



Voyager Sopris Learning® Professional Development Services and Solutions

Grades PreK–12 • New in 2018



Better Prepared Teachers. Better Student Outcomes.

Ensure your educators have the professional development they need to be confident and knowledgeable practitioners.



Prepared Teachers are Effective Educators

Most teachers are knowledgeable about specific areas of instruction and curriculum. That's a given. Yet, most teachers leave college ill prepared to teach early literacy skills and other specific topics. With the right preparation, all teachers—new and veteran—can impact student success by helping build conceptual knowledge.

With that in mind, it is important administrators ensure teachers have the opportunity to grow professionally and develop methods and practices that are supported by scientific research. Doing so maximizes learning outcomes and enhances the subjects they are teaching.

Our options for professional development give schools and districts thorough and highly effective courses of study that are:

- **Flexible** to meet teacher and administrator needs
- **Personalized** to give teachers the individual attention they deserve
- **Scalable** and **systematic** to provide targeted flexibility
- **Research-based** and **proven** to generate an engaging environment for teaching and learning

Additionally, our Educational Services team partners with administrators like you to help determine the options best suited for your district. Let us help you consider training options for the next school year.

Impactful Professional Development Helps Teachers and Administrators Thrive

Our professional development products and services are based on the principles of:

- Data analysis as a guide to classroom instruction
- Effective research-based instructional methods that increase student learning outcomes
- Campus leadership development
- Climate and culture—tiered positive interventions
- Creating authentic spaces for collaboration
- Connecting to a broader vision of where and how a school/district can grow
- Purposeful engagement
- Immediate actionability

We offer whole-school professional development solutions, as well as specific programs for Literacy, Mathematics, and School Climate.

On these pages, you will find information about:



Literacy

<i>The LETRS Family</i>	4–5
<i>LETRS</i> NEW in 2018	6–7
<i>LETRS Classic</i>	8–9
<i>A Principal's Primer for Raising Reading Achievement</i>	10–11
<i>LETRS for Administrators</i> COMING SOON	11
<i>LETRS for Early Childhood Educators</i> NEW in 2018	12
<i>Fundamentals of Literacy Instruction</i>	13
<i>Annual Literacy Symposium</i>	14



Mathematics

<i>NUMBERS</i>	15
--------------------------	----



School Climate

<i>Best Behavior</i>	16–17
--------------------------------	-------



The LETRS Family

(Language Essentials for Teachers of Reading and Spelling)

