

**Early Literacy Foundational Skill Development**

June 22-23rd

8:30-4:30pm

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| Professional Development Objectives:   1. ***Understand the WHAT and WHY of Chapter 62 and FAST Assessments.*** 2. *Develop instructional practices (HOW) aligned to best practice in early literacy development.* |

DAY 1 Agenda:

**WHAT & WHY**

8:30am Welcome & Agenda Overview

8:35am Connect: Banned Words

9:00am Early Literacy: **WHAT** are the requirements?

9:30am MTSS: **WHY** focus on foundational skills?

10:00am BREAK

10:15am MTSS: **WHY** focus on foundational skills? continued

11:30pm-12:30pm Lunch\*

*\*Individuals who plan to take this as part of the 2 day course for 1 AEA License Renewal or Drake EDEX Credit must engage in* ***30 minutes of onsite*** *structured collaboration during this 1 hour lunch break. This time will include opportunities for you to action plan the implementation of new learning.*

12:30pm Connect: Our Kids

12:40pm Assessment: **WHY** Assess?

1:00pm Assessment: **WHY** FAST Assessments?

1:30pm Q & A

1:45pm Resources & Practice

2:00pm BREAK

2:15 Review: Snowball Fight

Notes:

**Early Literacy Foundational Skill Development**

June 10-11th

8:30-4:30pm

DAY 2 Agenda:

**HOW (Lori Lyon)**



**Early Literacy Foundational Skill Development**

June 22nd-23rd

8:30-4:30pm

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| Professional Development Objectives:   1. *Understand the WHAT and WHY of Chapter 62 and FAST Assessments.* 2. ***Develop instructional practices (HOW) aligned to best practice in early literacy development.*** |

DAY 2 Agenda:

**HOW**

8:30am Welcome & Agenda Overview

8:35am Connect: M & M Team Builder

9:00am Best Practice

9:30am **HOW** Top 10 Skills and Strategies for teaching Early Readers **(#10)**

9:45am BREAK

10:00am **HOW** Top 10 Skills and Strategies for teaching Early Readers **(#9-7)**

11:30pm-12:30pm Lunch\*

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12:30pm **HOW** Top 10 Skills and Strategies for teaching Early Readers **(#6-5)**

2:00pm BREAK

2:15pm **HOW** Top 10 Skills and Strategies for teaching Early Readers **(#4-1)**

4:30pm Dismissal

Notes: