

<b>Professional Development Description</b>	
<b>Name of Entity:</b> TNTP	
<b>Name of Product:</b> Science of Reading Elementary, v 1.0	
<b>Publication Year:</b> 2023	
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<b>Website:</b> <a href="https://tntp.org/">https://tntp.org/</a>	
<b>Audience:</b> <input type="checkbox"/> Principals and Administrators <input type="checkbox"/> K-3 Teachers <input checked="" type="checkbox"/> K-12 Teachers	<b>Delivery Format:</b> <input type="checkbox"/> Online asynchronous, independent <input type="checkbox"/> Online synchronous, live <input type="checkbox"/> Online with live component <input type="checkbox"/> In-person, face-to-face live <input checked="" type="checkbox"/> Hybrid
<b>Contact Hours:</b> 55 hours	
<p><b>Description of the course (Course 1 and Course 2 for posting on the website)</b></p> <p><b>Course 1: Course One</b> provides a comprehensive approach to learning the principles and philosophies of the Science of Reading through a series of interactive online modules. Most participants require 25-30 hours to complete the course, depending on their familiarity with the content and their learning approach. Each module includes an end of module assessment, as well as reflection and application opportunities that help integrate new learning into instructional practice.</p> <p>The course is anchored in the cognitive science of reading development and the research-based evidence behind effective reading instruction, including the work of the National Reading Panel and subsequent evidence-based, peer-reviewed research. The literacy development process is framed by Gough and Tunmer’s Simple View of Reading (1986) and Hollis Scarborough’s reading rope (2001), as well as the neurological processes involved in learning to read. Each session connects a critical element of early literacy with these models, leading participants through an exploration of the relevant research supporting that element. Every module includes an application opportunity for the learner to make a direct connection to each system’s unique curricular materials.</p> <p><b>Course 2: Course Two</b> is a series of facilitated learning sessions that can be provided as in-person or virtual engagement opportunities. These sessions deepen educators’ knowledge as they prepare to implement instruction grounded in the Science of Reading. Through facilitated learning, educators build a strong understanding of how to translate research into practice and deliver excellent instruction that reflects the essential elements of literacy. Key to this learning is the explicit use of the HQIM (high quality instructional materials) actually used in participants’ own schools and classrooms. This approach is intended to close the knowing-doing gap and ensure implementation of strong materials with fidelity to support the growth of all students. To demonstrate completion of the in-person training, participants must attend the entire training, engage in daily Checks for Understanding and achieve a passing score on the summative performance task.</p>	