

**Online Courses for Early Literacy Educators**

The online course series explores in-depth a research-based comprehensive literacy framework that will provide your teachers with the tools needed to empower students to discover the many joys of reading and writing. The series helps educators become more effective with any district core curriculum. Teachers will be able to apply the teaching strategies and techniques from the series directly into their classrooms as they progress through each course.

**Series highlights:**

- iObservation companion Early Literacy Observation Form with resources that define effective instructional strategies
- Scientifically-Based Reading Research (SBRR)
- Gradual Release of Responsibility Model (GRRM)
- Interactive Read Alouds and Think Alouds
- Creating Language Rich Classroom Environments
- Phonological Awareness
- Differentiated Small Group Instruction
- Comprehensive Early Literacy Key Curricular Elements – Comprehension, Vocabulary, Automaticity/Fluency, Accuracy, Language Development, and Writing
- Each course provides 15 professional development hours

**Price: \$199 per Enrollment**

**Special Package**  
Free professional development offer for elementary school principals. Limited time offer!

**When you purchase the iObservation system by March 31, 2010, all teachers in your school will receive free enrollments to an online course of your choice for 12 months!**

Stretch your professional development budget with convenient, **free online courses**.

Browse the catalog for course titles and descriptions.

**Companion Observation Form in iObservation**

Research-based content from the series aligns with classroom look-for strategies from the companion Early Literacy Observation Form. This form, available with the purchase of iObservation, offers content resources that help leaders provide supportive feedback to teachers as they progress through the online courses.

<b>Early Literacy Online Courses</b>	
<b>Early Literacy: Introduction to Comprehensive Early Literacy (K-3)</b>	This course identifies the components of a comprehensive literacy program and assessment system. Evidence-based reading instruction, the gradual release of responsibility model (GRRM), and creating a supportive literacy environment will be explored as key components.
<b>Early Literacy: Introduction to Language Development (K-3)</b>	This course explores the fundamentals and principles of language development and the roles that assessment, explicit instruction, differentiated instruction, and classroom environment play in supporting language development.
<b>Early Literacy: Introduction to Phonological Awareness (K-3)</b>	This course provides a basic introduction to phonological awareness identifying what it is and why it is important in developing early literacy. Additionally, the course describes methods for assessing and developing students' skills to move them along the phonological awareness continuum.
<b>Developing Comprehension: Assessing Comprehension (K-3)</b>	This course addresses the importance of assessing comprehension specifically, how students use comprehension strategies to make meaning from text. Informal comprehension assessments that can be used for preassessing students' comprehension, informing instruction, and conducting ongoing progress monitoring are presented.
<b>Developing Comprehension: Introduction to Developing Comprehension (K-3)</b>	This course defines the role of comprehension in early literacy development and its interconnectedness to other literacy elements such as vocabulary and fluency. Identifying genre, elements of text and text structures are explored as strategies for helping students construct meaning.
<b>Developing Comprehension: Strategies to Support Developing Comprehension (K-3)</b>	This course discusses the need to engage students in both listening and reading comprehension. Modelings of teachers showing how to model the use of before, during, and after reading comprehension strategies are provided. Interactive read-alouds and shared reading are introduced as instructional techniques for explicitly teaching comprehension strategies.
<b>Differentiated Small Group Instruction: Implementing Differentiated Small Group Reading Instruction (K-3)</b>	This course explores the components of a typical small group reading lesson, how to plan for a small group reading lesson, and how to manage independent practice activities. Additionally, the course discusses the importance of building a community of learners and creating a literacy partnership with parents to support reading instruction.

