

CALLING ALL TEACHER EDUCATION FACULTY!

We invite you to attend a virtual Community of Practice: Connecting High-Leverage Practices in Literacy and Positive Behavior Support

What will we cover?

Engage with experts and colleagues to learn how to better equip tomorrow's teachers to support all learners in literacy development.

Who should attend?

We encourage IHEs to send 2-3 faculty members or administrators from different departments/programs.

Sessions: (12:00-1:20pm)

Feb 6th: Session 1: Lessons from Neuroscience: The Role of Self-regulation in Literacy Development

This session highlights key insights from neuroscience, child development, and education to show how self-regulation, essential for literacy development, develops and appears in classroom behavior. We will discuss what this means for teacher preparation and share the HLP-TPE crosswalk as a practical tool for integrating evidence-based strategies that support literacy from early childhood through adolescence.

Feb 20th: Session 2: Teaching the Whole Child: Integrating SEL Into Literacy Lessons

This session will cover strategies to strengthen the link between social-emotional learning and literacy instruction. Participants will learn practical ways to embed aspects of social emotional learning into their reading and ELA lessons.

March 20th: Session 3: Trauma-Informed Approaches for Teaching Practices that Support Literacy

This session guides educators in a reflective process that connects trauma-informed approaches with high leverage practices to support literacy development. We will focus on how we can support teacher development in embodying safety and trustworthiness; empowerment, choice, and voice; relationship, cultural, and holistic healing; and addressing specific learning needs.



Use the QR code or select the
button below to register

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