North Carolina State Improvement Project

Course Descriptions

Foundations of Mathematics is a high-quality professional learning course based on the most current research. It provides educators and administrators with the foundational knowledge needed to support students with persistent challenges in mathematics, including dyscalculia. This rigorous course utilizes evidence-based strategies along with a comprehensive assessment system to guide instructional planning and delivery. Topics include Numeration, Quantity and Magnitude, Equality, Base Ten, Form of a Number, Proportional Reasoning, and Geometric and Algebraic Thinking. Specific strategies using explicit, multi-sensory, systematic instruction are modeled and delivered using student work samples and error analysis through active participation.

This course is offered in two formats:

- **Traditional**: 30 hours (5 days) of in-person instructional and 10 hours of learning tasks for a total of 40 contact hours.
- **Blended**: 18 hours (3 days) of in-person instruction, 12 hours online course modules, and 10 hours of learning tasks for a total of 40 contact hours.

Reading Research to Classroom Practice is a high-quality professional learning IDA Certified course based on the most current research in the field of literacy. It provides educators and administrators with the foundational knowledge needed to support students with persistent reading challenges, including dyslexia. This rigorous course includes literacy instruction utilizing evidence-based strategies along with a comprehensive assessment system to guide instruction. Topics include Phonological Awareness, Phonics, Word Recognition, Spelling, Fluency, Vocabulary, and Comprehension. Specific strategies using explicit, multisensory, systematic instruction are modeled and delivered using case studies and active participation.

This course is offered in two formats:

- **Traditional**: 30 hours (5 days) of in-person instructional and 10 hours of homework for a total of 40 contact hours.
- **Blended**: 18 hours (3 days) of in-person instruction, 12 hours online course modules, and 10 hours of homework for a total of 40 contact hours.

All Leaders Understand and Collaborate to Support Evidence-Based Instruction All Leaders Understand and Collaborate to Support Evidence-Based Instruction is a 6-hour asynchronous online course for district and building leadership teams to dig deeper into components of Implementation Science. Participants will use activities to explore their academic initiatives and to understand the compelling why of authentic engagement in school improvement. Teams will collaboratively use tools provided by the National Implementation Research Network to focus on building readiness, implementation stages, implementation teams, and implementation drivers. Course participants will gain the skills to develop, implement, and evaluate district and school plans that support the improvement of core content instruction and achievement of students with disabilities. Registration link.

Overview of Reading Research to Classroom Practice and Foundations of Math is a 6-hour asynchronous online course is designed to provide administrators with an overview of the 40-hour courses, Reading Research to Classroom Practice (RRtCP) and Foundations of Math (FoM). Participants gain insight into what teachers learn when taking the 40-hour courses, why it is important for students, and steps administrators can take to ensure content learned from RRtCP and FoM translate to classroom practice. Registration link.

The **Adolescent Literacy Overview** introduces recommendations to consider when establishing and planning a schoolwide approach targeting 4th-12th grade content literacy for all students. This professional learning opportunity offers a systematic approach for the identification of strengths and weaknesses in literacy programming, development of a literacy leadership team, and methods to design a collaborative environment that fosters shared responsibility for learning. These key points include diagnosis of student needs and creating a common vision to meet the needs of all students to more fully access the content-area curriculum. This day will provide an opportunity to reflect on and engage in discussion around current practice and research as well as consider gap analysis which will lead to development of an action plan to ensure your programming meets the identified needs of all students.

Coaching Basics: Coaching is a vital element of the implementation drivers within implementation science. In this session, participants will examine the coaching basics for administrators, coaches, teachers, and service providers. Topics will include research that supports the effectiveness of coaching and the types of coaching models. Additionally, participants will have an opportunity to learn the basics of the coaching continuum including observation of best practice, individual, group, and peer coaching with models of each. The fundamentals and importance of goal setting will also be addressed with teachers and student development in mind. Another key element will be feedback and the feedback loop with the use of in-ear technology as a means for real time content and high impact strategy coaching. Participants will learn and practice giving and receiving feedback and will view models of in-ear technology used with coaching teachers.

Co-Teaching- Calling All Administrators: School administrators are provided an overview of the service delivery model of co-teaching, practical tools used to give substantial support to both the general and special educators implementing co-teaching in their schools. Administrators will discuss considerations for the selection of staff and students for co-teaching, planning for implementation, scheduling, the importance of collaborative planning, the six approaches utilized in the classroom that enhance universal design for learning, and evaluation of effective co-teaching implementation.

Co-Teaching for Teachers- Going Beyond the Basics: This professional learning supports best practice by providing teams of teachers (general and special educators) with the six approaches of co-teaching, their implementation and practical tools, can be utilized by teams implementing co-teaching as a service delivery model in their schools. The teams will gain knowledge of the essential elements of co-teaching: co-planning, co-instructing and co-assessing.

Deep Dive Into Dyslexia:
Developed in collaboration with Nancy Hennessy, this course explores the definition and characteristics of dyslexia and evidence-informed assessment and instructional practices for word recognition, fluency, and spelling. Through the content presented, educators develop an understanding of the science of reading including an understanding of why students may experience reading difficulty, including dyslexia; identify causes and characteristics of dyslexia; define components of word recognition including phonological awareness, decoding, encoding, and sight word recognition related to dyslexia; and identify evidence informed instructional and assessment practices in reading specific to students with dyslexia.

Demystifying Dyslexia
This two-hour self-paced course Is available for all administrators, teachers, and support staff in NCEES. It is an introduction to dyslexia and provides educators accurate information regarding the evaluation, identification, and education of students with dyslexia within North Carolina public schools.

Understanding Specific Learning Disabilities in Math:
This professional learning, developed in collaboration with Bradley Witzel, is intended to help educators identify needed research-based practices and/or instructional methods to increase the percentage of students who respond to core math instruction alone, improve outcomes for students receiving supplemental and intensive intervention, including students with a Specific Learning Disability in math, identify and intervene early with students exhibiting characteristics of mathematics difficulty, and facilitate collaborative communication with parents and other community stakeholders around the topic of Specific Learning Disability in mathematics including dyscalculia.