



Stern Center  
for Language and Learning

# Professional Learning for EDUCATORS



2011-2012 CATALOG

Stern Center for Language and Learning

Please visit [www.sterncenter.org](http://www.sterncenter.org) for weekly course updates



# Partners in Excellence

Collaborating to improve student learning!

## What Do We Know?

We know we must provide systematic, explicit, evidence-based instruction to ALL children in literacy and social learning.

## Let Us Help You

- Build teacher conceptual knowledge for literacy learning to strengthen ALL core programs
- Use tools to analyze student learning in order to differentiate instruction
- Develop social cognition skills across all grade levels, in ALL classrooms, for ALL students, to build positive behavior

## How?

- Conduct a needs assessment for schools
- Design a professional learning plan customized for your school
- Develop a common teacher vocabulary for literacy and social cognition
- Improve collaboration for instruction to meet Common Core state standards
- Help analyze student data for program efficacy

Design your professional learning plans with the Stern Center's expert staff

Design a systems plan using our expertise:

- Early childhood literacy
- Elementary-adolescent literacy
- Social cognition
- Response to intervention approach

### System Elements:

Take stock of your system

- Identify current programs and practices
- Identify evidence-base for programs
- Evaluate fidelity and effectiveness

Develop assessment system

- Identify data
- Collect data
- Analyze data

Refine implementation

Learn and establish new practices

OR

Arrange our courses to suit your needs:

All of our professional learning workshops and courses can be delivered in your school district to accommodate your School Action Plan or other targeted professional learning goals. Offerings are available as single items or in any combination suited to your particular needs.

## Early Childhood Literacy

BUILDING BLOCKS FOR LITERACY® is the Stern Center research and knowledge core for early childhood literacy based on findings from the National Research Council and National Early Literacy Panel.

[www.buildingblocksforliteracy.org](http://www.buildingblocksforliteracy.org)

- ◆ Learn effective early literacy practices identified by research
- ◆ Participate in on-site mentoring
- ◆ Establish a social network of providers, teachers, and families
- ◆ Create an assessment system to monitor progress
- ◆ Analyze results and use them to identify next steps

### RELEVANT COURSES:

**BUILDING BLOCKS**  
pages 10-11

## Elementary-Adolescent Literacy

T•I•M•E for Teachers is the Stern Center's research and knowledge core for elementary through adolescent literacy based on the findings from the National Research Council and National Reading Panel.

- ◆ Learn effective literacy practices identified by research
- ◆ Participate in on-site coaching
- ◆ Integrate evidence-based practices into lesson plans
- ◆ Develop an assessment system to monitor progress
- ◆ Analyze results and use them to identify next steps

### RELEVANT COURSES:

**T•I•M•E for Teachers**  
page 12

**Wilson Workshops**  
pages 14-15

**Preparing for the Common Core in English**  
pages 16-17

**Morphology: A Missing Link in Literacy Instruction**  
page 19

## Social Cognition

The Stern Center's Social Understanding and Communication Services program is predicated on the work of Michelle Garcia Winner, Stephen Gutstein, Ph.D., Carol Gray, Kari Dunn Buron, Mitzi Curtis, Kathleen Quill, Ph.D., Ross Greene, Ph.D., and others.

- ◆ Frame your existing practices around social and emotional learning
- ◆ Utilize current best practices to improve school and classroom climate
- ◆ Model and practice strategic applications
- ◆ Create and implement small group instructional models and activities
- ◆ Embed targeted interventions in classroom instructional practices
- ◆ Develop your own site-based social learning collaborative

### RELEVANT COURSES:

**Social Cognition**  
page 22

**Social Understanding Modules**  
page 23

## Responsiveness to Intervention

The US Department of Education, the National Research Center on Learning Disabilities, and the RTI Action Network represent the Stern Center's core knowledge and research base for Responsiveness to Intervention.

### Take stock of your system

- ◆ Learn and establish scientific, research-based instructional interventions at all tiers
- ◆ Establish a school and/or district RTI implementation team

### Identify current programs and practices

- ◆ Identify evidence-based programs
- ◆ Evaluate fidelity, integrity, and effectiveness of all tiers of instruction

### Develop assessment system

- ◆ Identify and collect data
- ◆ Administer assessments and screenings
- ◆ Monitor progress

### Analyze data

### Refine implementation

To design an RTI model for your school, please contact Janna Osman, M.Ed., at [josman@sterncenter.org](mailto:josman@sterncenter.org)



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## A Message from Janna!



This year has seen ongoing collaborations in the development of our “Partners in Excellence”. As we began to scratch the surface of change together, we discovered what next steps to take:

- provide the evidence-based instruction necessary to close the achievement gap
- insure that our children enter kindergarten ready to learn
- provide the underpinnings for successful social and emotional learning

We have learned from you what your core challenges have been and have adapted our programs to meet those needs. This catalog presents options for professional learning that can be adapted for your unique school system. As you go through the catalog, you will learn about four models for school improvement.

- BUILDING BLOCKS FOR LITERACY®
- T•I•M•E for Teachers™: The Foundations of Literacy
- Social Understanding and Communication
- Responsiveness to Intervention (RTI)

There are also many opportunities for you to assemble your own design. Study our catalog and arrange courses to suit your needs. Let us help you design a customized professional learning plan to expand teacher knowledge.

We look forward to working with you!

*Janna Osman*

Janna Osman, M.Ed.  
Program Director  
Professional Learning

# Featured Workshop

Social Thinking Tools for the Classroom & Narrative Intervention



**May 2, 2011**

8:30a.m.-3:00p.m.

Doubletree Hotel Burlington  
1117 Williston Road, South Burlington

**Maryellen Moreau**, President of MindWing Concepts is coming to Vermont to share her narrative intervention program, a blend of linguistic, cognitive, and social knowledge. It is particularly important for professionals who interact with children on the **Autism Spectrum**, with **ADD**, or similar **social** and communication **challenges**.

*"Maryellen's work is inspiring. She has developed a concrete visual, multisensory method for helping students and teachers explore how we engage in critical thinking to help with reading comprehension, written expression and social interaction. Maryellen is an excellent educator, fun to learn from while also finding really clever ways to make complex ideas teachable to kids who struggle with complex concepts. If you like to learn about social thinking, you will find this an important tool to add to your social thinking tool kit."*

Michelle Garcia Winner  
Pioneer of Social Thinking® treatment methodology

**Cost: \$135**

Register online or mail a completed registration form to Linnea Oosterman.

## BUILDING BLOCKS FOR LITERACY®

12-Hour Online

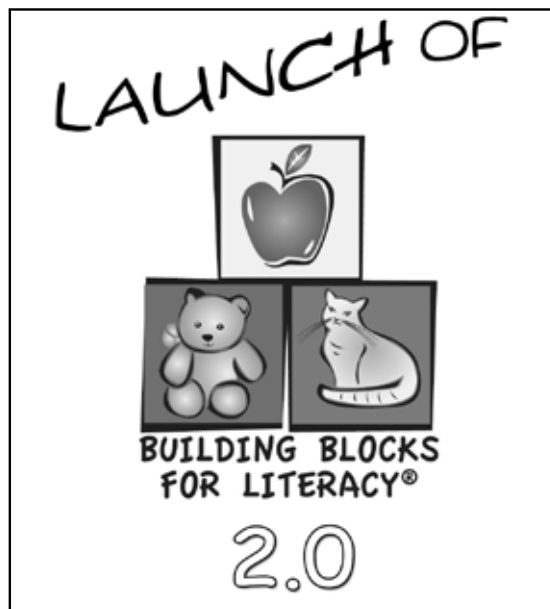
Free

Major funding from the Emily Hall Tremaine Foundation enabled the Stern Center to develop the live BUILDING BLOCKS format into a **free online course** and supported its recent reformatting.

BUILDING BLOCKS FOR LITERACY® 12-hour online course is a self-paced, research-based, early literacy program, which may be taken at no cost, to learn strategies determined by the National Research Council to prepare children to learn to read.

This interactive course includes play-based games and activities for language and vocabulary development, shared book reading, phonological awareness, and the speech-to-print connection including alphabet knowledge. Participants may return to the course unlimited times, complete it in sections, and review concepts.

Participants who may take the online course for credit should register, complete the pre-test, complete the post-test (with at least 80% accuracy), receiving a 12-hour professional development certificate for a fee of \$50.00. This course is aligned with the Head Start Framework of Learning Opportunities and meets criteria for the national Child Development Associate Credential (CDA). The accompanying Family Forum depicts parents and children incorporating the play-based strategies into daily events.





# Stern Center

## for Language and Learning

### 2011-2012 Calendar-at-a-Glance

This year's catalog has identified the instructional "Tier" being targeted with each program descriptor.

**Tier 1**, at the universal level, refers to both academic and social/behavior development in the general education classroom for ALL learners.

**Tier 2**, at the supplemental level, is for 10-20% of students who need targeted intervention in addition to their general education instruction.

**Tier 3**, at the tertiary level, is for 1-5% of students who require intensive intervention. For identification of specific learning disabilities, this is the tier in which special education timelines begin. Students with significant behavioral/social concerns may also require this level of support. It is hoped that collaborative teams from schools will participate in the program offerings across all tiers to enhance student learning school wide.