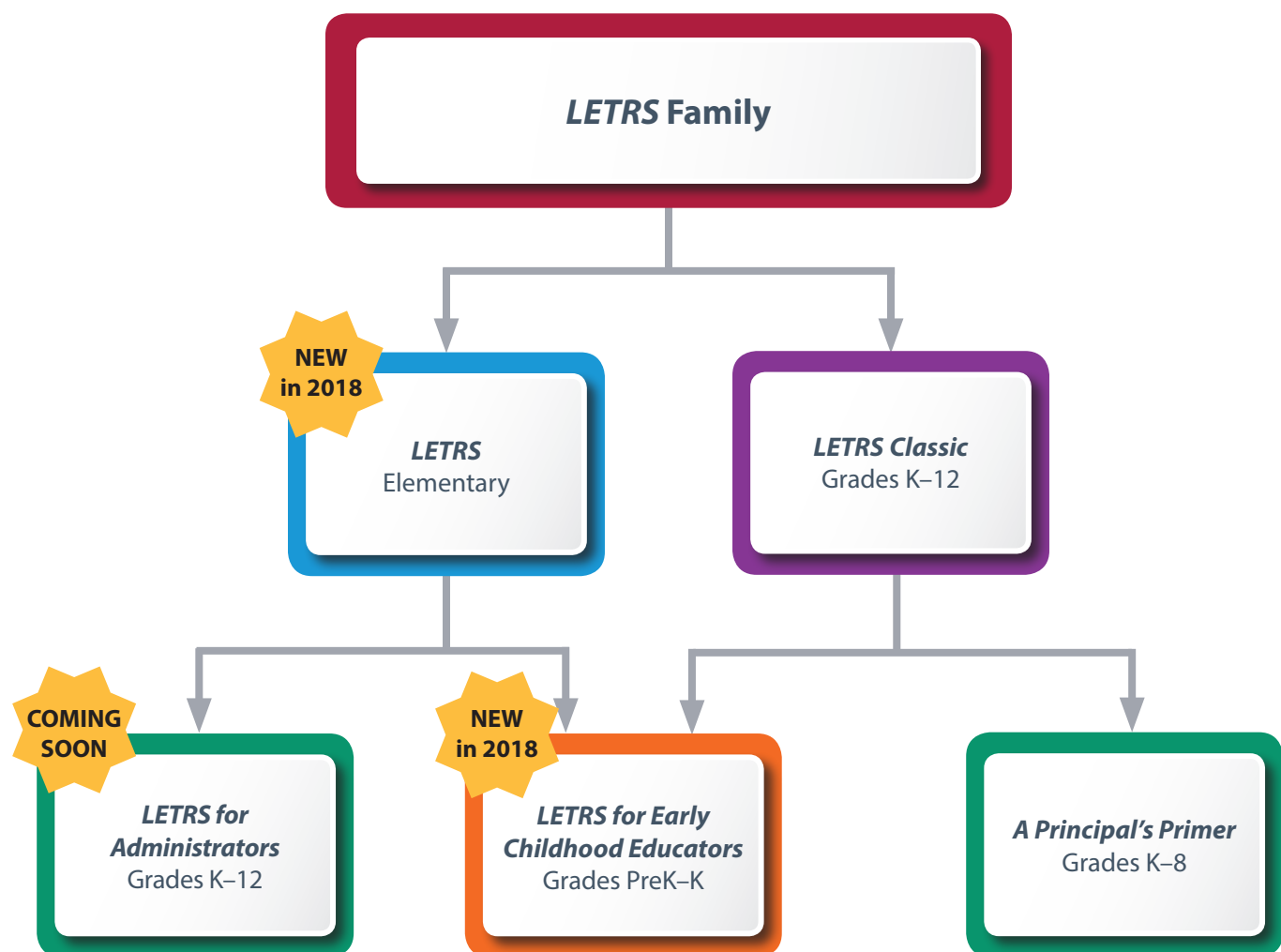
Grades: PreK–12



Educators make a difference every day. The LETRS Family of products is designed to help you change reading outcomes and set students on a lifelong path to success.

LETRS® is a research-based course of study that leads to improved student achievement and intentional instruction. The LETRS Family of Professional Development Solutions can help educators who teach reading in your district become more skilled and confident.

See which of these LETRS solutions is right for you, and learn more about each on the following pages.



LETRS Respected Authorship

Dr. Louisa C. Moats
LETRS New in 2018 and LETRS Classic

Louisa C. Moats, Ed.D., is a nationally recognized authority on literacy education and is widely acclaimed as a researcher, speaker, consultant, and trainer. Dr. Moats received her doctorate in reading and human development at the Harvard Graduate School of Education and is widely published on reading instruction, the professional development of teachers, and the relationship between language, reading, and spelling. She is the lead author of *LANGUAGE! Live*, a structured language, blended learning program for struggling adolescent readers. Dr. Moats' awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association for outstanding contributions to the field, and the Eminent Researcher Award from Learning Difficulties Australia.



Dr. Carol A. Tolman
LETRS New in 2018

Carol A. Tolman, Ed.D., has a doctorate in educational psychology and has been a consultant at the state, district, and school levels for more than 15 years. Dr. Tolman also has more than 25 years of experience in public schools and the juvenile justice system. She spent 12 of those years designing and implementing an innovative reading clinic for academically challenged public high school students. In addition to spearheading many successful, long-term literacy initiatives, Dr. Tolman organized and delivered curriculum for the Massachusetts Licensure Program and conducted a four-year project for the Maryland Department of Education supporting literacy knowledge for professors.



See full biographies of all LETRS and LETRS-related authors: www.leterslink.com



NEW IN 2018!

LETRS

(Language Essentials for Teachers of Reading and Spelling)

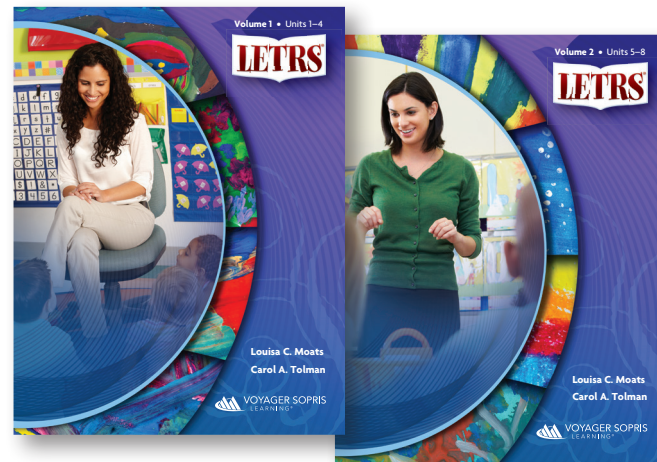
Flexible Implementation.

