

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

AUGUST 23 – OCTOBER 1, 2021

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 bit.ly/3vYX5e0

MEET YOUR INSTRUCTOR:

MARGARET KRAUSE, PHD

Margaret Krause, PhD is a faculty member in the Literacy Studies Program at the University of South Florida. Dr. Krause's research focuses on pre-service teachers' developing literacy identities, multimodal literacy practices for children with reading differences, and the facilitation of inclusive literacy pedagogical practices for pre-service teachers in diverse educational settings.



Dr. Krause is a member of the American Psychological Association, and she regularly presents at national conferences including the Literacy Research Association's Annual Conference, the American Educational Research Association's Annual Conference, the National Association of Professional Development Schools, and the International Literacy Association's Annual Conference. Additionally, she has published research articles in “Dyslexia: An International Journal,” “Gifted Child Today,” and the “Journal of Media Literacy Education.”

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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