



NORTH

**Dakota**

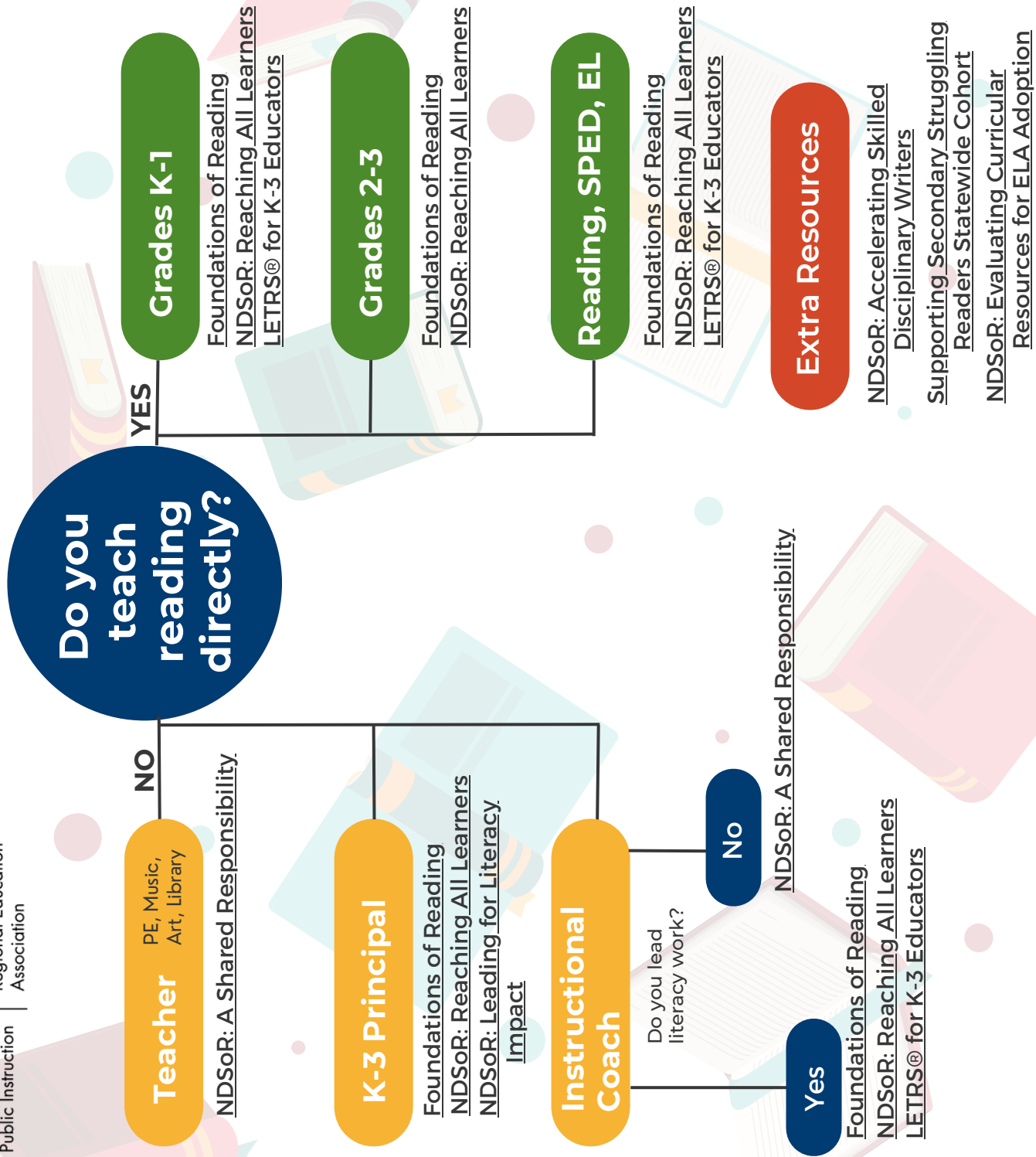
Be Legendary.