#### Year Long / Multiple Month Workshops

Date	Workshop
5/26/2011, 6/2/2011, 6/9/2011	BUILDING BLOCKS FOR LITERACY® 6-Hour Applied Training Barre, VT Page 11
6/28/2011, 7/5/2011, 7/12/2011, 7/19/2011, 7/26/2011, 8/2/2011, 8/9/2011, 8/16/2011	BUILDING BLOCKS FOR LITERACY® 3-Credit Undergraduate Course Williston, VT Page 10
7/7/2011, 7/21/2011, 8/9/2011	T•M•E for Teachers Guided™ Grades K-6 Berlin, VT Page 12
9/12/2011, 9/26/2011, 10/10/2011, 10/24/2011, 11/7/2011, 11/28/2011, 12/12/2011	T•M•E for Teachers Guided™ Grades K-6 Williston, VT Page 12
9/27/2011, 10/4/2011, 10/11/2011, 10/18/2011, 10/25/2011, 11/1/2011, 11/8/2011, 11/15/2011, 11/22/2011, 11/29/2011, 12/6/2011	Social Cognition I - Social Learning Instruction for K-12 Students Williston, VT Page 22
9/29/2011, 10/6/2011, 11/3/2011, 12/1/2011	Social Learning Collaborative Williston, VT Page 22
1/11/2012, 1/25/2012, 2/15/2012, 3/7/2012, 3/28/2012, 4/11/2012, 5/2/2012	T•M•E for Teachers Guided™ Grades K-6 Williston, VT Page 12
1/12/2012, 1/19/2012, 1/26/2012, 2/2/2012, 2/9/2012, 2/16/2012, 2/23/2012, 3/8/2012	BUILDING BLOCKS FOR LITERACY® 3-Credit Undergraduate Course Barre, VT Page 10
1/15/2012-5/11/2012	T•M•E for Teachers Online™ Gr. K-6 Page 12
1/16/2012, 1/23/2012, 1/30/2012, 2/6/2012, 2/13/2012, 3/12/2012, 3/19/2012, 3/26/2012, 4/2/2012, 4/9/2012, 4/30/2012	Explicit Approaches to Writing Williston, VT Page 18

#### Workshops by Month

May	
Date	Workshop
5/2/2011	Social Thinking Tools for the Classroom and Narrative Intervention South Burlington, VT Page 5
5/3/2011	Fundations Workshop® (Level K) Williston, VT Page 15
5/4/2011	Fundations Workshop® (Level 1) Williston, VT Page 15
5/5/2011	Social Cognition: A Model for Managing Anxiety and Improving Self-Regulation White River Jct., VT Page 23
5/5/2011	Social Cognition: Visual Methods for Improving Social Understanding White River Jct., VT Page 23
5/12/2011	Solving the Social Equation: Developing Social Understanding Groups Williston, VT Page 24
5/17/2011	Fundations Workshop® (Level 2) Williston, VT Page 15
5/18/2011	Fundations Workshop® (Level 3) Williston, VT Page 15
5/24/2011, 5/25/2011	Keys to Literacy Williston, VT Page 18

June	
Date	Workshop
6/20/2011, 6/21/2011, 6/22/2011, 6/23/2011, 6/27/2011, 6/28/2011, 6/29/2011	Orton-Gillingham Institute Associate Level Training Williston, VT Page 13



<b>August</b>	
<b>Date</b>	<b>Workshop</b>
8/1/2011, 8/2/2011, 8/3/2011, 8/4/2011, 8/9/2011, 8/10/2011, 8/11/2011	BUILDING BLOCKS FOR LITERACY® 3-Credit Graduate Course Williston, VT Page 10
8/10/2011, 8/11/2011, 8/12/2011, 8/15/2011, 8/16/2011, 8/17/2011	Explicit Approaches to Writing Williston, VT Page 18
8/15/2011, 8/16/2011	Wilson Just Words® White River Jct., VT Page 15
8/17/2011, 8/18/2011, 8/19/2011, 8/22/2011, 8/23/2011	Structured Language: Making your way through the Maze White River Jct., VT Page 20

<b>September</b>	
<b>Date</b>	<b>Workshop</b>
9/17/2011	BUILDING BLOCKS FOR LITERACY® 6-Hour Applied Training Upper Valley Page 11
9/19/2011, 9/20/2011, 9/21/2011	Wilson Reading System® Introductory Workshop-Applied Methods White River Jct., VT Page 14
9/22/2011	Fundations Workshop® (Level K) White River Jct., VT Page 15
9/22/2011	Social Cognition: A Model for Managing Anxiety and Improving Self-Regulation Williston, VT Page 23
9/22/2011	Social Cognition: Visual Methods for Improving Social Understanding Williston, VT Page 23
9/23/2011	Fundations Workshop® (Level 1) White River Jct., VT Page 15
9/24/2011	BUILDING BLOCKS FOR LITERACY® 6-Hour Applied Training St. Albans, VT Page 11
9/26/2011	Wilson Reading System® Level I Certification Start-up White River Jct., VT Page 14
9/27/2011	Fundations Workshop® (Level 2) White River Jct., VT Page 15
9/29/2011	Reading Fluency and Comprehension Elementary Level Williston, VT Page 19

9/30/2011	Reading Fluency and Comprehension Elementary Level White River Jct., VT Page 19
9/30/2011	Fundations Workshop® (Level 3) Williston, VT Page 15
9/30/2011	BUILDING BLOCKS FOR LITERACY® 6-Hour Applied Training Williston, VT Page 11

<b>October</b>	
<b>Date</b>	<b>Workshop</b>
10/3/2011	Fundations Workshop® (Level 3) Williston, VT Page 15
10/6/2011	Fundations Workshop® (Level K) Williston, VT Page 15
10/7/2011	Fundations Workshop® (Level 1) Williston, VT Page 15
10/11/2011	Fundations Workshop® (Level 2) Williston, VT Page 15
10/12/2011	Structure Language: MAZE Tune-Up White River Jct., VT Page 20
10/13/2011	Solving the Social Equation: Developing Social Understanding Groups Williston, VT Page 24
10/15/2011	BUILDING BLOCKS FOR LITERACY® 6-Hour Applied Training Barre, VT Page 11
10/17/2011, 10/18/2011, 10/19/2011	Wilson Reading System® Introductory Workshop-Applied Methods Williston, VT Page 14
10/24/2011	Wilson Reading System® Level I Certification Start-up Williston, VT Page 14
10/26/2011	Executive Function Strategies for the Classroom (Elementary) Williston, VT Page 24

<b>November</b>	
<b>Date</b>	<b>Workshop</b>
11/2/2011, 11/9/2011	Instruction of Students with Severe Learning Disabilities in Literacy Berlin, VT Page 21



Please visit our calendar on [www.sterncenter.org](http://www.sterncenter.org) for the most recent schedule.

11/3/2011, 11/4/2011	Wilson Just Words® Williston, VT Page 15
11/3/2011	Morphology: A Missing Link in Literacy Instruction White River Jct., VT Page 19
11/4/2011	Morphology: A Missing Link in Literacy Instruction Williston, VT Page 19
11/4/2011	Early Screening and Progress Monitoring in Mathematics Williston, VT Page 25
11/10/2011	Social Cognition: A Model for Managing Anxiety and Improving Self-Regulation White River Jct., VT Page 23
11/10/2011	Social Cognition: Visual Methods for Improving Social Understanding White River Jct., VT Page 23
11/11/2011	Getting acquainted with the Common Core's English/Language Arts Standards Williston, VT Page 16
11/11/2011	Early Screening and Progress Monitoring in Mathematics Brattleboro, VT Page 25
11/16/2011	Executive Function Strategies for the Classroom (Elementary) Rutland, VT Page 24

<b>December</b>	
<b>Date</b>	<b>Workshop</b>
12/2/2011	Using Aimsweb to Identify and Progress Monitor Students At Risk of Literacy Challenges Brattleboro, VT Page 25
12/2/2011	Using Phonics and Spelling through Phoneme Grapheme Mapping Williston, VT Page 16
12/7/2011	Executive Function Strategies for the Classroom (Middle & High School) Williston, VT Page 24
12/9/2011	Using Aimsweb to Identify and Progress Monitor Students at Risk of Literacy Challenges Williston, VT Page 25
12/12/2011, 12/13/2011, 12/14/2011	Wilson Reading System® Introductory Workshop-Applied Methods Berlin, VT Page 14

12/19/2011	Wilson Reading System® Level I Certification Start-up Berlin, VT Page 15
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<b>January</b>	
<b>Date</b>	<b>Workshop</b>
1/12/2012	Social Cognition: A Model for Managing Anxiety and Improving Self-Regulation Williston, VT Page 23
1/12/2012	Social Cognition: Visual Methods for Improving Social Understanding Williston, VT Page 23
1/13/2012	Learning about Language through the Common Core Williston, VT Page 17
1/19/2012	Teaching Deep Knowledge of Vocabulary Williston, VT Page 19
1/20/2012	Teaching Deep Knowledge of Vocabulary White River Jct., VT Page 19

<b>February</b>	
<b>Date</b>	<b>Workshop</b>
2/3/2012	Examining the Structure and Complexity of Text using the Common Core Williston, VT Page 17
2/8/2012	Executive Function Strategies for the Classroom (Elementary) Williston, VT Page 24
2/9/2012	Solving the Social Equation: Developing Social Understanding Groups Williston, VT Page 24
2/9/2012, 2/10/2012	Keys to Literacy White River Jct., VT Page 18

<b>March</b>	
<b>Date</b>	<b>Workshop</b>
3/9/2012	Writing Across the Curriculum with the Help of the Common Core Williston, VT Page 17
3/12/2012	Foundations Workshop® (Level K) White River Jct., VT Page 15
3/14/2012, 3/21/2012	Instruction of Students with Severe Learning Disabilities in Literacy Berlin, VT Page 21

Please visit our calendar on [www.sterncenter.org](http://www.sterncenter.org) for the most recent schedule.