Grades: Elementary

by Louisa C. Moats, Ed.D., and Carol A. Tolman, Ed.D.

Champion change in your district with new **LETRS**, the proven language and literacy course of study for educators that leverages best practices in adult learning to positively impact student achievement.

Blended, Online, or Face to Face. Flexible Implementation Options.



LETRS gives your team the skills & readiness to be effective

Bridge training to in-classroom success with the only professional development program backed by more than 30 years of evidence-based, scientific research, and more than a decade of proven success. **LETRS** offers the most effective practices in preventing and addressing reading difficulties.

Research shows that 95 percent of all first graders can be taught how to read. The harsh reality is that only 31 percent of fourth graders can. Students who struggle need more than books to read; they need teachers that know how to teach the foundational skills of reading. **LETRS** provides educators with an in-depth understanding of the science behind teaching literacy. **LETRS** gives teachers the background and depth of knowledge to teach language and literacy skills to every student. **LETRS** helps teachers recognize why some students struggle, so that all students can become proficient readers.

LETRS is a course of study that addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties, including dyslexia.

NEW **LETRS** includes:

- Online assignments and more ways to apply content to the classroom
- Classroom video clips that connect the content to practical applications
- Illustration of each step of instruction, all connected to the science of reading and writing

LETRS is relevant and applicable, regardless of the literacy programs already in use in your school. **LETRS** is the most respected comprehensive professional development course for instructors of reading, spelling, and related language skills.



“LETRS allowed us to use a common curriculum and that allowed for the use of common practices. We were able to see gaps in teaching and resources, evaluate what to keep and what to get rid of, and re-evaluate the use of pull-out vs. push-in for Title I services. It gave us the springboard to change our instructional practices.”



—Ann Marie Thigpen,
Superintendent of Niles City Schools, Niles, OH

LETRS:

- Is independent of any curriculum or intervention program
- Increases the quality of literacy instruction within a classroom, school, and district
- Empowers teachers to understand the what, why, and how of scientifically based reading instruction
- Promotes effective and consistent literacy instruction within a school, district, and state
- Focuses on assessment, English learners, and classroom application in a highly integrated, interwoven way
- Utilizes innovative, collaborative, research-supported practices to deepen educator knowledge
- Comprehensively addresses the five essential components of effective reading instruction, with a focus on translating research to classroom application

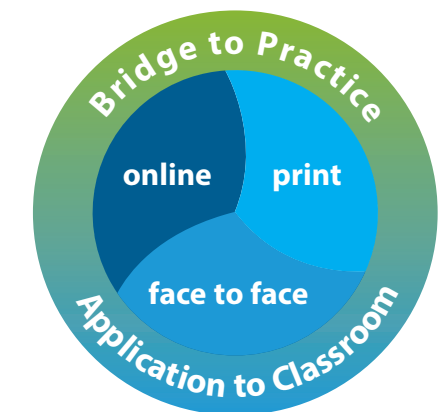
LETRS helps literacy educators understand:

- How language, reading, and writing are related to one another
- What must be taught during reading and spelling lessons to obtain the best results for students
- How to explain spoken and written English language structures to students
- Why reading instruction has several key components, and how they are related to one another, based on current scientific research
- How to interpret individual differences in student achievement, based on valid and reliable assessments and theoretical models
- How to implement instructional routines, activities, and approaches and differentiate instruction to meet the needs of all students

Implementation options

Flexible and easy to implement, **LETRS** can be purchased as:

- An entire course of study with online and face-to-face instruction (optimal)
- Blocks of units to create a full-year course of study
- A blended solution that leverages online coursework, face-to-face workshops, and virtual support
- Face-to-face instruction only
- Online instruction only



Call our specialists at 800.547.6747 to learn more or visit www.voyagersopris.com/professional-development/letrs/letrs-new



LETRS Classic

(Language Essentials for Teachers of Reading and Spelling)

