-type: none"> <li>Participants will demonstrate knowledge of the elements that make a book or passage suitable to be read aloud.</li> <li>Participants will demonstrate ability to select a language focus (vocabulary and language patterns) for each read aloud in addition to plot, character, theme, setting, etc.</li> <li>Participants will demonstrate ability to read selected passages aloud with accuracy and expression.</li> <li>Participants will demonstrate ability to plan lessons and follow-up activities for each read aloud.</li> </ol>	
Topics and Agenda:	
<b>Using Read Alouds to Develop Oral Language and Higher Level Thinking Skills</b>	
<ul style="list-style-type: none"> <li>Theory and practice for reading aloud, with a focus on developing Cognitive Academic Language Proficiency and interest in reading.</li> </ul>	



- Planning for reading aloud: choosing books, rehearsing; deciding focus and vocabulary.
- Planning visual literacy with picture books – focus and vocabulary
- Choosing and reinforcing “power words,” discussing the pictures as if they were text, with attention to using the language of art; focusing on language patterns such as “if clauses” and idioms, and the need for rehearsal and performance skills.
- Practice reading aloud: Participants will then choose one of the books or passages and design a mini-lesson using one of the picture books, selecting the elements for focus, and presenting the lesson to the group. Presentations will include reading a section of the book or passage aloud with enthusiasm and emphasis.

Time for planning final lesson plan.

**Application to Instruction and Student Learning:**

Participants will bring their understanding of the importance of oral language development to bear on their lesson planning and classroom instruction. Teachers will set aside time each day for books or passages to be read aloud. Teachers will be able to select appropriate material for reading aloud and perform it with accuracy and expression.

**Assessment and Feedback:**

Participants will read a text or picture book aloud to the group, fill out a planning sheet, and state plans for teaching content, vocabulary, syntax and visual literacy.

**Session #5**

Date: 08/11/2017 Time: 9:00 am – 3:30 pm (30 minute lunch)  
 Number of hours for this session: 6 Assignments due today: Lessons to be presented

**Standards and Components Alignment:**

Common Core Standards to be covered include:

CCSS.ELA-LITERACY.SL Participate in collaborative conversations with diverse partners about *topics* and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

*Blueprint for Teaching and Learning in the Arts: Developing Art Literacy - Benchmark* Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

**Objectives:**

- Participants will understand how to develop content area vocabulary through building technical and expressive skills. Using a multi-sensory arts experience as an example, participants will learn to select and reinforce words specific to that content area, increasing oral communication skills, sharing, analyzing criteria, explaining artistic choices, and then applying these strategies to other content areas.
- Participants will understand and practice how to expand vocabulary through successful group collaboration by listening and expressing opinions and giving and receiving constructive criticism.
- Through their own experiences, participants will understand how the acquisition of language through active experiences fosters self confidence, motivation and the ability to take positive risks while working on a project from beginning to end.
- Participants will present their lesson outlines, including objectives, materials, methodology, activities and assessments. They will highlight both the content to be delivered and the multi-sensory language strategies to be embedded in the lesson.

**Topics and Agenda:**

**Using Hands-On Activities as an Opportunity for Language Development**

Morning Segment: 9:00 am – 12:30 pm

- Identifying crucial content-specific vocabulary
- Introducing and practicing key vocabulary before, during and after hands-on activity
- Structuring an engaging, language rich hands-on activity and/or project
- Visual literacy and object observation
- Student presentations
- Follow-up and practice activities: written summaries or responses, word walls, quizzes.

Afternoon Segment: 1:00– 3:30 pm.

- Presentation of first group of lessons.
- Distribution of “take-home” final.

**Application to Instruction and Student Learning:**

Participants will be prepared to embed multi-sensory language education strategies and explicit and implicit vocabulary development in whatever lessons they prepare for all students, and, especially, those students with dyslexia and related learning disabilities. They will also have strategies for making every activity, including line-up, a language development opportunity.

**Assessment and Feedback:**

Participants will display and discuss the products of their hands-on activities, the process used, the vocabulary learned, and the Danielson components met.

Participant’s lessons presented and critiqued.

**Session #6**

Date: 08/12/2017

Time: 9:00 am – 3:30 pm (30 minute lunch)

Number of hours for this session: 6

Assignments due today: Lesson to present; final exam

**Standards and Components Alignment:**

Participants will be especially mindful of Danielson’s Framework for Teaching 1b Demonstrating Knowledge of Students; 1e Designing Coherent Instruction; 3a Communicating with Students; 3e Demonstrating Flexibility and Responsiveness.

**Objectives:**

1. Participants will demonstrate understanding of the difference between language differences and language disabilities
2. Participants will demonstrate knowledge of formal informal and formal language assessments and how to interpret results
3. Participants will demonstrate knowledge and practice in working with students who have delayed English language skills due to lack of experience with the language.
4. By effective lesson planning, participants will demonstrate knowledge and practice in using multi-sensory language education techniques to address language proficiency in all students.

**Topics and Agenda:**

**Distinguishing between Language Disability and Language Difference**

Morning Segment: 9:00 am -12:30 pm

Second language learners span the same range of abilities as any human population. Not knowing English is not a disability *per se*, but it does not preclude the possibility of having a disability in the native language or a particular challenge in learning a new language. Topics to be discussed in this workshop include:

- Initial testing and interpretation of results.
- Dyslexia or “dystaughtia” – Cultural competence
- Multi-sensory language education and second language learners
- Accents vs. impediments
- BICS (Basic Interpersonal Communication Skills) vs. CALP (Cognitive Academic Language Proficiency)
- The Krashen “Input Hypothesis”
- The special challenges of SIFEs (Students with Interrupted Formal Education)
- Identifying and working with strengths.

Afternoon Segment: 12:30 – 3:00 pm

- Presentation of lessons
- Submission of take home final exam.
- Discussion of final exam answers

**Application to Instruction and Student Learning:**

Participants will be able to interpret initial and ongoing language and literacy assessments in the context of the students’ experience with language. Participants will seek information on native language proficiency for English Language Learners and former ELL’s who are struggling with English. Participants will have heightened awareness of whether students understand what is being taught.

**Assessment and Feedback:**

Participants’ identification of problem areas in testing, interpretation and placement of ELL’s and speakers of non-standard English. Presentation of lesson plans embedding MSLE into school curriculum. Review of take home exam.