

New Teacher Professional Development Series

2020-2021 School Year

Who

K-3rd Grade Teachers Who:

- Are in their first 3 years of teaching
- Are new to teaching K-3rd grade or new to using a balanced literacy model
- Are currently using remote and on-line instruction

Language and Literacy Partners will Provide

- Cycles of professional development that target classroom management, K-3rd grade reading and writing, planning and implementation of effective teacher practices, and assessing children's progress
- Two 1-hour individual coaching sessions following each learning lab
- Online support from LLP mentor
- CPDUs for attendance

Goals of the Series

- Support new teachers with a skilled LLP mentor
- Create a professional learning community of new teachers to support each other
- Time for problem solving with a consistent cohort of colleagues and LLP expert mentors
- Professional development on classroom management, disposition to teaching and learning with young children, understanding the foundations of learning to read and write, and implementing a balanced literacy framework appropriate to children's age, grade, and cultural and language background
- Support remote learning practices with the goal of transferring to in person learning

Sessions

Eight 2.5-hour Online Learning Labs with Embedded PLC Guided Discussions and follow-up support.

Schedule

Wednesdays, 4-6:30pm on the following dates:

Fall	Spring
Sept. 30	Jan. 20
Oct. 21	Feb. 17
Nov. 11	Mar. 17
Dec. 9	Apr. 14

May 12 Culminating Activity

Pricing

\$2,300 per teacher*

**Discounts Available for Schools with Multiple New Teachers*

[CLICK HERE to Register](#)

or email smorrow@erikson.edu

For more information, please contact:

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We are an IL-EMPOWER
approved learning partner

A Prekindergarten Through 3rd Grade Professional Development Initiative

New Teacher Professional Development Series

Series Description

Each session will explore an instructional routine in literacy learning focusing on what the practice looks like across the Kindergarten to third grade developmental continuum. We will provide information about foundations of literacy learning for young children, pertinent developmental continuums, and ways to assess each practice.

Our Balanced Literacy Framework is designed to support PreK- 3rd grade teams through an in-depth study of literacy practices that support:

- Listening and speaking
- Reading and writing
- Home language and dialect and the academic language of school
- Skill learning and high-level thinking
- Whole group and small group instruction with individual conferring and conversation
- School and home partnerships

School principals will also receive a copy of Language and Literacy Partners Administrator's Guide to PreK-3rd Grade Balanced Literacy

Essential Questions

We explore the following essential questions throughout the series:

1. **Standards:** What are essential skills and priorities for literacy in K-3rd grade? What standards are important to focus on during remote learning?
2. **Balanced Literacy Components:** What does each component of balanced literacy look like? What do children learn? Which Balanced Literacy component and best practices for each do we identify and pull out for remote learning? What materials are important to have in the classroom and at home?
3. **Foundations of Literacy:** How do we balance child-initiated and teacher-guided activities in daily instruction, in-person and remotely? What does “balance” in balanced literacy mean? What is fundamental to learning environments at home and in the classroom?
4. **Family Engagement:** How do we tap into children’s funds of knowledge? What do family members need to know to facilitate children’s engagement in at-home literacy learning?
5. **Assessment:** What do we expect children to do and/or produce from the balanced literacy activities implemented? What evidence of learning can we gather? How do we use assessment data to plan for instruction?
6. **SEL:** How do we address social and emotional learning in literacy? How does classroom community and culture affect learning? How do we build community builders into our daily routines with children when they are learning at home or in the classroom?



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