<b>Early Literacy Online Courses</b>	
<b>Differentiated Small Group Instruction: Introduction to Differentiated Small Group Reading Instruction (K-3)</b>	This course introduces differentiated small group reading instruction as a key component of a comprehensive early literacy program and its appropriate use in classroom practices. The developmental stages of learning to read and the teaching emphasis at each stage are also presented.
<b>Differentiated Small Group Instruction: Using Assessments to Make Grouping Decisions (K-3)</b>	This course focuses on the process of using assessment to make grouping decisions and monitor student progress for differentiated small group reading instruction.
<b>Developing Independent Readers: Implementing and Managing Independent Reading (K-3)</b>	This course presents various strategies for planning and implementing independent reading activities. The roles and responsibilities of teachers and students during independent reading are discussed as well as maintaining student engagement.
<b>Developing Independent Readers: Introduction to Independent Reading (K-3)</b>	This course introduces the importance of independent reading in early literacy development as well as the five components of independent reading.
<b>Developing Independent Readers: Strategies to Support Developing Independent Readers (K-3)</b>	This course presents strategies to support developing independent readers, including creating a motivating classroom environment, building a quality classroom book collection, and developing and maintaining school and community partnerships to promote independent reading.
<b>Word Study: Fluency and Vocabulary Development (K-3)</b>	This course defines the roles fluency and vocabulary play in early literacy and presents strategies for assessing and developing each skill area.
<b>Word Study: Print Awareness, Letter Knowledge, &amp; Phonics (K-3)</b>	This course defines the roles print awareness, letter knowledge, and phonics play in early literacy and presents strategies for assessing and developing each skill area.
<b>Word Study: Spelling, High Frequency Words, and Accuracy (K-3)</b>	This course defines the roles spelling, high frequency words, and accuracy play in early literacy and presents strategies for assessing and developing each skill area.
<b>Connecting Reading and Writing: Assessing and Teaching Writing (K-3)</b>	This course presents the developmental stages of writing, techniques for assessing writing, and strategies for teaching the elements of fiction and nonfiction texts.

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**Early Literacy Online Courses**

<b>Connecting Reading and Writing: Introduction to Connecting Reading and Writing (K-3)</b>	This course discusses the developmental stages of reading and writing and how children move from oral language to reading and writing. Characteristics of a language-rich classroom are explored as methods for helping student connect reading to writing.
<b>Connecting Reading and Writing: Strategies for Connecting Reading and Writing (K-3)</b>	This course explores how to make the reading and writing connection using a variety of strategies such as shared and independent reading, and modeled, shared, interactive, guided, and independent writing.

**Graduate Education Option**

Teachers may opt to pursue graduate education credits earned towards a Master’s degree in Early Childhood Literacy. Graduate tuition rates apply. Visit the **National Institute for Professional Practice** at [www.professionalpractice.org](http://www.professionalpractice.org) to learn more.

### Teacher Leadership & Instructional Coaching Online Courses

<b>Teacher Leadership</b>	This course explores how schools are rapidly changing and the complexity this change. Learners experience various tools of reflection throughout the course, explore the impact of school culture on learning, and understand the behaviors and attitudes of teacher leaders.
<b>Coaching, Part I</b>	This course provides the answer to the question "What is coaching?" The content identifies qualities associated with effective instructional coaches and explains why coaching is an effective initiative for improving student achievement. The online learner will participate in a variety of activities and analyze his or her success. Tools for how a teacher successfully moves into a coaching position are provided. An understanding of adult learners will be explored, allowing the learner to apply coaching strategies with teachers in their school.
<b>Coaching, Part II</b>	This course provides the answer to the question, "How do I become a more effective instructional coach?" After a review of essential elements of coaching, learners use data in a coaching model. Learners also learn how to implement a culture of continuous learning and receive insight on maximizing coaching potential.
<b>Problem-based Approach to Instructional Coaching</b>	This course takes learners through a review of coaching teachers to improve instruction, and learners identify and research learning styles. Learners also understand how to identify the four steps of the problem-based coaching model and conduct teacher action research.

### Graduate Education Option

Teachers may opt to pursue graduate education credits earned towards a Letter of Endorsement in Teacher Leadership & Instructional Coaching. Graduate tuition rates apply. Visit the **National Institute for Professional Practice** at [www.professionalpractice.org](http://www.professionalpractice.org) to learn more.