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| **Topic-Specific Professional Development Description** |
| **Name of Entity:** Step by Step Learning, LLC |
| **Name of Product:** Step by Step Learning Online Vocabulary Development for Colorado Educators |
| **Publication Year: 2020** |
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| **Website: https:/sbsl.org/** |
| **Delivery Model:** Online (self-paced, asynchronous) |
| **Audience:** Administrators, Coaches, Teachers, Paraprofessionals |
| **Description of Professional Development:**  Vocabulary Development For Colorado Educators online course provided by Step By Step Learning® in the Online Learning Library (OLL) is available as a single course covering several topics that teaches the foundations of the science of teaching reading. The course utilizes adaptive learning technology so that seat time is maximized and the learner only receives the content that he/she needs based upon the preassessment. Adaptive assessments along the way supports each adult learner in identifying topics that require deeper study and those that can be reviewed later to support personal interest. Short videos provide the content and are supported through additional readings and learning activities. On average this course requires 8-10 hours to complete.  Vocabulary Development for Colorado Educators provides learners with an understanding of the role of vocabulary in reading development, why some students struggle and how to support language and vocabulary development. Language development is a critical factor in both the Simple View and Scarborough’s rope. Thus, it is of no surprise that vocabulary accounts for 50-60% of the variance in reading comprehension after 1st grade. It is critically important that all educators understand how to support create a language rich environment where students and adults have word consciousness.  Learners explore how to support vocabulary deficits and how to provide evidence-based word learning strategies that support both breadth and depth. During the course, learners will explore the value of both explicit and implicit vocabulary instruction. Explicit models of instruction and instructional practices are explored to increase the depth of word knowledge. Learners have an opportunity to practice identifying words to teach deeply using Beck’s tiering of words. An explicit evidenced based routine is introduced and modeled. Implicit evidence-based practices are a means to expanding students’ breadth of word knowledge. In addition, the role of morphology is discussed as a means of extending vocabulary.  Strategies to support all learners, including English Learners are built into and throughout the course. Connecting to the Classroom® activities engage the learner in authentic job-embedded tasks to support transference of new knowledge into practice. |

**Topic Areas**

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| **Fully Met** | Vocabulary |
| **Partially Met** |  |