Public Instruction | Regional Education Association

# Professional Development Decision-Making Flowchart

Offerings are listed in order from least to most intensive time commitment. Course descriptions on pages 2-5.

NDCC 15.11-21-12.1 guidance and additional professional development resources at [www.nd.gov/dpi/education-programs/science-reading](http://www.nd.gov/dpi/education-programs/science-reading)



## Questions? Please contact your REA

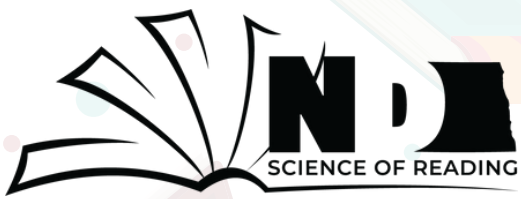
*These offerings are available through state resources. Individuals and teams are welcome to seek out other training opportunities as they see fit.*



# Professional Development Descriptions

Offerings listed in order from least to most intensive time commitment.  
 Course descriptions continued on page 3. Decision-making flowchart on page 1.

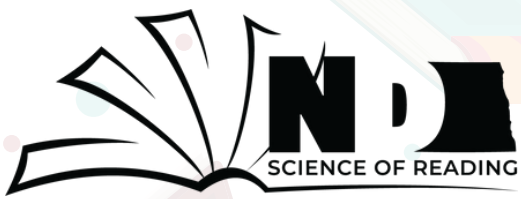
Course	Audience	Brief Description	Structure & Time	Register
<p><b>NDSor: A Shared Responsibility</b></p>	<p><b>Teachers without direct reading assignments:</b>            PE, Art, Music, Library, etc.</p>	<p>Featuring footage from ND classrooms highlighting implementation exemplars and includes the following 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.</p>	<p>2 Hours            Online            Asynchronous</p>	<p><a href="#">Register here!</a>            Credit available.</p>
<p><b>NDSor: Evaluating Curricular Resources for ELA Adoption</b></p>	<ul style="list-style-type: none"> <li>• <b>Teachers:</b> Elementary ELA, Title</li> <li>• <b>Elementary Principals</b></li> <li>• <b>Instructional Coaches</b></li> </ul>	<p>We have had many districts ask us what Tier 1 ELA curriculum materials and supplemental/intervention materials they should invest in that align to the Science of Reading, so we are providing an opportunity to showcase some of those materials. We will discuss implementation considerations and then you will have the opportunity to see an array of resources and materials up to 6th grade in most cases and 8th grade in some cases. You will be provided with the contact information for representatives for the respective materials.</p>	<p>45 min            Pre-recorded            Zoom meeting              Live Zoom            meeting              Browse In Person</p>	<p><a href="#">Register here!</a></p>



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 Course descriptions continued on page 3. Decision-making flowchart on page 1.

Course	Audience	Brief Description	Structure & Time	Register
<p><b>NDSor: Accelerating Skilled Disciplinary Writers</b></p> <p><i>Facilitator Training also available.</i></p>	<ul style="list-style-type: none"> <li>• <b>Teachers:</b> Elementary, Middle school, High school</li> <li>• <b>Literacy coaches</b></li> </ul>	<p>Almost all educators expect written responses from their learners--however, teaching the nuances of writing is hard no matter the level or content area. This course provides a framework for writing instruction that can be used in ALL grade levels and content areas. Educators will be able to identify the types of writing they expect from their learners, the characteristics of that writing, and how to explicitly teach the characteristics they expect. The approach taught in this course relies on mentor texts and explicit instruction, which will contrast with a writer's workshop and process model.</p>	<p>Hybrid</p> <p>Online synchronous, face-to-face</p> <p>Asynchronous practice submissions</p>	<p><a href="#">Complete Interest Form</a> and get emailed when registration opens!</p> <p>Credit available.</p>
<p><b>NDSor: Reaching All Learners</b></p> <p><i>Facilitator Training also available.</i></p>	<ul style="list-style-type: none"> <li>• <b>Teachers:</b> Grades K-3, Reading, SPED, EL</li> <li>• <b>Instructional Coaches</b> who <b>do</b> lead literacy work.</li> </ul>	<p>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.</p>	<p>Approximately 20 Hours</p> <p>Online</p> <p>Asynchronous + CoP Options</p>	<p><a href="#">Register here!</a></p> <p>Credit available.</p>



