

Professional Development Decision-Making Flowchart

Offerings are listed in order from least to most intensive time commitment.

Course descriptions on pages 1-7.

NDCC 15.1-21-12.1 guidance and additional professional development resources [here](#).

*Meets requirements of NDCC 15.1-21-12.1 to receive training in scientifically-based reading instruction practices.

For these grade levels, NDCC 15.1-21-12.1 does not require training, but teachers will find trainings helpful to improve literacy for older students.

Do you teach reading directly?

K - 3

What Grades Do You Support?

4 - 12

NO

YES

A Shared Responsibility*

Teacher PE, Music, Art, Library

Grades K - 3

Reading

SPED

EL

Principal

Instructional Coach

Do you lead literacy work?

A Shared Responsibility*

NO

YES

Reaching All Learners*
Foundations of Reading*
LETRS® for K-3 Educators*

Improving Reading for Older Students
High Leverage Literacy Practices for All
Supporting Secondary Struggling Readers

Implementation Supports

- UFLI Implementation Community of Practice
- Leveraging Reading Diagnostic Assessment Tools to Maximize Instructional Time
- Rewards Implementation Community of Practice
- CoachELA
- Explicit Instruction

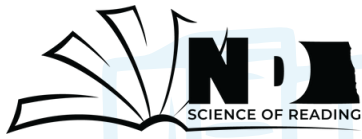
Other NDSOR Offerings

- NDSOR Hotline
- Supporting Readers Across Content Using Lexiles
- Evaluating Curricular Resources
- Evaluating Curricular Resources: Standards Alignment
- Reading Benchmark Data Analysis Implementation Support
- Engaging Learners in Academic Vocabulary
- Improving Reading Fluency
- Supporting Learners in Reading Comprehension
- Think SRSD



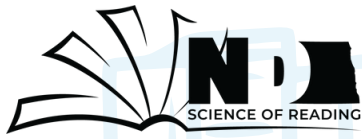
Questions? Please contact your REA.

Can't find something? Check out NDSOR resources from [SEEC](#) and [CREA](#). These offerings are available through state resources. Individuals and teams are welcome to seek out other training opportunities as they see fit.



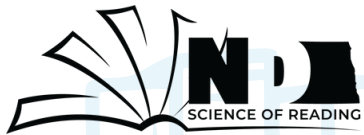
Professional Development Descriptions

Course	Audience	Brief Description	Structure & Time	Register
NDSor: A Shared Responsibility	Teachers without direct reading assignments: PE, Art, Music, Library, etc.	Featuring footage from ND classrooms highlighting implementation exemplars and includes the following content: Introduction to SOR, Systematic, Explicit Instruction, the 5 Big Ideas of Reading, and Data-Informed Decisions (MTSS). Intermittent checks for understanding support participants in knowledge acquisition.	Approx. 2 Hours Virtual Asynchronous	Register here <i>Offered Virtually</i>
Leading for Literacy Impact	- Curriculum Directors - Instructional Coaches - K-3 Principals - Special Education	District and school-level instructional leaders will be provided with the scientifically based knowledge and tools needed to close the research-to-practice gap. The course will consist of 3 sessions including ideas & materials for leading future PLC's, classroom observation and feedback tools, and a template for school-wide implementation and de-implementation.	Approx. 20 Hours Virtual Asynchronous + CoP Options	Registration Coming Soon <i>Offered Virtually</i>
NDSor: Reaching All Learners <i>Facilitator Training also available.</i>	- Teachers: K-3, Reading, SPED, EL - Instructional Coaches who lead literacy work.	In-depth professional development offering available through a Learning Management System. The course will consist of several modules plus additional implementation supports including a community of practice (CoP), fidelity tools, and a coaching protocol available to schools.	Approx. 20 Hours Virtual Asynchronous + CoP Options	Register Here <i>Offered Virtually</i>
Foundations of Reading Instruction and Intervention	- Teachers: K-3, Reading, SPED, EL - K-3 Principals - Instructional Coaches who lead literacy work.	Provide educators with the knowledge, skills, and tools necessary to address a variety of students' needs in reading. It targets the Five Big Ideas of Reading (phonological awareness, phonics, fluency, comprehension, and vocabulary) in three key areas: instruction, assessment, and intervention.	Approx. 30 Hours 3 Sessions: In Person OR Synchronous, Virtual Option Available	Register Here <i>Offered in Bismarck & Minot</i>