3/14/2012	Executive Function Strategies for the Classroom (Middle & High School) Rutland, VT Page 24
3/15/2012	Social Cognition: A Model for Managing Anxiety and Improving Self-Regulation Williston, VT Page 23
3/15/2012	Social Cognition: Visual Methods for Improving Social Understanding Williston, VT Page 23
3/19/2012	Foundations Workshop® (Level 1) White River Jct., VT Page 15
3/26/2012	Foundations Workshop® (Level 2) White River Jct., VT Page 15
3/30/2012	Foundations Workshop® (Level 3) White River Jct., VT Page 15

4/12/2012	Solving the Social Equation: Developing Social Understanding Groups White River Jct., VT Page 24
4/26/2012, 4/27/2012	Wilson Just Words® Berlin, VT Page 15

<b>April</b>	
<b>Date</b>	<b>Workshop</b>
4/5/2012	Reading Fluency and Comprehension Middle & High School Level Williston, VT Page 19
4/6/2012	Reading Fluency and Comprehension Middle & High School Level White River Jct., VT Page 19
4/11/2012	Executive Function Strategies for the Classroom (Middle & High School) Williston, VT Page 24

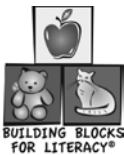
<b>May</b>	
<b>Date</b>	<b>Workshop</b>
5/3/2012	Social Cognition: A Model for Managing Anxiety and Improving Self-Regulation Williston, VT Page 23
5/3/2012	Social Cognition: Visual Methods for Improving Social Understanding Williston, VT Page 23
5/4/2012	Foundations Workshop® (Level K) Williston, VT Page 15
5/7/2012	Foundations Workshop® (Level 1) Williston, VT Page 15
5/14/2012	Foundations Workshop® (Level 2) Williston, VT Page 15
5/18/2012	Foundations Workshop® (Level 3) Williston, VT Page 15

<b>June</b>	
<b>Date</b>	<b>Workshop</b>
6/18/2012, 6/19/2011, 6/20/2011, 6/21/2012, 6/25/2012, 6/26/2012, 6/27/2012	Orton-Gillingham Institute Associate Level Training Williston, VT Page 13



In collaboration with the Department of Education, it has been determined that:

- (a) If you take the workshop for credit, you may apply it toward requirements for endorsement as a Reading English Language Arts Specialist in Vermont.
- (b) The workshop may be applied toward the additional endorsement requirements as a Reading English Language Arts Specialist Vermont for peer review.



# BUILDING BLOCKS

### BUILDING BLOCKS FOR LITERACY® 3-Credit Undergraduate Course

Instructor: Brenda Buzzell, M.Ed., Stern Center  
 Time: 5:30 p.m.-8:30 p.m.  
 Cost: \$525 for course, additional \$390 for 3 undergraduate credits available through Union Institute & University

#### Overview

BUILDING BLOCKS FOR LITERACY® gives early childhood professionals research-based strategies to develop important early literacy skills essential for children learning to read. Based on recommendations from the National Research Council, and the outcomes of the 2008 National Early Literacy Panel, the Stern Center's BUILDING BLOCKS course includes theoretical information, concrete strategies, and practical activities to support professionals as they build the emergent literacy skills of three- to five-year-olds.

Participants will have the choice of receiving 24-hours of continuing education credit or 45-hours of professional development for 3 undergraduate college credits.

Participants will receive professional development in the areas of:

- Vocabulary and language development
- Phonological awareness
- Shared book reading
- Speech-to-print connection
- Assessment
- Transition to kindergarten

At the start of the first class all participants will be **required** to have: *Literacy for Young Children: A Guide for Early Childhood Educators* by Priscilla L. Griffith, Sara Ann Beach, Jiening Ruan, A. & Loraine Dunn and *Starting Out Right: A Guide to Promoting Children's Reading Success*, by Susan Burns, Peg Griffin, & Catherine Snow (to be purchased by participant).

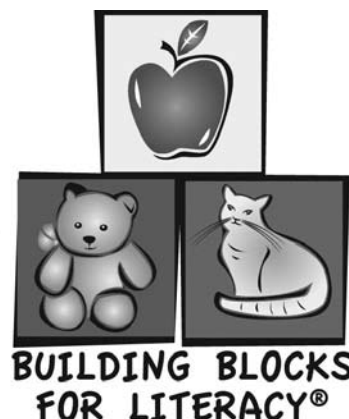
Optional text: *Bringing Words to Life*, Isabel Beck, Margaret G. McKeown, Linda Kucan; *Assessing Preschool Literacy Development*, Billie J. Enz, Lesley Mandel Morrow.

Scholarships available: (funded through the A.D. Henderson Foundation): 45-hours of professional development for early care and education providers who attend a 6-hour BUILDING BLOCKS FOR LITERACY® Applied training and are working in VT Registered Family Homes or Licensed Center programs. Please contact Brenda Buzzell, Coordinator, at [bbuzzell@sterncenter.org](mailto:bbuzzell@sterncenter.org) for more information. A total of 20 scholarships are available statewide.

This course is aligned with the VT Core Competencies for Early Childhood Professionals, Northern Lights Level II Core Curriculum, the VT Early Learning Standards and CDA #2, 4, 6, 7, & 8.

BUILDING BLOCKS is a component of the A.D. Henderson Foundation's Vermont Preschool Literacy Initiative. Now in its tenth year, A.D.

Henderson Foundation support has enabled the Stern Center to provide BUILDING BLOCKS at no or low cost to hundreds of Vermont early care and education providers, impacting the learning outcomes of thousands of preschoolers.



Date	Location	Course Code
6/28/2011, 7/5/2011, 7/12/2011, 7/19/2011, 7/26/2011, 8/2/2011, 8/9/2011, 8/16/2011	Williston, VT	BB32 (a,b)
1/12/2012, 1/19/2012, 1/26/2012, 2/2/2012, 2/9/2012, 2/16/2012, 2/23/2012, 3/8/2012	Barre, VT	BB31 (a,b)

### BUILDING BLOCKS FOR LITERACY® 3-Credit Graduate Course

Instructor: Brenda Buzzell, M.Ed., Stern Center  
 Time: 8:30 a.m.-3:30 p.m.  
 Cost: \$825 for course, additional \$550 for 3 graduate credits available through Champlain College

#### Overview

BUILDING BLOCKS FOR LITERACY® provides a conceptual understanding of the research-based components necessary to deliver effective language and literacy learning opportunities across education settings. Participants will become familiar with ongoing evidence-based practices that integrate current research with family and professional wisdom and values. Participants will learn how language acquisition, phonological awareness, shared book reading, and the speech-to-print connection contribute to a quality literacy program. There will be an in-depth study of language pragmatics, vocabulary, comprehension and the alphabetic principle in order to identify early learning literacy gaps and apply strategies to scaffold children's learning.

## Topical Outline:

- Early literacy research including necessary components to help children build early literacy skills
- Observation strategies and assessment tools
- Research-based strategies to build language pragmatics in the classroom
- Data-based decision-making to scaffold vocabulary and comprehension learning
- Adaptation of the learning environment to meet learning goals
- The relationship of phonemic awareness and alphabet knowledge to master the alphabetic principle

The **required books** to be purchased by the participant for the BUILDING BLOCKS grad course are:

*Starting Out Right: A Guide to Promoting Children's Reading Success*, Susan Burns, Peg Griffin, Catherine Snow

*Oral Language and Early Literacy in Preschool: Talking, Reading and Writing*, Kathleen A. Roskos, Patton O. Tabors, Lisa A. Lenhart

*Literacy and Young Children: Research-Based Practices*, edited by Diane M. Barone and Lesley Mandel Morrow

Date	Location	Code
8/1/2011, 8/2/2011, 8/3/2011, 8/4/2011, 8/9/2011, 8/10/2011, 8/11/2011	Williston, VT	BBG1 (a,b)

## BUILDING BLOCKS FOR LITERACY® 6-Hour Applied Training

Instructor: Brenda Buzzell, M.Ed., Stern Center  
Time: 9:00 a.m. - 4:00 p.m. (unless otherwise noted)  
Cost: \$180 (If you are an early care and education provider, pre-school teacher, staff, or a parent who home schools in Vermont, the A.D. Henderson Foundation has generously supplied grant dollars to reduce your cost to \$35.)

### Overview

BUILDING BLOCKS FOR LITERACY® offers play-based strategies determined by the National Research Council and recommendations of the 2008 National Literacy Panel. Trainings support early care and education providers as they build the emergent literacy skills of three- to five-year-old children.

Professional development provided in the areas of:

- Language development
- Shared book reading / increased vocabulary
- Phonological awareness
- Speech-to-print connection
- Alphabet knowledge

6-hour professional development training (limit of 30 participants per site): Includes an introduction to the new BUILDING BLOCKS FOR LITERACY® online course, [www.buildingblocksforliteracy.org](http://www.buildingblocksforliteracy.org).

