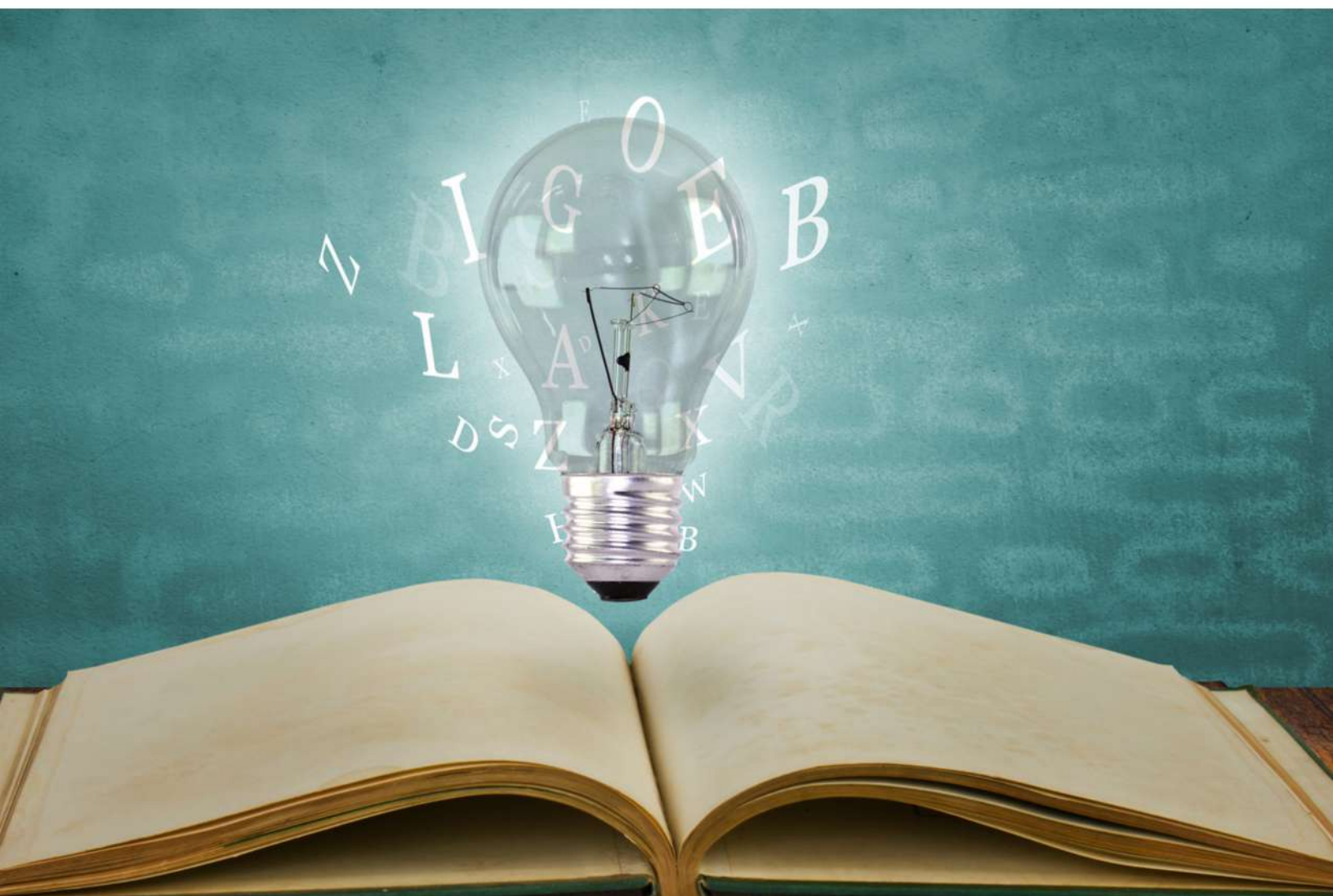


Professional Development

*Combining the science of reading
with the joy of teaching and learning.*



Meet Barbara...

Walking into Barbara's office, a framed quote sits on the bookshelf:

"This isn't what I do. It's who I am."