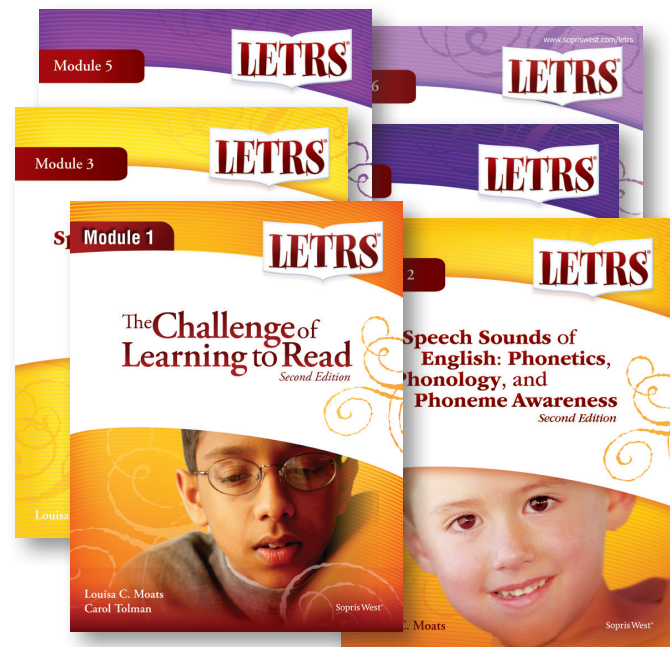
Grades: K-12

by Louisa C. Moats, Ed.D. (Lead Author)

A highly effective, research-based training program that prepares educators for the challenging work of teaching literacy. Teachers trained with *LETRS* have a proven record of raising literacy achievement for all K-12 learners.

"I'm filling the holes in the curriculum with my knowledge through LETRS."

—Melissa Carvitto, Teacher, Peshastin-Dryden Elementary, Cascade School District, Leavenworth, WA



LETRS Helps Teachers Deliver Quality Instruction

America has a literacy crisis: 31 percent of fourth grade students are not proficient in reading, according to the National Assessment of Educational Progress (NAEP), commonly called the Nation's Report Card. Among low-income students, that figure jumps to nearly 80 percent.

To turn this statistic around, teachers must be equipped with appropriate knowledge, tools, and services to build confident, proficient readers who can achieve grade-level reading, preparing them for success across all content areas.

More than 100,000 educators have experienced success using LETRS.

With essential literacy concepts and instructional practice at the heart of *LETRS*, this workshop-based course of study connects research to practice using accessible language, interactive exercises, and a tireless focus on translating knowledge to classroom practice.

Administrators choose LETRS due to its:

- Flexible implementation and scheduling options
- Ability to partner with schools and districts to customize plans
- Independently validated approach by researchers

"Thank you for providing the most valuable training I've received in my entire educational career. I now have the knowledge, backed by research, to support my teachers as they create reading success for all students."



—Gary Robinson, Principal, Indiana

Teachers succeed because LETRS:

- Integrates innovative research-supported practices to deepen educator knowledge.
- Directs and empowers educators as they develop a comprehensive road map for meeting standards-based outcomes.
- Sharpens educators' ability to diagnose why students are struggling and illustrates how to provide proven intervention.
- Has proven record of success in schools and districts backed by more than a decade of research.
- Includes relevant, timely, and actionable content and strategies.
- Is curriculum-agnostic. It improves literacy instruction no matter what curriculum is being used.

LETRS Modules Answer the What, Why, and How of Literacy Instruction:

- ✓ *LETRS Foundations: An Introduction to Language and Literacy*
- ✓ *The Challenge of Learning to Read*
- ✓ *The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness*
- ✓ *Spellography for Teachers: How English Spelling Works*
- ✓ *The Mighty Word: Building Vocabulary and Oral Language*
- ✓ *Getting up to Speed: Developing Fluency*
- ✓ *Digging for Meaning: Teaching Text Comprehension*
- ✓ *Teaching Phonics, Word Study, and the Alphabetic Principle*
- ✓ *Assessment for Prevention and Early Intervention*
- ✓ *Teaching Beginning Spelling and Writing*
- ✓ *Reading Big Words: Syllabication and Advanced Decoding*



Call our specialists at 800.547.6747 to learn more about how *LETRS* provides the research-based practices and applications to develop and bolster literacy expertise in teachers. Visit www.voyagersopris.com/lettrs-results for more information about the research behind *LETRS*.