Participants at the training will receive:

- BUILDING BLOCKS FOR LITERACY® manual
- Teaching resource materials
- Children's books and a CD of children's songs that promote phonological awareness
- Opportunity for a scholarship to the 3-credit undergraduate course

Date	Location	Course Code
5/26/2011, 6/2/2011, 6/9/2011	Barre, VT 6:00p.m.-8:00p.m.	BB66
9/17/2011	Upper Valley	BB61
9/24/2011	St. Albans, VT	BB62
9/30/2011	Williston, VT	BB63
10/15/2011	Barre, VT	BB64

BUILDING BLOCKS FOR LITERACY® is now available for contract to school districts to support preschool and kindergarten teachers/staff, their collaborative early care and education providers in family homes and licensed private centers, and parents as they collaborate to transition children into kindergarten to become successful literacy learners.

### Mentorships

Participants who attend the 6-hour training may request a mentor who will offer 6, 1-hour on-site sessions. Mentored sites will receive a Sounds Abound Kit (if not available on site), hand glove puppet wth puppet sets, and 6 children's books. An additional 6 professional development hours will be available to participants who are mentored. Limited to 20 sites.

**Parent Workshops** are available as a mentorship component.

BUILDING BLOCKS FOR LITERACY® is made possible by generous support from the A.D. Henderson Foundation.

## BUILDING BLOCKS FOR LITERACY® 12-Hour Online

Please see page 5 for more details or visit:  
[www.buildingblocksforliteracy.org](http://www.buildingblocksforliteracy.org)



## T•I•M•E for Teachers™ Guided & Online Grades K-6

Instructor: Juliet King, M.Ed., Stern Center  
Cost: \$825/\$1,375

- Graduate credit: 3 credits (optional), St. Michael's College
- Course for continuing education credit (min. 40 hours): \$825, includes materials and copyrighted articles
- Course for 3 graduate credits: \$1,375, includes materials and copyrighted articles

Materials will be delivered the first day of class.

### Overview

T•I•M•E for Teachers™ is an interactive course that integrates Mastering the Alphabetic Principle coursework materials with instructor-led review and application. This course explores explicit and systematic instructional practices consistent with current scientific research in phonological awareness, phonics, fluency, and spelling. Participants will study the developmental framework for teaching the structure of language at the word level to literacy learners. Using developmental frameworks, participants will determine children's reading and spelling levels and needs, and learn how to set instructional goals based on those needs.

T•I•M•E for Teachers™ Online requires participation in instructor-led, internet-based discussions. T•I•M•E for Teachers Guided requires participation in 18 hours of direct classroom contact with a Stern Center Professional Learning Provider.

Participants may take this course for recertification credit or for graduate credits. Participants taking the course for graduate credit (3 credits) will be required to purchase additional materials for reading assignments.

**This course is designed to support students across Tiers 1, 2, and 3.**

Date	Location	Code
7/7/2012, 7/21/2012, 8/9/2012	Berlin, VT 8:00a.m.-3:30p.m.	TG64 (a,b)
9/12/2011, 9/26/2011, 10/10/2011, 10/24/2011, 11/7/2011, 11/28/2011, 12/12/2011	Williston, VT 5:30p.m.-8:30p.m.	TG61 (a,b)
1/11/2012, 1/25/2012, 2/15/2012, 3/7/2012, 3/28/2012, 4/11/2012, 5/2/2012	Williston, VT 5:00p.m.-8:00p.m.	TG62 (a,b)
7/10/2012, 7/24/2012, 8/7/2012	Barre, VT 8:00a.m.-3:30p.m.	TG63 (a,b)
1/15/2012-5/11/2012	ONLINE	TOL1 (a,b)

## Additional Contract Courses Available to Interested Districts

### T•I•M•E for Teachers™ Adolescent Literacy

Participants will consider the full range of reading development as presented through Mastering the Alphabetic Principle, with a focus on literacy skills appropriate for adolescent learners and how to support students who require supplemental instruction to build skills.

### T•I•M•E for Teachers™: Review and Application

Participants will use their knowledge of literacy development from the T•I•M•E for Teachers™ Online and Guided courses to consider meaningful applications for K–6 classrooms. Instructional practices in phonological awareness, phonics, fluency, and spelling will be reviewed and deepened through further consideration of instructional techniques, tools, and activities for the classroom. Participants will develop individualized goals addressing phonological awareness, phonics, fluency, and spelling, and be required to complete assignments, designed to demonstrate learning around each goal, to share with the class.

**These classes are designed to support students across Tiers 1 and 2.**

**Please contact Janna Osman, M.Ed., for more information: [josman@sterncenter.org](mailto:josman@sterncenter.org).**



## Orton-Gillingham Institute Associate Level Training

Instructor: Jean Foss, M.Ed., Founding Fellow/AOGPE, Sandy Murphy B.A., F/AOGPE, Stern Center  
 Janna Osman, M.Ed., Stern Center  
 Length: 8:30 a.m.-4:00 p.m.

### Overview

The Orton-Gillingham Institute Associate Level Training is a program of the Cynthia K. Hoehl Institute for Excellence (CKHIE) at the Stern Center. The Orton-Gillingham (O-G) approach is the foundation underlying all multi-sensory structured language instruction. The O-G curriculum includes instruction in brain-based processes underlying dyslexia, alphabetic phonics, core language processes, diagnostic prescriptive teaching, lesson plan development, and student progress monitoring. Participants in the O-G Summer Institute can enroll in the 45-hour Summer Seminar or become fully certified by the Academy of Orton-Gillingham Practitioners and Educators at the Associate Level (160 hrs).

Orton-Gillingham Associate Level Elements		
45 hours	<b>Summer Session</b> 7 days of instruction Includes materials	\$905*
15 hours	<b>School-Year Seminar</b> In addition to the above 45-hour seminar, three 5-hour continuing seminar sessions available in fall, winter & spring	\$275
100 hours	<b>Practicum</b> 8-month practicum required for those seeking certification as O-G Associate Level Practitioners  *Prerequisite: summer and school-year seminar	\$900* + travel
<b>Total 160 hours</b>		<b>Total \$2,080 + travel</b>

The Cynthia K. Hoehl Institute for Excellence at the Stern Center was developed to serve as an instructional and professional learning laboratory for modeling best educational practices. The Orton-Gillingham Institute and Stern Center for Language and Learning was partially underwritten through the gracious generosity of the Cynthia K. Hoehl Institute for Excellence.

\* Eligible for 3 graduate credits at additional cost.

### Who should attend the Orton-Gillingham Institute?

- Classroom teachers
- Home school educators
- Preservice instructors
- Reading specialists
- Literacy coaches
- Special educators
- Paraprofessionals
- Tutors

### Program Description

#### Seminar Curriculum

- Brain processes underlying dyslexia and the needs of the dyslexic learner
- Alphabetic phonics
- Reliable spelling patterns
- Syllabic and morphemic structures of the English language
- Core language processes, receptive and expressive
- Using and interpreting diagnostic assessment measures
- Diagnostic prescriptive teaching
- Developing student lessons and monitoring progress
- Contemporary issues in schools relative to language and literacy instruction

#### Course Requirements

- Attendance and class participation
- Written summaries of readings
- Student assessments and lesson plans
- Final exam

The trainee who successfully completes the 60-hour course and its associated 100-hour practicum experience will earn the recommendation of the Fellows in support of application for the membership in the Academy of Orton-Gillingham Practitioners and Educators at the Associate level.

Date	Location	Course Code
6/20/2011, 6/21/2011, 6/22/2011, 6/23/2011, 6/27/2011, 6/28/2011, 6/29/2011	Williston, VT	OGA1 (a,b)
6/18/2012, 6/19/2012, 6/20/2012, 6/21/2012, 6/25/2012, 6/26/2012, 6/27/2012	Williston, VT	OGA1 (a,b)



**Prices subject to change.** Please visit our online calendar for updated information.



## Wilson Reading System® Introductory Workshop/Applied Methods

Instructor: Ellen Rogers, M.Ed., Stern Center  
Time: 9:00 a.m.-3:00 p.m.  
Cost: \$525

### Overview

This 15-hour course introduces the principles of multisensory structured language education with the Wilson Reading System (WRS), establishing general program concepts, and providing instruction in the lesson plan format. This workshop serves as a prerequisite for all WRS certification programs.

At the completion of the workshop, attendees will be able to:

- Define dyslexia and describe common characteristics
- Understand WRS principles of instruction and how WRS materials facilitate multisensory, interactive learning
- Identify the lesson parts for Blocks 1, 2, and 3 of the lesson plan
- Write a lesson plan

Graduate credit is available through Fitchburg State University, Fitchburg, MA. Contact Registrar's Office (978) 665-4196 or <http://www.fsc.edu/registrar/wilson.cfm>

It is recommended that, following this workshop, participants also complete the Wilson Reading System® Level I Certification: Practicum.

**This workshop is designed to support students in a special education Tier 3 setting.**

Date	Location	Code
9/19/2011, 9/20/2011, 9/21/2011	White River Jct, VT	W3D1 (b)
10/17/2011, 10/18/2011, 10/19/2011	Williston, VT	W3D2 (b)
12/12/2011, 12/13/2011, 12/14/2011	Berlin, VT	W3D3 (b)

## Wilson Reading System® Level I Certification: Practicum

### For Level I Certification

Instructor: Ellen Rogers, M.Ed., Stern Center  
Length: offered all year  
Cost: \$1,375 + travel and mileage

### Overview

**Prerequisite: WRS Introductory Workshop / Applied Methods and enrollment in the WRS Word Study (Steps 1-6) online course**

The WRS Level I Certification course is designed to prepare teachers to effectively implement WRS Steps 1-6 with students reading and spelling below grade level and those

diagnosed with a language-based learning disability.



