

DAVID C. ANCHIN CENTER FOR THE ADVANCEMENT OF TEACHING PRESENTS

UNDERSTANDING THE SCIENCE OF READING

Implications for Explicit, Systematic, and Multisensory Literacy Instruction and Intervention

A SELF-PACED, ONLINE COURSE

FEBRUARY 27 – APRIL 9

6 WEEKS / COST: \$295

COURSE OVERVIEW

This professional development course is designed for classroom teachers to explore the science of reading and developmental models of reading.

A focus on phonological/phonemic awareness, phonics, fluency, vocabulary development, comprehension, and foundational, inclusive literacy practices are central topics we will explore throughout the 6-week session. Through the exploration of these topics, teachers will consider implications for explicit, systematic literacy instruction and multisensory literacy interventions for children with decoding difficulties, dyslexia, and broader reading challenges.

The goal of this course is to provide a platform for practicing teachers to explore flexible and skillful use of developmentally appropriate instructional strategies for planning inclusive, responsive, and culturally relevant instruction for all students.

COURSE FORMAT

This course will be delivered in an asynchronous, online platform over 6 weeks (40 hours). Course modules will be self-paced to accommodate for flexible learning. The instructor will be accessible throughout the duration of the course for virtual office hours. Optional virtual “coffee talks” will be offered for participants to network and discuss course content.

▶ Register at: tinyurl.com/anchinrdg23

MEET YOUR INSTRUCTOR:

RACHEL HATTEN, PH.D.



Dr. Rachel Hatten is the Associate Director in the David C. Anchin Center for the Advancement of Teaching. She holds a Ph.D. in Critical Literacy and English Education and an M.A. in Literacy Education, both from the University of Minnesota. Her research focuses on sociocultural theory and detracking efforts in privileged classroom spaces.

As a practicing teacher, Dr. Hatten has presented at national and international conferences and led numerous professional development workshops related to her work in literacy, equity, and best practices in instruction.

Prior to joining the Anchin Center, Dr. Hatten led literacy curriculum, instruction, and assessment for Pasco County Schools as the Senior Instructional Specialist for Literacy. In this role, she was responsible for writing and delivering professional development to teachers, instructional coaches, and administrators related to best practices in literacy instruction and intervention. She also wrote curriculum, made recommendations to the Superintendent’s Senior Staff, and made plans for literacy development in response to district- and school-wide data systems. Dr. Hatten is also a former Literacy Coach, Racial Equity Coach, and high school English teacher, roles she served in for thirteen years in Minnesota prior to moving to Florida.

EARN YOUR PROFESSIONAL LEARNING HOURS WITH USF

Looking to complete your professional learning hours? The Science of Reading professional development course satisfies the Florida Department of Education’s 40-hour learning hours requirement in reading instruction.

Florida statute 6A-4.0051 requires 40 hours of professional learning “in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies” for recertification of teachers renewing various teaching certifications (e.g., elementary education, primary education, middle grades, education, English education, reading, and others).

For more information, please contact:

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the Advancement of Teaching