This quote sums up Barbara's passion and dedication for helping students who learn differently. An elementary teacher for more than ten years, Barbara witnessed so many smart, capable, hard working students struggle with basic reading skills. Feeling ill prepared to help these students, Barbara searched for answers as to why so many students were struggling and what she could do about it.

Her search led her to graduate school, where Barbara studied language based reading disabilities. When Barbara learned that dyslexia is the most common reason smart, capable students struggle with reading, she knew she needed to do something about it.

In 2010, Barbara left the classroom and founded PDX Reading Specialist. From the beginning, her mission was clear: **INSPIRE** Individuals to Become **CONFIDENT & CAPABLE** Learners.

At her core, Barbara is an educator and advocate working to reshape the narrative of what it means to learn differently. She is a nationally recognized speaker, delivering keynote speeches for Learning Ally, EdWeb and Decoding Dyslexia. She is passionate about training educators on how to deliver evidence-based instruction, equipping them with tools to be successful, and inspiring all to believe that we can not only overcome reading challenges, but prevent them from taking hold...if we act early.

Barbara's professional development workshops are guaranteed to inspire and empower educators to help **all** students become confident and capable learners.



About Barbara's Trainings...

Every teacher deserves the best in professional development. And Barbara brings it to every training.

What Sets Barbara's Trainings Apart?

I am a teacher. My years in public education have provided me with perspective on the daily challenges (and successes!) of teaching.

FREE Resources. Ten years ago, it would have cost thousands of dollars to acquire curriculum that explicitly and systematically teaches foundational reading skills. That is simply not the case anymore. There is so much out there, but finding it takes time. At the end of each workshop, Barbara provides an extensive resource list filled with FREE curriculum resources, as well as links to websites, research articles and videos to learn more.

Knowledge that transcends curriculum. A curriculum does not teach a child. A trained teacher does. This training provides foundational knowledge about teaching reading that transcends all curriculum.

Personalized for your School and/or District. School and District specific trainings integrate adopted assessments and curriculum. This helps educators understand the connection between the new learning and the assessment and curriculum that is available.

Training Formats...

Live, In-Person



Live, Virtual



Why Not "On-Demand"?

Not all virtual trainings are created equal. One of the hallmarks of Barbara's trainings are that they are interactive. Educators complete group activities, play games, have time for independent practice, and perhaps most valuable of all, get their questions answered in real time. This is simply not possible with an on-demand training.

That being said, virtual trainings are recorded in the event staff are unable to attend or participants want to rewatch a section of the training. These recordings are provided to you for the exclusive use of your school/district.

Whether you choose in-person or virtual, both modalities meet the standard of excellence Barbara has always guaranteed.

SCAN ME



See a short sample of
Barbara in action!



Why is there a range of hours?

I recognize that the logistics of scheduling often determine how much time is available for professional development. I will be flexible and work within those constraints and deliver an exceptional workshop regardless of how much time you have. However...the more time, the better. :-)

Can the hours be "chunked"?

Absolutely! Need to break down a 3 hour workshop into two 90-minute sessions? No problem!

Can I "mix and match" workshops?

Absolutely! Training should meet the needs of your school and district.

What is the cost?

A full day training (approximately 6 hours) costs \$6,995. This cost includes all consumable and digital materials. For live, in-person trainings, travel costs are additional.

How do I schedule?

Barbara's training calendar fills up quickly! Advance planning is necessary if you have specific days and times in mind. Email info@pdxreading.com, and Michelle Powers, Director of Operations, will help with the next steps!

Have a PD idea in mind?

This catalog is a collection of Barbara's most popular workshops. That doesn't mean she can't present on other areas related to literacy. Have a PD idea in mind? Let's talk!

Want to talk to Barbara?

Please call (503.843.8410) or email (info@pdxreading.com) and we'll set up a time to answer your questions and discuss your school and/or district's specific needs.

The Science of Reading: The Foundation for All Learning

“Children are wired for sound. But print is an optional accessory that must be painstakingly bolted on”.

