

New Teacher Professional Development Year Long Online Series

Who

K-3rd Grade Teachers who are:

- In their first 3 years of teaching
- New to teaching
- New to using a balanced literacy model in K-3rd

Language and Literacy Partners will provide

- 20 hours of professional development learning labs 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
- Online community of support facilitated by an LLP coach
- CPDUs for attendance (20 - 40 hours)

Goals of the series

- Understand the developmental continuum of reading and writing
- Analyze reading and writing balanced literacy components appropriate for K-3rd grade
- Plan for and understand how to monitor children's progress in reading and writing
- Embed classroom community activities into daily routines and build a responsive classroom
- Cultivate teaching materials and instruction to be meaningful and relevant to children's lives

Series includes

- Eight 2.5-hour monthly learning labs
- Two 1-hour individual coaching sessions
- Monthly online community of support

Pricing

Series Only **\$2,300 per teacher***

**Discounts Available for Schools with Multiple New Teachers*

Additional Supports Available (August - June)

- Teacher Coaching
- Team Meeting Facilitation
- Administrator Consultation

**For more info, contact:
Sarah Morrow (smorrow@erikson.edu)**

CPS teams may qualify for financial support through our foundation partnerships. Funding is limited and can be negotiated on an as-needed basis.

For more information, please contact:

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We are an IL-EMPOWER
approved learning partner

New Teacher Professional Development

Series Description

Sessions will explore reading, writing, and language instructional routines 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?
2. **Balanced Literacy Components:** What does each component of balanced literacy look like? What do children learn?
3. **Foundations of Literacy:** What does “balance” in balanced literacy mean? What is fundamental to learning for young children? How do we balance child-initiated and teacher-guided activities in daily instruction?
4. **Cultural Relevance:** How do we tap into children’s funds of knowledge? How do we leverage children’s prior knowledge, home language, and lives outside school for instruction?
5. **Assessment:** What do we expect children to learn from the balanced literacy routines implemented? What evidence of learning can we gather? How do we use assessment data to plan for instruction?
6. **SEL:** How does classroom community and culture affect learning? How do we embed community builders into our daily routines with young children?