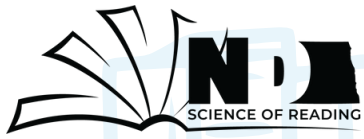
Professional Development Descriptions

Course	Audience	Brief Description	Structure & Time	Register
LETRS for K-3 Educators Vol. 1 & Vol. 2	- Teachers: K-1, Reading, SPED, EL - Instructional Coaches who do lead literacy work.	LETRS® provides educators with an in-depth understanding of the science behind teaching literacy and gives them the background and depth of knowledge to teach language and literacy skills to every student. Designed to be the cornerstone of a multiyear, systemic literacy improvement initiative, LETRS® is the most respected comprehensive professional development course for instructors of reading, spelling, and related language skills.	Approx. 160 Hours Over 2 Years Hybrid LMS Modules + 4 In-Person Sessions Per Year	Register Here <i>Offered in Bismarck, Minot, Fargo, Jamestown, Devils Lake, & Williston</i>
Improving Reading for Older Students	- Teachers: 4-12 - Curriculum Directors - Instructional Coaches - Secondary Principals	Participants in this course will have the opportunity to learn the research behind literacy accelerators that can propel reading progress, consider how to support students in rebuilding their academic confidence, and gain practical skills for how to implement these ideas to support students in regular classroom settings.	Self-Paced Online Course Synchronous Virtual Check-Ins	Register Here <i>Offered Virtually</i>
High Leverage Literacy Practices for All	- Teachers: 6-12, Title, SPED - Interventionists - Instructional Coaches	This two-part learning series (formerly known as Supporting Secondary Struggling Readers) is designed to provide secondary educators with the knowledge, skills, and tools necessary to respond to student reading needs by matching appropriate instructional strategies at the secondary level.	Approx. 14 Hours Hybrid Two In-Person Sessions	Registration Coming Soon <i>Offered in Fargo</i>
Supporting Secondary Struggling Readers	- Teachers: 6-12, Title, SPED - Interventionists - Instructional Coaches - Administrators	Learn how to assist struggling readers at the secondary level through concentrating on 3 essential elements: curriculum, instruction-, and assessment. A large portion of the course will be spent diagnosing student reading needs and how to match those needs with appropriate instructional strategies.	Approx. 14 hours Two Sessions: In Person OR Synchronous, Virtual Option Available	Register Here <i>Offered in Bismarck & Minot</i>



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Course	Audience	Brief Description	Structure & Time	Register
UFLI Implementation Community of Practice	- Teachers: Elementary, Title - Instructional Coaches - Interventionists	This Community of Practice provides access to facilitation of the open source asynchronous UFLI training; accessible free of charge (optional), data analysis; and implementation planning support.	Asynchronous Pre-Requisite One, 3 Hour Virtual Session + Four, 1 hour Virtual Implementation Support Sessions	Register Here <i>Offered Virtually</i>
Leveraging Reading Diagnostic Tools to Maximize Instructional Time	- Teachers: K-12, Title - Instructional Coaches - Reading Strategists	The objectives of this training are the following: understand the purpose of reading diagnostic assessments, evaluate multiple, curriculum diagnostic reading assessment tools, analyze reading diagnostic assessment results, and create a plan for implementing reading diagnostic assessment results.	One, 6 Hour In-Person Session + Three, 1 Hour Virtual Implementation Sessions	Register Here <i>Offered in Bismarck & Minot</i>
Rewards Implementation Community of Practice	- Teachers: K-12 - Instructional Coaches - Interventionist - Title Teachers	The Reading Excellence: Word Attack & Rate Development Strategies program focuses on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence.	One, 6 Hour Virtual Session Followed By Three, 1 Hour Virtual Implementation Support Sessions	Register Here <i>Offered Virtually</i>
CoachELA	- Teachers: Elementary ELA, SPED, Title - Instructional Coaches - Curriculum Directors - Administrators	Literacy teams will learn how to untangle their K-3 literacy data and execute more data informed decisions at all levels of their system covering topics like aligning content, fidelity, and data sorting tools.	Approx. 27 Hours Synchronous Virtual Check-Ins Three In-Person Sessions	Interest List <i>Offered in Fargo</i>



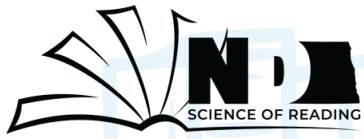
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Course	Audience	Brief Description	Structure & Time	Register
Explicit Instruction	- Teachers: K-12 Title - Principals - Reading Strategists - Instructional Coaches	Day 1 - Instruction: Plan & Design - Planning for core instruction to engage learners in whole group, small group, and individual instructional delivery; and planning for differentiation of on-level, intervention, and enrichment needs are priorities for student success. Instruction: Plan & Design integrates evidenced based practices to explicitly teach the critical content of the ND Standards. This training provides foundational knowledge to plan for and explicitly teach ND Standards for student success. Day 2 – Instruction: Delivery Instruction: Delivery allows for training and support for educators to continue to improve core instruction. This training targets instructional minutes, instructional delivery models, opportunities to respond, feedback, and checks for understanding to formatively assess. Student responses inform instruction and drive clear teacher feedback for students. Student performance evidence is gathered from checks for understanding to provide accountability and increase student agency. This training addresses frequent opportunities to respond with evidence of student learning followed by feedback for growth. Day 3 – Instruction: Practice Instruction: Practice supports teachers in growing practice for learners for retention of foundational and standard level skills. Participants will discuss deliberate practice, fluency practice, cumulative review, spaced practice, retrieval and retention practice. In addition, participants will select a practice opportunity to meet student needs and plan for next steps.	Three, 6 Hour In-Person Sessions	Registration Coming Soon <i>Offered in Bismarck, Minot, Williston</i>