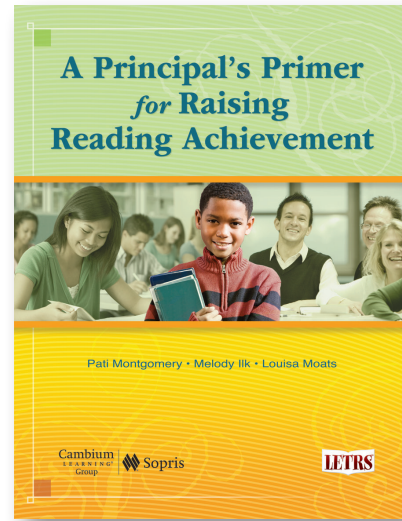
A Principal's Primer for Raising Reading Achievement

Grades: K-8

by Pati Montgomery, Ed.S., Melody Ilk, M.A., Louisa C. Moats, Ed.D.

Designed for administrators for use with **LETRS Classic**.

Also available as a standalone solution.



Leadership is Critical to Whole-School Success

Being a principal is an incredibly demanding balancing act. Hectic schedules and rapid pace of the school day leave little time for principals to focus on why their students might struggle to meet reading achievement milestones.

A Principal's Primer for Raising Reading Achievement is a "how to" guide that saves principals time as it explains, in practical terms, exactly how to implement research-based, multitier reading instruction throughout a whole school. It is a dynamic way to prepare not only principals, but administrators and coaches as well, to support teachers as they deepen their knowledge through **LETRS**. **Principal's Primer** effectively highlights systems and structures necessary for school-wide improvement in reading performance.

Principals who have used **Principal's Primer** have achieved optimal results, especially with students from economically, socially, or educationally disadvantaged backgrounds.

What is an Effective Principal?

According to research, a highly effective principal raises student achievement by between two and seven additional months of learning in a single school year.

—by Gregory F. Branch, Eric A. Hanushek, and Steven G. Rivkin



Eliminate Guesswork with Step-by-Step Guidance

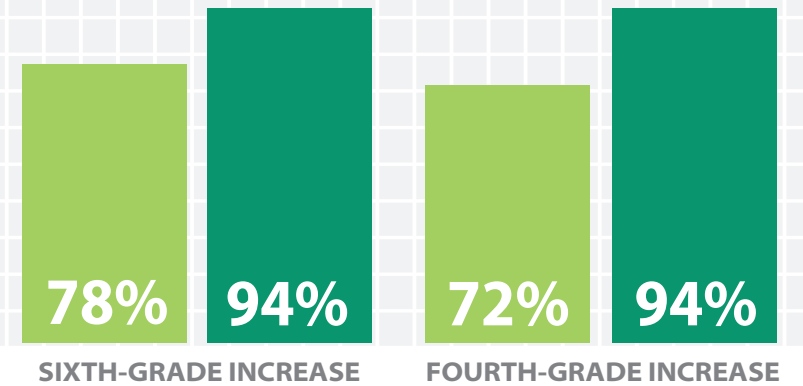
Principal's Primer presents a series of specific steps allowing leaders to:

- Focus specifically on the role of the principal in teaching literacy
- Provide the nuts and bolts of what to do with whom, how to get the work done, and how to monitor the school's progress toward shared goals
- Name specific programs and materials of value and place these tools within a Response to Intervention (RtI) framework
- Share the expertise of the authors who have received national and state recognition for outstanding school improvement implementations

With **Principal's Primer**, a principal can learn exactly what to do to raise reading achievement, and how to do it.

Using **Principal's Primer**, the Alameda Reading Project saw students excel rapidly.

In just two years, sixth-grade reading scores increased from 78% to 94% proficiency, fourth-grade scores rose from 72% to 94%.



COMING SOON: LETRS for Administrators

As an instructional leader, administrators can be the catalyst for facilitating change and implementing strong literacy instruction. **LETRS for Administrators** is the perfect complement for principals with participants in **LETRS**. It is designed to support your efforts in raising reading achievement in your building, district, or state.

LETRS for Administrators combines **A Principal's Primer** with an online component to help instructional leaders create the systems and structures in their schools and districts to increase or reach high levels of academic performance in English Language.

The program provides specific steps for facilitating change, developing a comprehensive assessment plan, managing resources, assembling a school leadership team, and making data-based decisions.

For additional details and specific topics covered, visit: www.voyagersopris.com/principalsprimer



Call our specialists at 800.547.6747 to learn more about how **Principal's Primer** can improve literacy achievement in your school.



NEW IN 2018!

LETRS for Early Childhood Educators

Grades: PreK–K

by Lucy Hart Paulson, Ed.D., and Louisa C. Moats, Ed.D.