**WILSON®**  
Accredited  
Training Partner™

A Wilson Trainer meets with each teacher/student pair five times during the school year, and provides observations with written and verbal feedback. Participants must demonstrate mastery of the Wilson lesson plan, including multisensory techniques and effective strategies in a 1:1 setting.

### Completion Requirements

WRS teachers enrolled in certification must complete all requirements of the program to be WRS Level I Certified.

The following must be completed to obtain WRS Level I Certification:

- Completion of WRS Word Study (Steps 1-6) Online Course
- Practicum: 1:1 Student Instruction with a minimum of 60 lessons of instruction with a lesson plan written for each lesson (student must be approved by Wilson Trainer)
- Five Teacher/Student Observations, as scheduled by the Wilson Trainer (each observation approximately one hour in length)
- Pretesting report, including educational history and current test results of practicum student
- Development of teacher's and student's notebook and student's written work in accordance with WLT program standards
- Demonstration of mastered lesson plan procedures (documented and approved by Wilson Trainer)
- Demonstration of understanding of language concepts through accurate teaching with multisensory procedures
- Demonstration of student success and mastery of decoding/encoding skills
- Post-testing and submission of practicum student report after a minimum of 60 lessons and achievement of Step 4.2

Duration: Participants are encouraged to complete Word Study (WRS Steps 1-6) Online Course and Practicum within the school year.

Note: WRS Level I requirements must be completed within 15 months of program start for certification to be awarded. If requirements have not been completed within the first 15 months, another 15-month extension is available for an additional fee. Participants not completing program requirements within a 30-month period must re-enroll at the prevailing tuition rate.

The practicum student must be approved by Wilson Language Training before instruction begins.

Graduate credit is available through Fitchburg State University, Fitchburg, MA. Contact the Registrar's Office (978) 665-4196 or <http://www.fsc.edu/registrar/wilson.cfm>.

**For more information on program requirements and pricing contact Linnea: [loosterman@sterncenter.org](mailto:loosterman@sterncenter.org).**

Date	Location	Course Code
9/26/2011	White River Jct., VT	WL11 (a,b)
10/24/2011	Williston, VT	WL12 (a,b)
12/19/2011	Berlin, VT	WL13 (a,b)



## Wilson Foundations®

### Level Specific

Instructor: Ellen Rogers, M.Ed., Stern Center, Paula Costello, M.Ed, Stern Center  
 Time: 9:00 a.m.-3:00 p.m.  
 Cost: \$195

#### Overview

Foundations for Grades K-3 is a phonological/phonemic awareness, phonics, and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a Tier 1 and Tier 2 program to help reduce reading and spelling failure.

This 5-hour course provides a practical application of reading research and will prepare teachers to teach Foundations in Prevention (Tier 1) and/or Early Intervention (Tier 2) settings in Grades K-3. At the completion of this workshop attendees will be able to:

- Explain the underlying principles and practical strategies for implementing Foundations
- Engage in the skills, materials, multisensory practices, and activities that are taught at the specific level
- Write lesson plans and practice lesson activities for the specific level

It is recommended that Tier 2 teachers complete the Foundations Intervention/Progress Monitoring Workshop and Wilson Fluency®/Basic Workshop following this workshop.

**This session is designed to support general education and intervention students across Tiers 1 and 2.**

#### Level K

Date	Location	Course Code
9/22/2011	White River Jct., VT	FK01 (b)
10/6/2011	Williston, VT	FK02 (b)
3/12/2012	White River Jct., VT	FK03 (b)
5/4/2012	Williston, VT	FK04 (b)

#### Level 1

Date	Location	Course Code
9/23/2011	White River Jct., VT	FG11 (b)
10/7/2011	Williston, VT	FG12 (b)
3/19/2012	White River Jct., VT	FG13 (b)
5/7/2012	Williston, VT	FG14 (b)

#### Level 2

Date	Location	Course Code
9/27/2011	White River Jct., VT	FG21 (b)
10/11/2011	Williston, VT	FG22 (b)
3/26/2012	White River Jct., VT	FG23 (b)
5/14/2012	Williston, VT	FG24 (b)

#### Level 3

Date	Location	Course Code
9/30/2011	Williston, VT	FG31 (b)
10/3/2011	Williston, VT	FG32 (b)
3/30/2012	White River Jct., VT	FG33 (b)
5/18/2012	Williston, VT	FG34 (b)

### Coaching Visits

Coaching Visits are encouraged throughout the school year to address the specific needs of the teachers. These visits can include co-teaching, modeling, observation and feedback, implementation meetings, and study groups.

Pricing based on individual needs.

### Wilson Just Words®

Instructor: Ellen Rogers, M.Ed., Stern Center  
 Time: 9:00 a.m.-3:00 p.m.  
 Cost: \$350

#### Overview

Just Words for Grades 4-12 and adults provides a practical application of reading research principles and will prepare teachers to teach Just Words in an intervention setting. This 10-hour workshop provides the practice and guidance needed to effectively begin teaching the Just Words curriculum. At the completion of the workshop, attendees will be able to:

- Describe Just Words principles of instruction, the appropriate student population, and the implementation models used
- Review how Just Words materials facilitate multisensory, interactive learning
- Optimize the use of the Instructor Manual
- Plan a Just Words lesson and determine a schedule for a unit
- Practice lesson procedures and activities, reviewing unit structure and material

It is recommended that participants also complete the Just Words Screening and Placement Workshop and Wilson Fluency®/Basic Workshop following this workshop.

**This workshop is designed to support intervention students across Tier 2.**

Date	Location	Course Code
8/15/2011, 8/16/2011	White River Jct., VT	WJW1 (b)
11/3/2011, 11/4/2011	Williston, VT	WJW2 (b)
4/26/2012, 4/27/2012	Berlin, VT	WJW3 (b)



## Preparing for the Common Core in English/Language Arts Series

The Common Core standards K-12 define what students should understand and be able to do by the end of each grade. They were created to insure that students are college and career ready by the end of high school and recognize that one grade level's standards build on those that precede it. Vermont has standards to the Core.

### Getting acquainted with the Common Core for English/Language Arts (ELA) Standards

Instructor: Kathryn Grace, M.Ed., CAGS  
Time: 8:30 a.m.-3:30 p.m.  
Cost: \$180

#### Overview

The English Language Arts Standards have five strands: Reading, Writing, Speaking, Listening and Language. They also include a greater emphasis on informational text and embed the literacy standards in history/social studies, science, and other technical subject into the ELA strands.

What will the Common Core mean to your language arts program and how can you prepare for its implementation? This workshop will help participants explore the Common Core in relationship to their current language arts instruction and professional development goals. Participants will be exposed to a variety of tools that will help them develop standards-based units aligned with the Common Core. Group work time will be part of this workshop so please consider bringing an administrator, teaching colleague, and your laptop with you to this workshop.

This session is designed for teachers and administrators K-5.

Date	Location	Course Code
11/11/2011	Williston, VT	ELA1 (b)

## Using Phonics and Spelling Through Phoneme Grapheme Mapping to Address the Foundational Reading Skills in the Common Core (K-5)

Instructor: Kathryn Grace, M.Ed., CAGS  
Time: 8:30 a.m.-3:30 p.m.  
Cost: \$180

#### Overview

Foundational Reading Skills are clearly defined in the Common Core ELA Standards. They were developed to ensure automaticity of foundational reading skills to include phonological awareness, phonics (including syllable knowledge), and sight word development) Dr. Louisa Moats, a nationally recognized researcher in the field of literacy and a former professor at St. Michael's College in Colchester, VT, played an integral part in their development and the multiple teacher resources developed for their implementation. This workshop will present a K-5 continuum of the Common Core Foundational Reading Skills and its correlation to the instructional sequence used in Phoneme/Grapheme Mapping.

**Course Requirement:** A copy of the book *Phonics and Spelling through Phoneme/Grapheme Mapping* can be ordered through Sopris West or reserve your copy with your registration.

**This session is designed to support students across Tiers 1, 2, and 3 and/or whose instructional levels fall within the K-5 continuum.**

Date	Location	Course Code
12/2/2011	Williston, VT	UPS1 (b)



## Learning About Language through the Common Core

Instructor: Kathryn Grace, M.Ed., CAGS  
 Time: 8:30 a.m.-3:30 p.m.  
 Cost: \$180

### Overview

The ELA language strand of the Common Core focuses on the knowledge of language, and its conventions as well as vocabulary acquisition and use. This workshop will review the learning progression of grammar and usage skills across grade levels as set forth in the Common Core and introduce teachers to strategies that will help reinforce language use in speaking, listening, writing and reading. Multiple strategies to help students build vocabulary and power up their word choices will be shared along with the research of Isabelle Beck and others.

**This session is designed to support students across Tiers 1 and 2 and most relevant for K-5 teachers.**

Date	Location	Course Code
1/13/2012	Williston, VT	LAL1 (b)

## Examining the Structure and Complexity of Text using the Common Core as a Guide

Instructor: Kathryn Grace, M.Ed., CAGS  
 Time: 8:30 a.m.-3:30 p.m.  
 Cost: \$180

### Overview

The Common Core recognizes the importance of text complexity and its relationship to both reading and writing. A greater emphasis is placed on reading and writing nonfiction text across grade levels beginning in the early elementary grades. Understanding text structure is extremely important to the comprehension of expository text. This workshop will focus on the various text structures used by both readers and writers. It will also provide participants with a variety of student friendly graphic organizers to help their students produce clear, coherent writing where the development and organization are appropriate to task, purpose, and audience.

**This session is designed to support students across Tiers 1 and 2 and most relevant for K-5 Teachers.**

Date	Location	Course Code
2/3/2012	Williston, VT	SCT1 (b)

## Writing Across the Curriculum with the Help of the Common Core

Instructor: Kathryn Grace, M.Ed., CAGS  
 Time: 8:30 a.m.-3:30 p.m.  
 Cost: \$180

### Overview

Reading and Writing are complementary processes as recognized by both the Vermont Communication Standards and the Common Core ELA standards, which embed literacy standards into history/social studies, science, and other technical subjects. The Standards acknowledge that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills may be better defined in terms of specific writing types such as arguments, informative/explanatory writing, and narratives. Since writing is central to most forms of research, we must teach children to draw upon and write about evidence from both literary and informational texts. This workshop will introduce a variety of student friendly strategies and graphic organizers for helping young children develop narratives, arguments, explanations, and simple research projects. Writing in elementary science classrooms will also be explored to better help students develop and support their ideas across the curriculum.

**This session is designed to support students across Tiers 1 and 2 and most relevant for K-5 Teachers.**

Date	Location	Course Code
3/9/2012	Williston, VT	WAC1 (b)

## Keys to Literacy: Comprehension Strategies Grades 4-12

Instructor: Ellen Rogers M.Ed., Stern Center  
Cost: \$380

### Overview

Keys to Literacy professional development equips teachers in Grades 4-12 to provide instruction in comprehension, vocabulary, and study strategies that are integrated into content classroom curriculum. Keys to Literacy, developed by Joan Sedita, also offers assistance with school-wide literacy planning for Grades 4-12. For more information about Keys to Literacy visit [www.keystoliteracy.net](http://www.keystoliteracy.net).



### The Key Three Routine: Comprehension Strategies

Combines reading/listening comprehension, writing, and study strategies into a classroom routine that is consistent from class to class and grade to grade. The program emphasizes the integration of these strategies using existing content teaching materials (e.g., textbooks) in any content area (e.g., science, history, math, English language arts). Three foundational skills (main idea, note taking, and summarizing) are combined into five activities that are used before, during, and after reading. The activities include using a top-down topic web, turning main ideas into questions, taking two-column notes, and generating summaries.

Professional development includes this initial 2-day training. Follow-up, small-group meetings, scheduled every 4-6 weeks after initial training, is available by contract. Additionally, building-based 2-day coach(es) training workshops are available through the Stern Center.

**This session is designed to support students across Tiers 1, 2, and 3.**

Date	Location	Course Code
5/24/2011, 5/25/2011	Williston, VT	KTR3
2/9/2012, 2/10/2012	Williston, VT	KTR1

## Explicit Approaches to Writing

Instructor: Juliet King, M.Ed., Stern Center  
Cost: \$825/\$1,375

- Graduate credit: 3 credits (optional), St. Michael's College
- Course for continuing education credit (min. 36 hours): \$825, includes materials and copyrighted articles
- Course for 3 graduate credits: \$1,375, includes materials and copyrighted articles

### Overview

This course presents research-based strategies for explicitly teaching foundational skills in writing that will also support reading comprehension. Best practice in handwriting, vocabulary, grammar and syntax will be discussed and practiced. Sentence, passage, and essay level writing will be an integral part of the instruction. Emphasis is placed on the integration of these strategies into content area instruction using content materials to support written expression across all curriculum areas at all grade levels. This course requires 36 hours of direct classroom instruction as well as additional assignments to develop lessons for classroom and supplemental instruction settings.

Participants may take this course for recertification credit or for graduate credit. Participants taking the course for graduate credit (3 credits) will be required to purchase additional materials for reading assignments.

**This course is designed to support students across Tiers 1, 2, and 3**

Date	Location	Course Code
8/10/2011, 8/11/2011, 8/12/2011, 8/15/2011, 8/16/2011, 8/17/2011	Williston, VT 8:00a.m.-4:00p.m.	EAE2 (a,b)
1/16/2012, 1/23/2012, 1/30/2012, 2/6/2012, 2/13/2012, 3/12/2012, 3/19/2012, 3/26/2012, 4/2/2012, 4/9/2012, 4/30/2012	Williston, VT 5:00p.m.-8:30p.m.	EAE1 (a,b)



## Reading Fluency and Comprehension for Struggling Readers

Instructor: Kate Shade, M.Ed.  
Time: 8:30 a.m.-3:30 p.m.  
Cost: \$180

### Overview

Reading Fluency and Comprehension for Struggling Elementary, Middle, and High School Readers: How to understand it, assess it, and remediate it.

Although reading experts all agree that fluency is a critical component of reading, many people don't fully understand what fluency is, or how it can be improved. Fluency is much more than pure speed, and requires much more than repeated reading for adequate remediation. This 1-day workshop will help participants to understand reading fluency, and the role that fluency plays in the comprehension skills of elementary, middle, and high school students. Participants will learn about recent research on reading fluency, and will understand how fluency works in the brain. Participants will discuss ways in which variation in reading fluency affects typical and struggling readers, and will learn concrete strategies for assessing and improving the reading fluency of elementary, middle, and high school students.

**This session is designed to support students across Tiers 1 and 2.**

Elementary Level

Date	Location	Course Code
9/29/2011	Williston, VT	RFE1 (b)
9/30/2011	White River Jct., VT	RFE2 (b)

Middle and High School Level

Date	Location	Course Code
4/5/2012	Williston, VT	RFH1 (b)
4/6/2012	White River Jct., VT	RFH2 (b)

## Morphology: A Missing Link in Literacy Instruction

Instructor: Kate Shade, M.Ed.  
Time: 8:30 a.m.-3:30 p.m.  
Cost: \$180

### Overview

Many reading experts consider morphology (or the study of meaningful units in language) to be a "missing link" in much of our reading, spelling, and vocabulary instruction. Though it is rarely taught to young or struggling readers, morphology knowledge is at least as good at predicting reading achievement as is phonological knowledge. Systematic instruction in morphology, beginning with children as young as five, and extending through high school, can give students a critical boost in their reading, spelling, and word knowledge. However, since very few published curricula systematically and thoroughly teach morphology, teachers need a solid background in morphology in order to teach it.

This workshop will answer the following questions:

1. What is morphology?
2. How does morphology connect to literacy skills?
3. How can we assess morphological knowledge?
4. How can we teach morphology to young children, to children with reading disabilities, and to older children?

Date	Location	Course Code
11/3/2011	White River Jct., VT	ULC1 (b)
11/4/2011	Williston, VT	ULC2 (b)

## Teaching Deep Knowledge of Vocabulary

Instructor: Kate Shade, Ed.M.  
Time: 8:30a.m.-3:30p.m.  
Cost: \$180

Date	Location	Course Code
1/19/2012	Williston, VT	TDK1 (b)
1/20/2012	White River Jct., VT	TDK2 (b)

### Overview

Everyone understands that having a rich vocabulary helps people to read and write better. However, teachers clearly don't have the time to directly teach every word a child should know. As a result, many teachers struggle to try to balance broad vocabulary instruction, in which they teach many words, with deep vocabulary instruction, in which they teach a lot about each word. This workshop will review the research on vocabulary learning, and will suggest ways in which teachers can guide children to develop both broad and deep vocabularies.



## Making Your Way Through the Maze: Eclectic Multisensory Structured Language Teaching for Students with Learning Disorders

Instructor: Jackie Earle-Cruikshanks, M.A., M.S., Stern Center

Time: 8:30 a.m.-3:30 p.m.

Cost: \$825/\$1,375

Graduate credit: 3 credits (optional), St. Michael's College

· Course for continuing education credit (40 hours): \$825, includes materials and copyrighted articles

· Course for 3 graduate credits: \$1,375, includes materials and copyrighted articles

### Overview

This course will teach Grades 3-12 reading specialists and special educators, working with small groups to:

- Develop a 45-minute structured language lesson
- Incorporate effective daily fluency training for students with significant rapid naming problems
- Use discovery learning and word sorts twice a month to engage hands-on learners
- Move in and out of a variety of controlled texts, teaching phonic skills to mastery

This 35-hour course introduces special educators and reading specialists to a working knowledge of how to teach phonological awareness and synthetic phonics to students with moderate to severe learning disabilities. Emphasis is placed on specific sequences of skills using a multisensory strategy. Participants learn how to embed sound articulation and developmental spelling activities into instruction. Explicit fluency work for students with significant reading speed issues will also be discussed and modeled at length. Phonics drill cards for reading and spelling are included and will be used daily. Students will work in pairs daily to refine their delivery of lessons. Some work outside of the class is required to develop a daily lesson plan.

**This session is designed to support students across Tiers 3 and could be used for Tier 2 instruction.**

Date	Location	Course Code
8/17/2011, 8/18/2011, 8/19/2011, 8/22/2011, 8/23/2011	White River Jct., VT	SLM1 (a,b)

## Maze Tune UP

Instructor: Jackie Earle-Cruikshanks, M.A., M.S., Stern Center

Time: 9:00 a.m.-3:00 p.m.