Mary-Ann Wolf

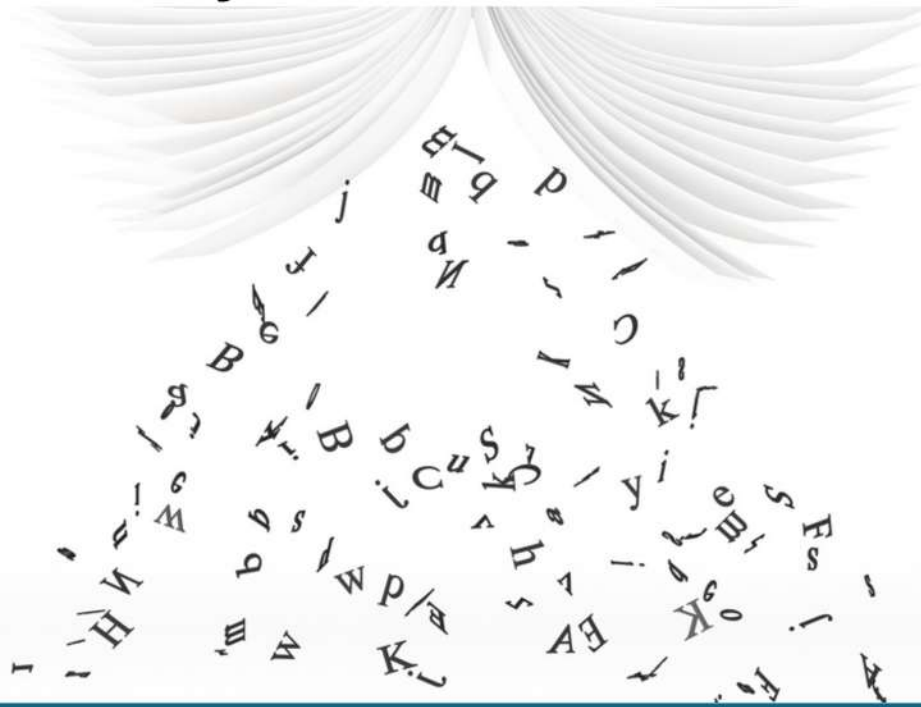


At the end of this workshop, educators will:

- Understand learning to read is not natural.
- Explain the Simple View of Reading and Scarborough's Reading Rope.
- Explain the domains of language and their importance to proficient reading and writing.
- Explain a scientifically valid model of the language processes underlying reading and writing.
- Identify and explain major research findings regarding the contribution of environmental factors to literacy outcomes.
- Match examples of student responses and learning behavior to phases in language and literacy development.
- Explain how a weakness in each component skill of oral language, reading, and writing may affect other related skills and processes across time.



Dyslexia Decoded



Dyslexia represents the most common and most prevalent of all known learning disabilities and impacts approximately 1 in 5 individuals.

National Institute of Health

At the end of this workshop, educators will:

- Explain the reasoning or evidence behind the main points in the definition of dyslexia.
- Address common myths and misconceptions about dyslexia.
- Recognize that reading difficulties coexist with other cognitive and behavioral problems.
- Explain a scientifically valid model of other cognitive influences on reading and writing including RAN, executive function, working memory, etc.
- Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- Recognize the characteristics of individuals with dyslexia by age and grade level.
- Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties.
- Explore accommodations that level the playing field for individuals with dyslexia.
- Recognize the power of early intervention.



Preventing Intervention: Explicit Core Instruction for *ALL* Students

Part 1 of 2: Phonological Awareness



The most common cause of children's early difficulties in acquiring accurate and fluent word recognition skills involves individual differences in their phonological knowledge and skills.

(Torgeson, 2002)



At the end of this workshop, educators will:

- Differentiate between phonological awareness and phonemic awareness.
- Discuss the research relating to phonological awareness.
- Explicitly state the goal of any phonological awareness activity.
- Select and implement activities that match a student's developmental level of phonological skill.
- Demonstrate instructional activities that identify, match, blend, segment, substitute and delete sounds.
- Successfully produce vowel and consonant phonemes.
- Support instruction with manipulative materials and movement.
- Direct students' attention to speech sounds during reading, spelling and vocabulary instruction.
- Explicitly contrast first and second language phonological systems, as appropriate, to anticipate which sounds may be most challenging for the second language learner.

Part 2 of 2: Beginning Decoding



The aim of phonics instruction is to help children acquire alphabetic knowledge and use it to read and spell words.

