Aspire Training Resource Sheet '23-'24

"Content is important, but you have to be able to read it first." - PDC@THE View

Aspire Training FAQ :

- **● Who Participates:**
  - ○ 6th-12th reading, science, social studies, and mathematics teachers.
  - ○ ***Note:*** *Administrators and Instructional Coaches should be present during training for informational purposes and support only. Instructional Coaches have been provided with administrative level access to this platform and should familiarize themselves with the course content to assist them with leading collaborative team meetings on this topic.*
- **● Training Days and Times:**
  - ● **District PD Days:** 8/17, 9/22, 1/12, 4/22
  - ● **Monthly LSW:** the first Late Start Wednesday of the month will be provided to complete the assigned courses of the month.
  - ● **Monthly Science of Reading Collaborative Team Meeting:** The last Collaborative Team meeting of the month will be dedicated to sharing student work from the course.
- **● Scope and Sequence:**
  - ○ The scope and sequence for these courses is being completed by Semester. See Semester 1 below:

Training Date	Assigned Courses and Tasks:
August 16th and August 17th	**Prerequisite Courses:** *participants cannot advance until the courses below in bold are completed* ● **Introductory Video (30 minutes)** ● **What is Structured Literacy? (1 hour)** ● **Theories of Reading Development (1 hour)**
September 22nd	Staff provided time to complete courses from August due to multiple login issues across campuses
October	Staff provided time to complete prerequisite courses from August ● ***Deliverable:*** all prerequisite courses must be completed to move forward in the course. Any staff members who have not yet completed the courses will need to create an individualized plan with their building leader to move forward.
November	● **Course: Language Comprehension Knowledge Check (30 - 45 minutes)** *This is a prerequisite course and must be completed first before staff can move forward.* ● **Course: Enhancing Academic Language (1 hour)** ○ ***Deliverable:*** Staff will complete the **Bridge to Application** activity with their students.The *Explicit Vocabulary Instruction Lesson Plan Template* on pages 13-15 will be used to deliver a targeted vocabulary

	lesson connected to key content based vocabulary for the instructional unit. ● **PLC: Collaborative Team Meeting** ○ ***Deliverable:*** Staff will bring student work samples to the meeting and use the Student Work Protocol to engage in discussion with colleagues.

December	● **Course: Explicit Vocabulary Instruction**
	   ○ ***Deliverable:*** Staff will select from the array of content vocabulary activities provided in the **Bridge to Application** to use in the classroom with their students.
	● **PLC: Collaborative Team Meeting**
	   ○ ***Deliverable:*** Staff will bring student work samples to the meeting and use the Student Work Protocol to engage in discussion with colleagues.

January 12th	● **Course: Strategies of Incidental Vocabulary Acquisition**
	   ○ ***Deliverable:*** Staff will review the lessons from the Bridge to Application and complete required anchor charts in preparation for instruction.
	      ■ **Anchor Charts:** Context Clues, Signal Words, and Steps to Unlock the Meaning of the Word
	● **Course: Reading and Comprehension and Writing Knowledge Check**
	   ○ ***Deliverable:*** Complete the assessment in the course.
	● **PLC: Collaborative Team Meeting**
	   ○ ***Deliverable:*** Staff will bring student work samples to the meeting of the Semantic Word Web for Synonyms, Antonyms, and Multiple Meanings.. .

February	● **Course: Factors that Contribute to Deep Comprehension** ○ ***Deliverable:*** Staff will complete the activity in the Bridge to Application with their students**.**
March	● **Course: Texts that Provide Information** ○ ***Deliverable:*** Staff will complete the Bridge to Application activity with their students and discuss the student work samples in their PLC meetings.
April	● Staff will plan in PLC's, a lesson for their content using the graphic organizer from either the February or March Bridge to Application activities.
May	● Staff will plan in PLC's, a lesson for their content using the graphic organizer from either the February or March Bridge to Application activities.

- **Aspire Participant Expectations:**
  - ○ <u>Staff members who have been selected to complete the Aspire training modules on The Science of Reading are expected to:</u>
    - Utilize the district provided work time efficiently and effectively to complete the required courses.
    - Eliminate distractions and remain actively engaged in the learning while completing the online course.
    - Review the chosen activity to complete with students from the course. Ensure clarity of the activity of chosen.
    - Prep materials and determine how to best incorporate the activity into the lesson plan for alignment and effectiveness.
    - Maintain a minimum of 7 student work samples from the activity to share with the team during a Collaborative Team Meeting.
    - Reflect on their learning and determine how to continue providing high quality lessons to students which incorporate reading skills and explicit reading instruction.
    - Maintain the appropriate pacing and planning to meet all shared deadlines as indicated in this document.

    *****Note: Completion of this course and all of it's components is a district requirement.******

- **Materials for Training**

  - ○ **All registered teachers** are provided login credentials to access the Aspire Platform. All materials needed are included on the platform.
  - ○ **Bridge to Application** - each course includes a downloadable guide of activities the teacher can use to incorporate the learnings from the course into their instruction. Staff members are expected to download this resource from the platform to use with their students.
  - ○ **Student Work Protocol** - staff will be provided with the student work sharing protocols selected by their building leaders. The process outlined in the document will be used to guide the Science of Reading Collaborative Team Meetings at the end of the month.
- **New hires** will need to receive login credentials to access the platform. Please regularly communicate with the professional development office to acquire access for new staff members when hired.
- **Compensation and Time**
  - ○ Staff members are provided professional learning time on district pd days, late start Wednesdays, and planning time during the work day to use to complete the assigned coursework and requirements. Time outside of the work day is not needed to complete the coursework assigned. However it is each employees responsibility to appropriately manage their work time to ensure deadlines are met and tasks are completed.
  - ○ No additional compensation is provided for completing this coursework as
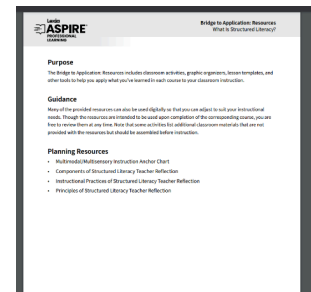
time outside of the contractual day is not required to complete the courses and tasks.

- **Professional Development Hours**
    - Participation in professional learning is monitored by the employees' activity in the course.
    - All assigned courses must be completed to receive credit for professional learning hours.
    - Failure to complete a minimum of 30 hours a year of professional learning could result in certification upgrade issues.
- **Missing Training**
    - This is not ideal but it is possible and will happen. Staff who miss professional learning days or times designated for completion of this course will be expected to use work time to make-up the courses and maintain pacing.
    - Building leaders and staff who are not on track with courses will receive a notification monthly of their status.