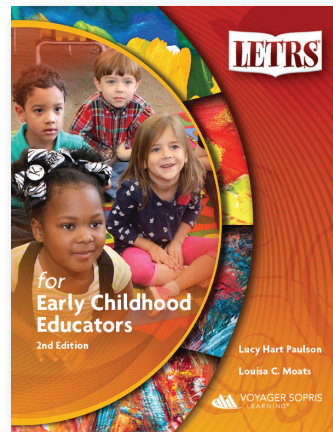
The research and proven approach of **LETRS** for your youngest learners.

Also available as a standalone solution.

Teachers of young learners will find:

- A focus on the definitions and concepts related to early literacy and language, the processes involved, and the developmental sequences by which these skills develop.
- Ways to expand strategies used to design and implement rich learning activities that are engaging, effective, evidence-based, and developmentally appropriate. Intentional planning activities that include learning outcomes in each early literacy foundation that optimize children's learning opportunities. Many of the sample activities come from *Building Early Literacy and Language Skills* (BELLS; Paulson et al., 2001).

The **LETRS for Early Childhood Educators** module is intended to enrich and extend professional development for early childhood educators and care providers in helping prekindergarten children learn the early literacy and language skills shown in research to be critical for later success. The information and techniques also are important for kindergarten teachers whose young students have not yet learned these vital early literacy skills needed for success in the first few years of school. This program gives guidance into how to implement the instructional routines to ensure students are ready for kindergarten.



Topic coverage includes:

- Definition of the foundation components of early literacy, including the role that phonological processing plays in both oral and written language and developmentally appropriate practices in reading and writing.
- The structures of language, the developmental stages that build oral and written language skills, and strategies to enhance these skills.
- The components of phonological awareness, a general continuum of development of these skills, and ways to help young children learn them.
- Print development in the areas of print awareness concepts, alphabet knowledge, and learning to become a writer.
- The assessment process and the components that need to be included in an assessment.



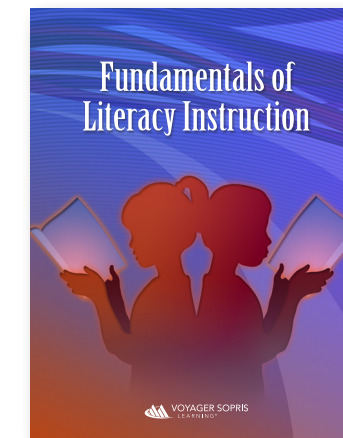
Call our specialists at 800.547.6747 to learn more about how **LETRS for Early Childhood Educators** can improve teacher instruction and set young learners on the path to success.



"Fundamentals of Literacy Instruction was the extra help our teachers needed to understand what to focus on as they work to improve literacy in their classes. Now, they can make the connections and move forward with ease and confidence."

—Angela McCoy,
Title I ELA Curriculum Specialist K–5

Ensure teacher preparedness with **Fundamentals of Literacy Instruction (FOLI)**, the dynamic professional development course that helps K–3 educators successfully implement the components and principles of scientifically based reading instruction.



Through **FOLI**, teachers will:

- Be introduced to the science of how children learn to read
- Learn the importance of each component of reading: oral language, phoneme awareness, phonics, fluency, vocabulary, and comprehension in reading instruction
- Understand how to put these concepts to work in the classroom

Easy-to-Implement Lessons Beneficial for Teachers

Teachers who use **FOLI** immediately apply new knowledge to implement explicit, practical lesson plans in their classrooms. Your teachers will:

- Learn about phonemes and how to analyze and correct common classroom spelling and writing problems
- Gain familiarity with an integrated reading lesson framework and use it to plan reading and writing lessons
- Develop lesson plans that help students meet their state standards
- Understand and use an Outcomes-Driven Model to review student data, determine student needs, plan instruction, and adjust instruction on an ongoing basis
- Use a Phonics and Word Reading Survey to assess students' areas of knowledge



Call our specialists at 800.547.6747 to learn more about how **Fundamentals of Literacy Instruction** can improve teacher instruction and student achievement.

Fundamentals of Literacy Instruction

Grades: K–3

by Mary Dahlgren, Ed.D., and Deborah R. Glaser, Ed.D.

Helping Educators with the Building Blocks of Literacy.

Classroom topics include:

- Phoneme Articulation and Text-Dependent Questions
- The Outcomes-Driven Model and Data Analysis
- Phoneme-Grapheme Mapping, Vocabulary, and Read Alouds
- Syllable Types and Text-Dependent Questions
- Irregular Words, Syllable Division, and Morphology



Annual Literacy Symposium

Connect teachers with the most respected literacy researchers and practitioners in education today.