Ehri, 2004

At the end of this workshop, educators will:

- Understand the research supporting Structured Literacy instruction and how effective instruction changes brain function.
- Identify the tenants of Structured Literacy.
- Apply the six principles of explicit instruction.
- Explain systematic, cumulative instruction.
- Understand the importance of frequent feedback and practice to build automaticity.
- Identify the characteristics of simultaneous, multi-sensory instruction.
- Identify the sub-skills required for accurate and fluent word recognition.
- Understand the connection between phonology, orthography, and morphology.
- Learn how to map phonemes to graphemes (orthographic mapping).
- View and plan lessons with a cumulative progression of word recognition skills that build one on another.
- Understand the progression of phonics skills.
- Learn a strategy for teaching high frequency, irregular words.

CORE + MORE: TEACHING FOUNDATIONAL READING SKILLS TO STUDENTS IN GRADES 2 AND BEYOND

PART 1 OF 3: PHONOLOGICAL AWARENESS



While phonological awareness is generally taught and mastered in Pre-K-1st grade, older struggling readers need developmentally appropriate interventions in this area to become skilled readers.

At the end of this workshop, educators will:

- Understand the connection between phonological awareness and decoding.
- Learn how to efficiently assess phonological awareness for the purposes of small group differentiation.
- Learn how to teach phonological awareness skills to students as part of small group or whole group instruction.

"The most common source of reading difficulties is poor phonemic awareness"

David Kilpatrick



PART 2 OF 3: DATA BASED DECISION MAKING

"Research has clearly shown that good formative assessment practices lead to more effective instruction and increased student achievement".

Larry Berger

Oral reading fluency assessments are most often the only data educators have to make instructional decisions. However, oral reading fluency is the outcome of solid foundational skills (phonological awareness and sound-symbol knowledge). When students are slow and/or inaccurate readers, we must figure out where the holes are before we can figure out how to fill them.

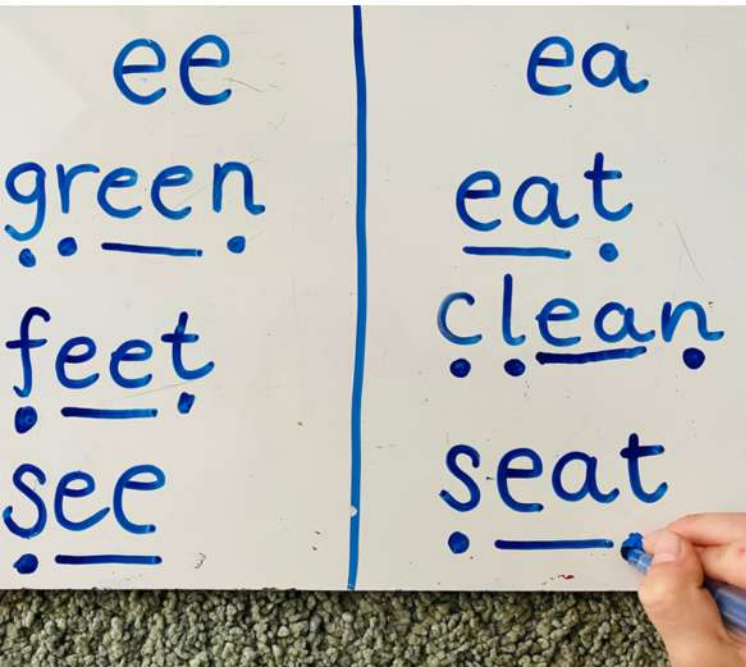
At the end of this workshop, educators will:

- Determine why the need for more targeted assessment is necessary for isolating weaknesses.
- Learn the four times of assessments, their purpose, and when to use each: screening, diagnostic, progress monitoring, outcome.
- Administer and interpret a diagnostic decoding survey and a developmental spelling inventory to accurately and efficiently determine which orthographic skills students have mastered and where instruction should begin.
- Examine a scientifically valid model of the stages of orthographic knowledge.
- Understand the scope and sequence of the English language (not curriculum specific; i.e. r-controlled vowels, consonant -le).
- Determine students' instructional needs using case study



PART 3 OF 3:

EXPLICIT INSTRUCTION IN SOUND-SYMBOL KNOWLEDGE



Teaching the code of written English in a systematic and explicit manner has been empirically shown to have superior results compared to methods that do not explicitly and systematically teach the code.

