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| **Topic-Specific Professional Development Description** |
| **Name of Entity:** Step by Step Learning, LLC |
| **Name of Product:** Step by Step Learning Online Fluency for Colorado Educators |
| **­­Publication Year: 2020** |
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| **Delivery Model:** Online (self-paced, asynchronous) |
| **Audience:** Administrators, Coaches, Teachers, Paraprofessionals |
| **Description of Professional Development:**  *Fluency For Colorado Educators* online course provided by Step By Step Learning® in the Online Learning Library (OLL) is available as a single course covering several topics that teaches the foundations of the science of teaching reading. The course utilizes adaptive learning technology so that seat time is maximized and the learner only receives the content that he/she needs based upon the preassessment. Adaptive assessments along the way supports each adult learner in identifying topics that require deeper study and those that can be reviewed later to support personal interest. Short videos provide the content and are supported through additional readings and learning activities. On average this course requires 4-6 hours to complete.  Hasbrouck (2012) describes fluency as the bridge between decoding and reading comprehension. Yet, even after the recommendations of National Reading Panel (2001) that noted fluency as one of the key components to include in reading instruction, it is often an after-thought or an event rather than an embedded regular component of daily instruction. This course begins with the science and builds important background knowledge regarding fluency. It quickly moves into the importance of automatic word reading and the foundational skills necessary to support sight word development. Evidence-based instructional practices, including lesson routines and strategies for English Learners, are shared. Learners apply learning through Connecting to the Classroom® activities that include using a *Polished Phonics Lesson* template that supports daily integration of fluency strategies into word work. In addition, skill inventories are discussed and applied to identify areas of need to guide instructional planning. |

**Topic Areas**

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| **Fully Met** | Fluency Development |
| **Partially Met** |  |