Access the Literacy Symposium 2017 recordings at any time in the next year. Sessions are presented by leading experts in literacy and language including:

- Andrew Biemiller, Ph.D.
- Kate Cain, D.Phil.
- Hugh Catts, Ph.D.
- Louisa C. Moats, Ed.D.
- Lucy Hart-Paulson, Ed.D.
- Mark Seidenberg, Ph.D.
- David Share, Ph.D.
- Mark Shinn, Ph.D.
- Louise Spear-Swerling, Ph.D.
- Carol Tolman, Ed.D.
- Julie Washington, Ph.D.
- And others

JULY 9–10, 2018



Each summer, improve literacy instruction with our two-day online professional development event.

Literacy Symposium is a premier professional development event, linking practitioners with the most current research in the science of literacy. Through recordings from the Literacy Symposium, educators can explore the relationships among language, reading, and writing and connect theory to practice in sessions conducted by leading experts in the field of literacy education. Inspired teachers lead to inspired learners.

Who Should Participate

Literacy educators from preK to higher education interested in improving student success in reading and writing.

- Teachers
- Instructional Coaches
- Administrators
- Curriculum Directors
- Professional Development Team Leaders

Led by Louisa C. Moats, Ed. D., and Carol A. Tolman, Ed.D.

Both Dr. Moats and Dr. Tolman have spent their careers identifying and investigating the causes and remedies for reading failure.

- Dr. Moats is the former site director of the NICHD Early Interventions Project in Washington, D.C.
- Dr. Moats and Dr. Tolman are the lead authors of the new **LETRS** Elementary professional development series.

Educators who participate in the Literacy Symposium receive a Certificate of Completion that may be submitted for Continuing Education Credits.



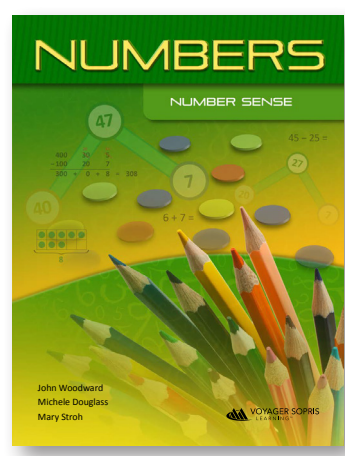
LEARN MORE:
voyagersopris.com/literacy-symposium



Math Success for All

General teacher preparation programs often do not adequately prepare teachers (or provide the depth needed) to properly teach math. As a result, some educators feel ill equipped or uncomfortable with their readiness to teach math.

Build and extend the skills and expertise of your teachers in a consistent manner with **NUMBERS**, the deep, cost-effective professional development designed to improve mathematics achievement and equip teachers and students to succeed—regardless of the mathematics classroom solutions already in use in your school or district.



NUMBERS provides educators the ideal blend of theory, domain-specific background knowledge, and classroom application to be immediately impactful in improving mathematics instruction across grades K–8. Designed for systemic change and sustainable improvement, it equips teachers with comprehensive understanding of high-level instructional tasks and teaching techniques to create the foundation for standards-based instruction. **NUMBERS** focuses on the “big ideas” of mathematics instruction to maximize the effectiveness of classroom instruction. Developed by mathematics education researchers John Woodward, Ph.D., Michele Douglass, Ph.D., and Mary Stroh, M.S., **NUMBERS** includes topic-based modules that are engaging and based on proven instruction research.

Flexible training options make **NUMBERS** a natural fit for meeting the needs of your district:

- Onsite Professional Development
- In-Classroom Coaching
- Ongoing Implementation Support
- Local Capacity Building



Call our specialists at 800.547.6747 to learn more about how **NUMBERS** can improve teacher instruction and student achievement.

NUMBERS

Grades: K–8

by John Woodward, Ph.D., Michele Douglass, Ph.D., and Mary Stroh, M.S.

Product-agnostic mathematics professional development that creates the foundation for sustained improvement in math achievement.