Cost: \$180

### Overview

**Prerequisite: Making Your Way Through the Maze**

This 1-day workshop has as its prerequisite the Making Your Way Through the Maze course. Teachers using the lesson plan and format offered in the prerequisite 5-day course need to bring in student spelling papers and lesson plans related to these activities in order to problem solve which aspects of the lesson plan are appropriate for the students and how to reformat their lessons to better meet student needs. Vermont Lab School teachers are encouraged to attend.

This workshop is teacher-directed, and participants are encouraged to bring in student notebooks to monitor their progress through the early fall.

**This 1-day workshop is designed to support students across Tier 3 and could be used for Tier 2 instruction.**

Date	Location	Course Code
10/12/2011	White River Jct., VT	TSL1 (b)



## Assessment Identifying Students with Severe Learning Disabilities in Literacy

Instructor: Jackie Earle-Cruikshanks, M.A., M.S., Stern Center  
Contracted workshop only.

### Overview

This 15-hour course, developed by the Stern Center and the Vermont Department of Education, is designed for special educators. In keeping with changes to federal regulations, it focuses on assessing students with severe literacy problems using cross-battery measures to identify the core deficits involved in Specific Learning Disabilities (SLD). The deficits will be linked to the impact on the basic literacy skill areas: basic reading, reading fluency, reading comprehension, and written expression. Participants are required to bring data from a case study of one student in their school. Forms will be provided to all.

In this course, participants will:

- Identify subtests and group them into core processing weaknesses for SLD
- Understand rationale for using cross-battery assessments
- Identify which deficit each subtest measures
- Learn impact of core deficits on skill areas relating to literacy
- Formulate hypotheses about SLD from curriculum-based measures and diagnostic information
- Observe hypothetical thinking in a model case study
- Use data from the case study and synthesize information to determine adverse effect
- Gather data and administer critical tests to identify core deficits, academic impact, and adverse effect on a student from his/her school to share with the group
- Understand changing roles of professionals needed to implement these streamlined evaluations

Students will receive 15 hours of CEU's or graduate credits for the seminar series.

**This session is designed to support students across Tier 3.**

If you are interested in this workshop, please call Janna Osman, M.Ed., at 802-878-2332 to set-up a contract.

## Instruction of Students with Severe Learning Disabilities in Literacy

Instructor: Jackie Earle-Cruikshanks, M.A., M.S., Stern Center  
Time: 8:30 a.m.-3:30 p.m.  
Cost: \$325 for course, additional \$185 for 1 graduate credit available through Union Institute & University

### Overview

This 15-hour course is designed for special educators and reading specialist who are interested in fine-tuning their literacy instruction for those 2-5% of learners who make slow progress in developing literacy skills. The content addresses instruction for those students with severe learning disabilities who need intensive instruction in basic reading skills, spelling, fluency work, reading comprehension, vocabulary, and written expression. The presenters demonstrate how to create intervention plans that incorporate a variety of instructional programs focusing on individualized instructional needs, rather than on one program that assumes all students will master their skills through the same programmatic implementation.

In this course participants will:

- Gain understanding of core cognitive deficits and how they impact literacy needs for students with learning disabilities
- Learn about effective interventions for students with double deficits
- Obtain a scope and sequence in basic reading skills, fluency, reading comprehensive, and written expression, with critiques of common programs in all areas of literacy
- Learn how to fold fluency work into most aspects of instruction
- Obtain information about ongoing, formative assessment with this intensive literacy work and subsequently learn to make decisions about when to move between programs for parallel skill work and when to keep a student in a program
- Learn to match learners to instruction through an overview of best practices

**This session is designed to support students across Tier 3.**

Date	Location	Course Code
11/2/2011, 11/9/2011	Berlin, VT	INS1 (a,b)
3/14/2012, 3/21/2012	Berlin, VT	INS2 (a,b)

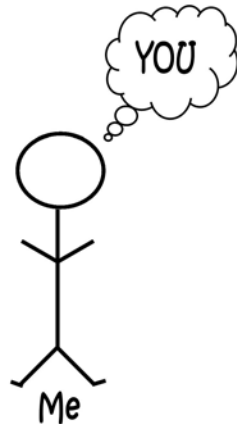
## Social Cognition I - Social Learning Instruction for K-12 Students

Instructors: Nancy Clements, M.A., CCC-SLP, Stern Center and Julie Erdelyi, M.A., Stern Center  
 Cost: \$825/\$1,375

- Course for continuing education (38 hours): \$825, includes materials and copyrighted articles.
- Course for graduate credit: \$1375, includes materials and copyrighted articles
- 3 credits (optional), St. Michael's College or Union Institute & University

### Overview

Social Cognition I - Social Learning Instruction for K-12 Students is a graduate level course intended to provide a conceptual understanding of social cognition, and how to use direct teaching and systematic methods for improving social understanding in students Grades K-12. This course draws on current research findings and developmental models to help teachers understand childrens' evolving insights into the world of Social Thinking® (Winner).



### Course Goals:

1. Participants will develop a conceptual base for teaching social cognition groups to students in elementary, middle, and high school settings.
2. Participants will use developmental frameworks and dynamic assessment for determining childrens' social cognitive levels, needs, and for setting instructional goals.
3. Participants will explore instructional practices to address executive functioning, anxiety, understanding perspective, and communication, which are explicit and systematic in design and consistent with current scientific research findings.

**Required reading materials and journals: students taking the course for graduate credit are required to purchase the following texts:**

**Winner, M. *Inside Out: What Makes a Person with Social Cognitive Deficits Tick?* San Jose, CA: Michelle Garcia Winner. ©2002**

**Buron, K. and Curtis, M. *The Incredible 5-Point Scale.* Shawnee Mission, KS: Autism Asperger Publishing Co. ©2004**

You may purchase these books by ordering them through any bookstore or online.

**This session is designed to support students across Tiers 2 and 3.**

Date	Location	Course Code
9/27/2011, 10/4/2011, 10/11/2011, 10/18/2011, 10/25/2011, 11/1/2011, 11/8/2011, 11/15/2011, 11/22/2011, 11/29/2011, 12/6/2011	Williston, VT 4:00-7:00 p.m.	SCO1

## Social Learning Collaborative

Instructor: Nancy Clements, M.A., CCC-SLP, Stern Center  
 Time: 4:00 p.m.-6:30 p.m.  
 Cost: \$550

### Overview

Our Social Learning Collaborative is an opportunity for professionals who teach any form of social emotional learning instruction including Social Thinking® (Winner) Groups, Social Skills Groups, embedded social instruction in classrooms, individualized services for social cognition, and more. Within the context of a supportive, collaborative small group format professionals can share experiences and deepen their understanding of current best practices in the field of social emotional learning.

### Participants will:

- Attend monthly informational meetings
- Provide and receive feedback on instructional practice
- Receive constructive support for the further development of social instruction
- Refine and modify instructional strategies based on outcomes
- Collaboratively plan and create new strategies and methodologies related to existing social learning concepts.
- Create materials designed to support instruction
- Receive a resource binder with current research, articles, instructional materials, and other supports created by the collaborative group throughout the semester

**This session is designed to support students across Tiers 1, 2, and 3.**

Date	Location	Course Code
9/29/2011, 10/6/2011, 11/3/2011, 12/1/2011	Williston, VT	SLC1



## Social Understanding Core Learning Modules

These 3-hour workshops take an in depth look at current specific social thinking strategies and activities. They are designed to provide additional concentrated exploration of an individual methodology associated with teaching social thinking groups.

### Social Understanding: A Model for Managing Anxiety and Improving Self-Regulation

Instructor: Julie Erdelyi, M.A., Stern Center  
Time: 8:30 a.m.-11:30 a.m.  
Cost: \$90

#### Overview

This module will focus on managing anxiety and improving self-regulation using techniques for increasing self-awareness and modifying one's own behaviors. *The Incredible 5 Point Scale* (Dunn-Buron & Curtis) is demonstrated as a springboard for developing individualized plans for relaxation, organization, and emotional attunement.

**This session is designed to support students across Tiers 2 and 3.**

Date	Location	Course Code
9/22/2011	Williston, VT	CCC1
11/10/2011	White River Jct., VT	CCC2
1/12/2012	Williston, VT	CCC3
3/15/2012	Williston, VT	CCC4
5/3/2012	Williston, VT	CCC5

## Social Understanding: Visual Methods for Improving Social Understanding

Instructor: Julie Erdelyi, M.A., Stern Center  
Time: 12:30 p.m.-3:30 p.m.  
Cost: \$90

#### Overview

This module will focus on exploring the use of *Comic Strip Conversations* (Gray), *Social Stories* (Gray), *SOCCS* (Smith Myles), to enhance teaching students skills for thinking about and modifying one's own behavior.

**This session is designed to support students across Tiers 1, 2, and 3.**

Date	Location	Course Code
9/22/2011	Williston, VT	PTV1
11/10/2011	White River Jct., VT	PTV2
1/12/2012	Williston, VT	PTV3
3/15/2012	Williston, VT	PTV4
5/3/2012	Williston, VT	PTV5



## Solving the Social Equation: Developing Social Understanding Groups

This workshop  
is no longer available.

Sorry for any inconvenience  
this may have caused.