Brady, 2011; Ehri, Nunes, Stahl, & Willows, 2001; NELP, 2008; NICHD, 2000; Share, 1995

You can not teach what you do not know. Many educators have never received training in how to teach sound-symbol correspondences in English. And we all know a curriculum does not teach a child...a trained teacher does.

At the end of this workshop, educators will:

- Understand the research supporting Structured Literacy instruction and how effective instruction changes brain function.
- Identify the tenants of Structured Literacy.
- Apply the six principles of explicit instruction.
- Explain systematic, cumulative instruction.
- Understand the importance of frequent feedback and practice to build automaticity.
- Identify the characteristics of simultaneous, multi-sensory instruction.
- Explicitly and effectively teach concepts of word recognition and phonics, including: syllable types, chopping rules, and morphology.
- Apply concepts to reading single words, phrases, and connected text.
- Demonstrate the simultaneous use of two or three learning modalities to increase engagement and enhance memory.
- Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression.
- Learn how to scaffold connected text for struggling readers.
- Evaluate evidence based curriculum.

SUPPORTING OLDER STRUGGLING READERS

Supporting struggling readers at the secondary level require a balance between instruction, accommodation and inspiration. This workshop focuses on these three areas for supporting students in middle school and beyond.

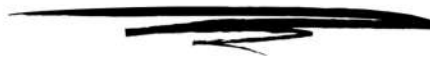


Secondary Educators



4-6 Hours Total

PART 1: INSTRUCTION



80% of multisyllabic words have one or more affixes. Strategies to analyze words at the morpheme level simultaneously builds students' skills in decoding and vocabulary knowledge.

At the end of this workshop, participants will:

- Define morpheme, free and bound bases, and affixes.
- Recognize the most common prefixes, roots, suffixes, and combining forms in English content words, and analyze words at both the syllable and morpheme levels.
- Recognize advanced morphemes.
- Match or identify examples of word associations, antonyms, synonyms, multiple meanings and uses, semantic overlap, and semantic feature analysis.
- Compare explicit vs. implicit vocabulary instruction.
- Develop explicit strategies to teach vocabulary.



PART 2:

ACCOMMODATIONS

Accommodations don't change *what* students learn in school. They change *how* students learn and how they get their work done. At the secondary level, access to accommodations is essential for success.



At the end of this workshop, educators will:

- Address common myths and misperceptions around the use of accommodations.
- Differentiate between accommodation and modification.
- Experience the challenges of decoding, slow processing speed, handwriting, and working memory via simulation.
- Develop a repertoire of assistive technology tools for reading and writing
- Understand how to integrate assistive technology into content area coursework.

PART 3:

INSPIRATION



In addition to effective intervention and a plan of accommodations, supporting the social-emotional needs of struggling learners is of utmost importance. Reshaping the narrative of what it means to be "smart" through explicit instruction in mindset, multiple intelligences, and understanding how our brains learn leads to increased confidence, motivation, and acceptance that we're all smart, but in different ways.

At the end of this workshop, educators will:

- Address common myths and misperceptions about the correlation between intelligence and academic achievement.
- Understand the impact of relationships on student achievement.
- Investigate John Hattie's study (Visible Learning).
- Develop strategies to explicitly teach multiple intelligences and growth mindset.
- Investigate resources for parent engagement to support student growth.

FLUENCY

“...while fluency in and of itself is not sufficient to ensure high levels of reading achievement, fluency is absolutely necessary for that achievement because it depends upon and typically reflects comprehension”.

(Pikulski & Chart, 2005)

At the end of this workshop, educators will:

- Understand the role of decoding and language comprehension in skilled reading comprehension.
- Identify the factors that contribute to deep comprehension and understanding.
- Determine which students need a fluency-oriented approach to instruction using screening, diagnostic, and progress monitoring assessments.
- Design lesson plans that incorporate fluency-building activities into instruction at sub-word and word levels.
- Identify student interests and needs to motivate independent reading.
- Make appropriate recommendations for use of assistive technology.



