

**BACKGROUND**

*The key to improving reading proficiency is to build educators’ specialized skills in effective reading instruction through research-based professional development. Sarasota County Schools serves as a catalyst to promote academic and personal growth for their students. The school district is partnering with the University of Florida Lastinger Center (UFLC) to improve student literacy outcomes through specialized training in the Science of Reading that brings theory to practice in the classroom. Through this partnership, teachers and coaches receive support in implementing evidence-based practices that lead to improved outcomes in student achievement. Additionally, the partnership ensures that Sarasota County Schools build their own capacity to create scalable and sustainable high-quality professional learning experiences for their teachers. Coaches will gain expertise alongside UFLC associates and participate in a gradual release model, which ensures implementation fidelity and sustainability of the professional learning experiences.*

**SCIENCE OF READING PROFESSIONAL DEVELOPMENT**

**Flamingo Literacy Small Group Instruction - Overview**

*The University of Florida Lastinger Center (UFLC) provides professional development on a specific small group literacy instructional model designed to help teachers translate reading research and theory into instructional practice. The Flamingo Literacy Small Group Instruction serves as a tool to help teachers develop an in-depth understanding of the reading process and how a child learns to read. The model includes explicit, systematic instruction in decoding, reading practices to build fluency (i.e., increased reading rate, accuracy, and prosody), direct modeling and guided practice on strategies to promote student independence in the use of reading strategies, in particular strong metacognition. <sup>P</sup><sub>SEP</sub> Individuals with dyslexia require explicit, direct and systematic instruction in both oral and written language. However, research shows that all students benefit from this type of instruction.*

*After engaging in this professional development, participants will be able to:*

- *identify students who may need additional assessment for reading disabilities.*
- *use data to make instructional decisions that address students' individual needs.*
- *provide evidence-based instruction in a face-to-face or virtual setting.*
- *support learners in encoding and decoding words.*
- *conduct a running record (observation of reading behaviors) to determine accuracy and student needs*
- *support learners in connecting oral and written language.*
- *support students in acquiring strategies to read texts.*
- *support learners in generalizing reading strategies to a variety of text genres.*
- *implement equitable and rigorous literacy instruction for all learners, including those with dyslexia.*