## Executive Function Strategies for the Classroom

Instructor: Sage Bagnato, M.Ed., M.A.T., Stern Center  
Time: 8:30 a.m.-3:30 p.m.  
Cost: \$180

### Overview

This 1-day workshop is designed for teachers, special educators, and administrators who are interested in learning about executive function and how it relates to the classroom. Participants will gain a theoretical understanding of executive function and learn about different assessment tools used to evaluate executive function processes. Specific strategies to help students with planning, prioritizing, organizing, flexible thinking, and self-monitoring will be presented. Participants will learn how to apply these executive function strategies in the areas of reading comprehension, writing, math, studying and test-taking.

**This session is designed to support students across Tiers 1, 2, and 3.**

Elementary Level

Date	Location	Course Code
10/26/2011	Williston, VT	EFE1
11/16/2011	Rutland, VT	EFE2
2/8/2012	Williston, VT	EFE3

Middle and High School Level

Date	Location	Course Code
12/7/2011	Williston, VT	EFS1
3/14/2012	Rutland, VT	EFS2
4/11/2012	Williston, VT	EFS3



## Early Screening and Progress Monitoring in Mathematics

Instructor: Dr. Rich Reid, School Psychologist  
 Time: 9:00 a.m.-4:00 p.m.  
 Cost: \$180

### Overview

This workshop will focus on student assessment that results in the early identification of potential math challenges. Particular emphasis will be placed on the accurate administration and scoring of instruments that reliably monitor student response to our interventions. AIMSweb® curriculum base measurements will be utilized throughout the training session. These measures address computation skills, math fluency, and the ability to apply mathematical knowledge to solve problems. Temporary AIMSweb® training accounts will be provided to all participants. Participants will practice entering and analyzing student data to explore potential implications for improving student outcomes. Schools are encouraged to send teams.

Please bring a web-enabled laptop to this training.

**This session is designed to support students across Tiers 1, 2, and 3.**

Date	Location	Course Code
11/4/2011	Williston, VT	AWM1
11/11/2011	Brattleboro, VT	AWM2

## Using AIMSweb® to Identify and Progress Monitor Students at Risk of Literacy Challenges

Instructor: Dr. Rich Reid, School Psychologist  
 Time: 9:00 a.m. - 4:00 p.m.  
 Cost: \$180

### Overview

The early screening of essential foundational literacy skills is an essential aspect of insuring positive literacy outcomes for all students. In addition, the monitoring of student progress within the general education curriculum, and in response to our specialized interventions, ensures that students who are the focus of our concern are on target to attain specified goals. AIMSweb® is a tool that supports professionals in the early identification and progress monitoring of students at risk of literacy challenges. Participants will review AIMSweb® as it relates to the 'Big 5' of literacy instruction. Opportunities will be provided to explore the AIMSweb® site and its features that support the assessment and graphic representation of student, classroom, and school-wide literacy performance. Participants will practice administering and scoring AIMSweb® assessments, will learn how to enter data, create progress monitoring accounts, develop ambitious and realistic student growth goals, and will be exposed to the many web-based features of AIMSweb®. Participants will be provided with a temporary account to gain access to AIMSweb® on the day of training and this account will remain valid for approximately ten days following the training to allow additional practice and exploration of the web-based AIMSweb® site.

**This session is designed to support students across Tiers 1, 2, and 3.**

Date	Location	Course Code
12/2/2011	Brattleboro, VT	AWL1
12/9/2011	Williston, VT	AWL2



Please visit our calendar on [www.sterncenter.org](http://www.sterncenter.org) for the most recent schedule.

## Locations

The locations listed below are some of our most commonly used venues. Please check our online catalog for the most up-to-date location information at: [www.sterncenter.org](http://www.sterncenter.org), click on "News & Events" and select "Calendar" from the drop down menu.

### Central Vermont Chamber of Commerce

**(802) 229-4619**

33 Stewart Road  
Berlin, VT 05461

### Central Vermont Medical Center

130 Fisher Road  
Berlin, VT 05461

### Comfort Inn

**(802) 295-3051**

56 Ralph Lehman Drive  
White River Jct., VT 05001

### Dartmouth-Hitchcock

One Medical Center Drive  
Lebanon, NH 03756

### Family Center of Northwestern Vermont

**(802) 524-6574**

27 Lower Newton Street  
St. Albans, VT 05478

### Franklin Conference Center

**(802) 773-0045**

1 Scale Ave  
Rutland, VT 05701

### NEKCA Parent Child Center

**(802) 748-8997**

115 Lincoln Street  
St. Johnsbury, VT 05819

### Stern Center - Williston

**(802) 878-2332**

Wallman Library or Social Coaching Activity Room  
135 Allen Brook Lane  
Williston, VT 05495

### Stern Center - White River Junction

**(802) 295-8773**

Kinney Pike Room  
1011 North Main St  
White River Jct. VT 05001

### Windham Regional Career Center

**(802) 451-3900**

45 Career Circle  
Brattleboro, VT 05301

## Registration Policy

To secure space in a Stern Center course, full payment or a copy of a school purchase order must accompany your registration. Please register at least two weeks prior to course date.

### Cancellation Policy

If you cancel **two weeks or more before the start of the course**, you will receive a full refund. If you cancel between **one and two weeks before the start of the course**, you will receive Stern Center credit toward another course of your choice. Cancellations made **less than seven days before the start of the course** are not eligible for refund or transfer.

For classes running as five or more consecutive days, **participants must decide by the end of the first day** whether or not to request graduate credit refunds. To request a refund, present a written note to the instructor or to the registration assistant.

### St. Michael's College Cancellation Policy:

**Withdrawal Schedule Refund with official withdrawal from fall or spring sessions:** 100% refund prior to first class, 90% refund during 1st week, 75% refund during 2nd week, 50% refund during 3rd week, 25% refund during 4th week, and no refund thereafter.

### St. Michael's College Course Withdrawal Policy:

Any student may withdraw from a class up until the end of the drop/add period (normally three class hours) and no notation for that course will be made on their permanent record/transcript. After that time, students may withdraw from courses up until the mid-point of the course and a grade of "WD" will be assigned, but is not computed in the student's average. After the mid-point of the course, graduate students withdrawing from a course will receive a grade of "WP," withdrawn passing, or "WF," withdrawn failing, dependent upon the quality of work completed. "WF" grades do enter into the grade point average (the same as "F," 0.0 grade points). Two "WF" grades may result in dismissal from the program.

### Weather Policy:

Weather delays/cancellations will be recorded on the Stern Center voice mail 802-878-2332 or you may contact the workshop venue on the day of the event. Cancellations will be rescheduled and notice of the new date(s) will be provided within two (2) weeks of the cancellation.

We may sometimes need to substitute presenters without prior notice.

Audio/videotaping, photo taking, or sales and recruiting activities are not permitted without permission from the instructor.

### Confirmations:

If you have not received your e-confirmation one week prior to the course date, please call the Professional Learning Office at 802-878-2332 or 800-544-4863.

### Questions:

Contact Linnea in the Stern Center Professional Learning Office at 802-878-2332 or 800-544-4863 or e-mail Linnea at [loosterman@sterncenter.org](mailto:loosterman@sterncenter.org).

# PROFESSIONAL LEARNING REGISTRATION FORM



**I would like to register for:**

Course #	Date	Title	Cost
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
			<b>TOTAL \$</b> _____

For **T•I•M•E** Online participants, please indicate your computer platform so that we may send you the correct **CD-ROM**:  PC  Mac or **DVD**:  PC  Mac

Yes! I request a BUILDING BLOCKS FOR LITERACY® **Mentorship**

**Personal Information**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Email: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School: \_\_\_\_\_

Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

In case of inclement weather, please list all applicable phone numbers.

\_\_\_\_\_

**Position(s):**

- Parent
- Curriculum Coordinator
- General Educator
- Special Educator
- SLP
- Pre-School Teacher
- Early care or Education Provider
- Principal
- Paraprofessional
- Other (please specify): \_\_\_\_\_

Grade(s) you currently teach: \_\_\_\_\_

**Payment Options (choose one):**

**Register Online:** Go to: <http://www.sterncenter.org/news-events/calendar/register>

Enclosed is a check in the amount of \$ \_\_\_\_\_ (payable to the Stern Center)

Please charge my:  Visa  Mastercard Amount: \$ \_\_\_\_\_

Credit Card #: \_\_\_\_\_

Exp. Date: \_\_\_\_ / \_\_\_\_

Name on Card (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

PO # \_\_\_\_\_ **(Please include hard copy)**

Yes! Please add me to your email list. **Please return completed registration and payment to:**

Stern Center for Language and Learning

Attn: Linnea Oosterman

135 Allen Brook Lane, Williston, VT 05495

**or fax to** (802) 857-0327



**Stern Center**  
for Language and Learning  
135 Allen Brook Lane  
Williston, VT 05495  
RETURN SERVICE REQUESTED

Nonprofit  
Organization  
US Postage  
PAID  
Permit No. 837  
Burlington, VT



**Maryellen Moreau,**  
President of MindWing Concepts,  
is coming to Vermont to share  
her narrative intervention  
program.

It is particularly important for professionals who interact with children on the Autism Spectrum, with ADD, or similar social and communication challenges.

**Monday, May 2, 2011**  
Doubletree Hotel Burlington

**Register Today!**  
online or mail the enclosed registration form.

## In this Edition

Partners in Excellence  
BUILDING BLOCKS 2.0

## New Workshops

Social Learning Collaborative  
Using Aimsweb to Identify and Progress Monitor  
Students at Risk of Literacy Challenges  
Preparing for the Common Core  
in English/Language Arts Series

Stay tuned for our  
**2012 Spring Symposium!**