ALL



2 Hours
(each workshop)



(LANGUAGE) COMPREHENSION

**Reading comprehension is an outcome,
not a strategy.**

-Anita Archer

At the end of this workshop, educators will:

- Understand the role of decoding and language comprehension in skilled reading comprehension and that reading comprehension challenges that are not the result of word recognition deficits are general to language comprehension rather than specific to reading.
- Identify the factors that contribute to deep comprehension and understanding, as identified on Scarborough's Reading Rope.
- Demonstrate the use of explicit strategy instruction as supported by research for each strand of the reading rope: Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy Knowledge.

WE'VE SCREENED FOR DYSLEXIA...NOW WHAT?!



Screening for the warning signs of dyslexia is the first step in preventing later reading difficulties. However, there is widespread misunderstanding about what a screener tells us and more importantly, what to do with the data. Connecting the dots between screening data and how to deliver evidence-based instruction in response to the data collected is the goal of this workshop.

At the end of this workshop, educators will:

- Understand the importance of screening for dyslexia in K/1.
- Identify the components of a dyslexia screener.
- Interpret screening data.
- Connect screening data to interventions that explicitly and systematically teach foundational reading skills.
- Learn how to monitor progress and identify when students are in need of intensified instruction.



ASSESSMENT OF AND FOR LEARNING

“A student who fails to read adequately in 1st grade has a 90% probability of reading poorly in 4th grade and a 75% probability of reading poorly in high school.”

(Gabrieli, 2009)

**ASSESSMENT
DRIVES
INSTRUCTION.**



At the end of this workshop, educators will:

- Understand the importance of early identification and intervention.
- Compare the student characteristics of difficulties with decoding vs. language comprehension.
- Learn about the four types of assessments.
- Explain why individual students are or are not at risk in reading based on their performance on the screening assessments.
- Administer educational diagnostic assessments of phonological awareness, rapid automatic naming, sound-symbol knowledge, oral reading fluency and comprehension.
- Determine what type of instruction and interventions students need based on assessment data.
- Understand the profile of a student with dyslexia.



INTENSIFYING INSTRUCTION



At the end of this workshop, educators will...

- Learn and demonstrate understanding of the Taxonomy of Intervention Intensity.
- Write appropriate, specific recommendations for instruction and educational programming based on assessment data.
- Explicitly and effectively teach concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text.
- Demonstrate the simultaneous use of two or three learning modalities to increase engagement and enhance memory.
- Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression.

"...instruction must be relentless and amplified in every way possible so that it penetrates and takes hold".

Sally Shaywitz





How do children **learn to read**?...

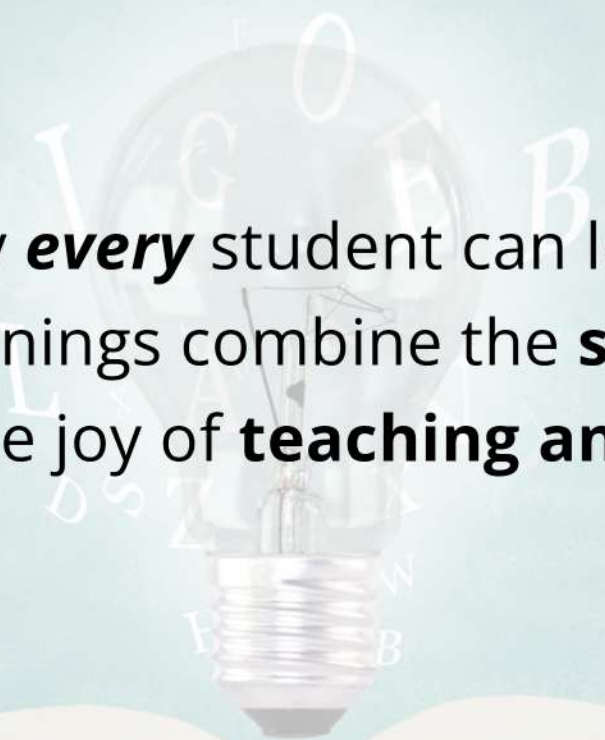
The answer is the **same for all children**.

Cultural, economic and educational circumstances obviously affect children's progress, but **what they NEED** to learn **does not change**.



-Mark Seidenberg

Cognitive Neuroscientist, Professor, Author



Virtually **every** student can learn to read.
Barbara's trainings combine the **science of reading**
with the joy of **teaching and learning**.



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