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<p><b>NDSor: Leading for Literacy Impact</b></p>	<ul style="list-style-type: none"> <li>• <b>K-3 Principals</b></li> </ul>	<p>In this course, district and school-level instructional leaders will be provided with the scientifically based knowledge and tools needed to close the research-to-practice gap.</p> <ul style="list-style-type: none"> <li>• <b>Session 1 via Zoom:</b> Back-to-School: Reading Simulation (1.5 hours)</li> <li>• <b>Sessions 2 &amp; 3 are Face-to-Face:</b> How the Brain Learns to Read and the Implications for Reading Instruction and Assessment (2 days, 6 hours each)</li> <li>• <b>Session 4 via Zoom:</b> Capstone (1.5 hours)</li> </ul>	<p>15 hours Hybrid 2 Zoom sessions and 2 Face-to-Face sessions</p>	<p><a href="#">Register here!</a> <i>Credit available.</i></p>
<p><b>Supporting Secondary Struggling Readers Statewide Cohort</b></p> <p>Facilitator Training also available.</p>	<ul style="list-style-type: none"> <li>• <b>Teachers:</b> Classroom, ELA, SPED</li> <li>• <b>Interventionists</b></li> <li>• <b>Literacy coaches</b></li> <li>• <b>At-risk leaders</b></li> <li>• <b>Administrators</b> interested in "digging deeper" into instructional needs of struggling readers</li> </ul>	<p>The fact remains that some secondary students are missing foundational reading skills, leaving them struggling with the ability to read grade level text. Through this series, participants will learn how to assist struggling readers at the secondary level through concentrating on 3 essential elements: curriculum-what we teach, instruction-how we teach, and assessment-data needed to guide the process. A large portion of the learning series will be designated to diagnosing student reading needs and how to match those needs with appropriate instructional strategies.</p>	<p>2 days In-person</p>	<p><a href="#">Register here!</a> <i>Credit available.</i></p>

Course	Audience	Brief Description	Structure & Time	Register
<p><b>Foundations of Reading Instruction and Intervention</b></p>	<ul style="list-style-type: none"> <li>• <b>Teachers:</b> Grades K-3, Reading, SPED, EL</li> <li>• <b>K-3 Principals</b></li> <li>• <b>Instructional Coaches</b> who <b>do</b> lead literacy work.</li> </ul>	<p>Provide educators with the knowledge, skills, and tools necessary to address a variety of students' needs in reading.</p> <p>It targets the Five Big Ideas of Reading (phonological awareness, phonics, fluency, comprehension, and vocabulary) in three key areas: instruction, assessment, and intervention.</p>	<p>30 Hours</p> <p>In-Person</p> <p>One Series</p> <p>Multiple Locations</p> <p>3 Face-to-Face Sessions</p>	<p><a href="#">Register here!</a></p> <p><i>Credit available.</i></p>
<p><b>LETRS for K-3 Educators Vol. 1 &amp; Vol. 2</b></p> <p><i>Facilitator Training also available.</i></p>	<ul style="list-style-type: none"> <li>• <b>Teachers:</b> Grades K-1, Reading, SPED, EL</li> <li>• <b>Instructional Coaches</b> who <b>do</b> lead literacy work.</li> </ul>	<p>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.</p>	<p>160 hours over 2 years</p> <p>Hybrid</p> <p>LMS modules + 4 Face-to-Face sessions per year</p> <p>Fargo, Bismarck, Minot, &amp; Devils Lake</p> <p>Spring &amp; Fall Cohort options</p>	<p><a href="#">Complete Interest Form and get emailed when registration opens!</a></p> <p><i>Credit available.</i></p>