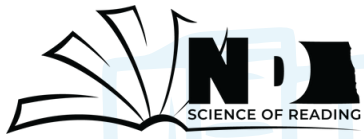
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Course	Audience	Brief Description	Structure & Time	Register
NDSor Hotline	- Teachers: K-12 - Administrators - Principals - Student Teachers	The ND SoR Hotline will be a reoccurring public forum of 90 minutes that has the following format: Updates on ND SoR opportunities and news, new learning opportunities, and Q&A time from the field.	Virtual, Synchronous Meetings (1.5 Hours Each)	Registration Coming Soon <i>Offered Virtually</i>
Supporting Readers Across Content Using Lexiles	- Teachers: K-12, Title - Reading Strategists - Instructional Coaches - Library Media Specialists - Administrators	Educators are introduced to the Lexile Framework for Reading through the Lexile Hub. Educators are provided exploration time to find resources that can be implemented in their K-12 classrooms.	Approx. 3 Hours 1 Virtual Session	Register Here <i>Offered Virtually</i>
Evaluating Curricular Resources	- Teachers: K-12 - Curriculum Directors - Principals - Instructional Coaches	This event, formerly known as the ELA Curriculum Fair, introduces participants to characteristics of effective ELA resources and provides opportunity for exploration of multiple curriculum options.	Asynchronous Learning One, 6 Hour In-Person Session	Registration Coming Soon <i>Offered in Fargo, Bismarck, Williston</i>
Evaluating Curricular Resources: Standards Alignment	- Teachers: K-12, Title - Principals - Reading Strategists - Instructional Coaches	Aligning curricular resources with ND Standards will help educators and school teams select a curricular resource or supplemental materials for classroom instruction and student success. Whether you are looking to select a curricular resource or as a critical action step in responds to making a curricular resource selection, aligning resources with the ND ELA Content Standards will support the decision-making process. This training supports the examination of a curricular resource for direct instruction of the ND ELA Content Standards.	One, 6 Hour In-Person Session	Register Here <i>Offered in Bismarck</i>



Professional Development Descriptions

Course	Audience	Brief Description	Structure & Time	Register
Reading Benchmark Data Analysis Implementation Support	- Teachers: K-12, Title - Reading Strategists - Administrators	Educator teams will observe and experience a developed reading benchmark data system through a fishbowl experience from which the team will build their own reading benchmark data system. Each team will participate in their school's pilot data day with technical support working toward 'next steps' targeting sustainable implementation of the reading benchmark data analysis system.	Fishbowl Observation Opportunity + Six, 1 Hour Virtual Implementation Support Sessions, and Technical Assistance for Data Day Facilitation	Register Here <i>Offered in Bismarck & Minot</i>
Engaging Learners in Academic Vocabulary	Teachers: K-12	This training provides K-12 educators a practical content agnostic instructional routine to support improved vocabulary development by effectively assisting learners in connecting and applying prioritized vocabulary.	One, 6 Hour Face-to-Face Session Followed By Three, 1 Hour Virtual Implementation Sessions	Registration Coming Soon
Improving Reading Fluency	- Teachers: K-12, Title - Reading Strategists - Instructional Coaches	Targeted learning objectives for this coursework include the following: understanding the purpose and importance of reading fluency, learning how to efficiently and effectively assess and monitor reading fluency, evaluating a variety of classroom fluency strategies, and creating a plan to integrate fluency strategies in the classroom.	One 6 Hour In-Person Session + Three, 1 Hour Virtual Implementation Sessions	Registration Coming Soon
Supporting Learners in Reading Comprehension	Teachers: K-12	Supporting Learners in Comprehension provides K-12 th grade educators practical, content agnostic comprehension strategies to assist learners with reading comprehension.	One, 6 hour In-Person Session + Three, 1 Hour Virtual Implementation Sessions	Registration Coming Soon



Professional Development Descriptions

Course	Audience	Brief Description	Structure & Time	Register
thinkSRSD	• Teachers: 3-5 • Instructional Coaches	Participants will learn how to use Self-Regulated Strategy Development in writing instruction. They will also use the thinkSRSD framework to teach writing to their students for ~2 weeks over the course of the semester.	Asynchronous Learning (~7 Hours) Virtual Synchronous Sessions (~19 Hours)	Registration Coming Soon <i>Offered Virtually</i>