NUMBERS was developed for grades K–8 and is ideal for:

- New and experienced math teachers who feel unprepared
- Nonmath teachers
- Principals and instructional coaches
- Staff development leaders within the district

NUMBERS is interactive, hands-on mathematics professional development offered in five domains:

- Number Sense (K–5)
- Geometry and Measurement (K–5)
- Fractions and Decimals (3–6)
- Ratios and Proportions (6–8)
- Algebraic Thinking (6–8)

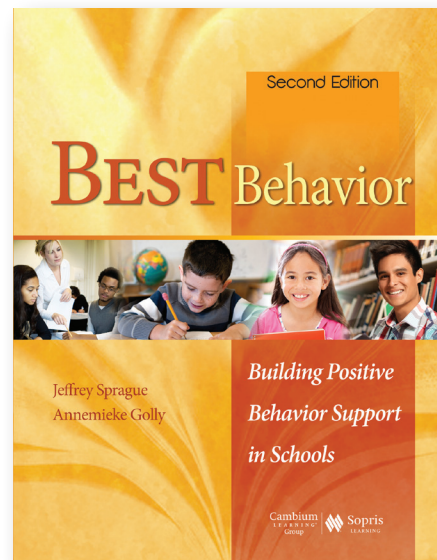


Best Behavior

Grades: K-12

by Jeffrey Sprague, Ph.D., and Annemieke Golly, Ph.D.

Student Success Begins in a Safe Learning Environment.



Build Positive Behavior Support with *Best Behavior*

A positive school culture motivates and engages through systems, teaching, and positive reinforcement. As a place of growth, a campus with a safe learning environment helps teachers work effectively and ensures students thrive academically and behaviorally. How can your school provide a safe learning environment for *everyone* that will improve attendance rates, behavior, and achievement?

Best Behavior is a dynamic, easy-to-implement program that drives academic achievement and healthy social development as it helps you create the day-to-day culture and safe environment all students deserve. It includes proven strategies for meaningful behavior intervention and helps administrators develop and enact PBIS, MTSS, and RtI procedures *that work*.

Based on more than 30 years of rigorous research

Following the *Positive Behavior Interventions and Supports* (PBIS) approach, *Best Behavior* is designed for all students—including the general population, those with additional needs, and the few students who need the most intensive intervention.

In-person training combined with printed materials

Author Jeffrey Sprague, Ph.D., and his network of skilled trainers provide on-site instruction using the *Best Behavior* participant materials. With this dedicated instruction, your educators work together toward improved:

- School-wide PBIS practices
- Classroom management practices
- Individual student support systems
- Collaboration with parents and caregivers

Best Behavior empowers administrators to:

- **Prevent and react** to harassment, bullying, and cyberbullying, and promote healthy social behavior.
- **Respond effectively** to students in need of Tier 2 and Tier 3 behavior interventions using the program's clearly outlined techniques and resources.
- **Customize research-based PBIS approaches** using dynamic strategies, scripts, templates, lesson plans, letters, forms, and sample expectations that fit your school's special needs.
- **Communicate and collaborate** clearly and effectively with parents and guardians, using the program's research-based teacher tips and numerous tools (including good-news notes, a sample newsletter, a model note and letter for caregivers, plus a sample schedule and calendar suggesting when and what to communicate).
- **Create and sustain a dynamic and responsive system** using problem-solving and data-driven reviews to respond to changes in school or student needs.



Call our specialists at 800.547.6747 to learn how *Best Behavior* can help improve your school climate.



Independent Study Validates Impact of **LETRS** on Teacher and Student Success

To address the goal of having every student reading at or above grade level by the end of third grade, the Mississippi Department of Education (MDE) incorporated professional development, using the **LETRS** program, and literacy coaching for K–3 educators across the state.

In the report, *Educator Outcomes Associated with Implementation of Mississippi's K–3 Early Literacy Professional Development Initiative*, independent researchers concluded teachers who participated in the **LETRS** professional development program:

- Gained knowledge of early literacy skills
- Improved the quality of their early literacy skills instruction
- Saw better student engagement during instruction

The executive summary and full report can be viewed online at go.voyagersopris.com/rel-study.



“The professional development offerings from Voyager Sopris Learning can be trusted as relevant, timely, and, most importantly, effective training. Our teachers are better trained to help our students reach their potential. LETRS provides the deep foundational knowledge our teachers need to understand the WHY and HOW of the best practices in literacy. Every teacher needs this deep knowledge and expertise.”

—Dr. Carolyn Gore,

K–2 Curriculum Supervisor—ELA and Social Studies, Caddo Parish Public Schools, LA

Voyager Sopris Learning®
Professional Development
Services and Solutions
CUSTOMIZED • FLEXIBLE • EVIDENCE-BASED



We are driven to help teachers because teacher success leads to student success.

PDBROCH/354618/01-18/DIG/1M/2.30



Visit www.voyagersopris.com/professional-development
Contact a specialist today: 800.547.6747

