



Course Catalog

This document describes the online course offerings currently available or coming soon on [BRIDGE-RI](#). Please be aware that courses are continually being developed, so please check back for courses that have been newly added or are coming soon. In this catalog, courses are categorized by tier of support and each course description contains important information about the course and enrollment options.

BRIDGE-RI Course Catalog

To enroll in courses on BRIDGE-RI, you must first have an account!

Create one today - it's free and easy. Learn how in this [quick video](#).

Do you have a BRIDGE-RI account?

Learn how to search for courses and enroll in this [video tutorial](#).

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Tier 1: MTSS Foundations

Multi-Tiered System of Supports (MTSS) Overview 2nd edition		
<p>Participating in any course on BRIDGE-RI, the home of MTSS RI, presumes a foundational understanding of multi-tiered system of supports (MTSS); therefore, it is recommended that all participants begin with this course as a prerequisite to establish common language and conceptual understanding of the framework.</p> <p>At the conclusion of this course, participants will be able to:</p> <ul style="list-style-type: none">• Explain the preventative 'why' behind an MTSS approach to school improvement• Define MTSS and its components• Understand how a data-based, problem solving culture is integral to the framework• Reflect on how building a tiered model should be informed by Implementation Science		
Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Related Service Providers, Administrators, Interventionists/Specialists, Coaches, Paraprofessionals	Self-Paced	3 PLUs
Course Support Contact: Nicole Bucka , Ellen Reinhardt		
Enroll Now!	Click here to enroll in <i>MTSS Overview</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Team Foundations 2nd Edition

Much of the work of MTSS and school improvement is done by teams and during meetings. Healthy functioning teams get more accomplished with fewer frustrations and setbacks. This course will guide team members and leaders through the important considerations and tasks to develop a strong team and hold effective meetings. Updated from the original version of this course, we have streamlined activities for improved navigation, kept the tools and activities that served participants most, removed those that were not helpful, and added content regarding family engagement.

Participants will be able to:

- assemble effective teams
- establish team operating procedures to maximize engagement and outcomes
- develop team communication plans

Intended Audiences	Course Type	Recommended PLUs
School Improvement Teams, MTSS Teams, Team Members	Self-Paced	2 PLUs
Course Support Contact: Ellen Reinhardt ,		
<u>Enroll Now!</u>	Click here to enroll in <i>Team Foundations 2nd Edition</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

RIDE: School Improvement Process

This course is part of a three-part course series and serves as a tool to support school leaders in understanding the why and how around the school improvement process. By the end of the Course 3, participants will be able to effectively engage their School Improvement Team in the facilitation of the school improvement process to develop a school improvement plan that meets the requirements of the Education Accountability Act (EAA). Participants will also be able to effectively implement and monitor plans designed to improve the efficacy of teaching and learning in their individual schools. We recommend this course to anyone who is leading the school improvement process. Tools will be provided to participants to utilize with the School Improvement Team (SIT) members. Topics will be presented sequentially in the order that a School Improvement Plan (SIP) would be built in the course of an academic year.

Upon Completion of Course 1 participants will be able to:

- Identify the required expectations as defined in the Education Accountability Act.
- Define each of the components of the cycle of continuous improvement.
- Develop a school improvement calendar for your School Improvement Team.
- Identify requirements for SIT composition as it relates to EAA.
- Explain differences between inclusion and representation
- Describe structures for effective teaming as it relates to EAA.

Intended Audiences	Course Type	Recommended PLUs
Administrators and School Improvement Team Chairs	Self-Paced	2

Course Support Contact: BRIDGE-RI Help Desk

[Enroll Now!](#)

Click [here](#) to enroll in *RIDE: School Improvement Process*. If you are not logged in, you will be prompted to log in before you can enroll.

RIDE: School Improvement Process Course 2

This course is the second in a three-course series developed to support school leaders in designing, facilitating, and engaging school improvement teams (SIT) in the school improvement planning process. The course was developed at RIDE by Michael Mancieri, Andrew Milligan, Amanda Turcotte, Trish Pora, Dr. Melanie Gonzalez, and Dr. Deb Dibiase, through the Office of School and District Improvement (OSDI), in partnership with BRIDGE-RI. It serves as a tool to support school leaders and SIT members in understanding the why and how of the school improvement process. Participants are automatically enrolled in this course upon the successful completion of RIDE: School Improvement Process Course 1.

By the end of Course 2, participants will be able to:

- Write an effective, comprehensive Needs Assessment
- Determine Priorities for School Improvement
- Conduct a Root Cause Analysis
- Write effective SMART+E goals

Intended Audiences	Course Type	Recommended PLUs
Administrators, School Improvement Team Chairs	Self-Paced	2 PLUs

Course Contacts: Michael Mancieri and Andrew Milligan

Enroll Now!

Click [here](#) to enroll in *RIDE: School Improvement Process Course 2*. If you are not logged in, you will be prompted to log in before you can enroll.

RIDE: School Improvement Process Course 3

This course is the third in a three-course series developed to support school leaders in designing, facilitating, and engaging school improvement teams (SIT) in the school improvement planning process. The course was developed at RIDE by Michael Mancieri, Andrew Milligan, and Amanda Turcotte through the Office of School and District Improvement (OSDI), in partnership with BRIDGE-RI. It serves as a tool to support school leaders and SIT members in understanding the need to select evidence-based initiatives, as well as how to successfully support those initiatives. Participants are automatically enrolled in this course upon the successful completion of RIDE: School Improvement Process Course 2.

By the end of Course 3, participants will be able to:

- Identify evidence-based initiatives
- Conduct a Resource Allocation Review
- Write and assign action steps
- Progress monitor implementation to make adjustments as needed

Intended Audiences	Course Type	Recommended PLUs
Administrators, School Improvement Team Chairs	Self-Paced	1.5 PLUs
Course Contacts: Michael Mancieri and Andrew Milligan		
<u>Enroll Now!</u>	Click here to enroll in <i>RIDE: School Improvement Process Course 2</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Tier 1: Academic

Early Numeracy at Tier 1: Teaching Math to Young Learners

Think about how you learned math... and the ways that you teach math to young learners. How can you help set up your students for future success in mathematics starting in the early grades? Children are interested in math well before they start school – they notice basic shapes, construct simple patterns, and learn to count. Early numeracy serves as the gatekeeper for higher level mathematics. Using evidence-based practices to capitalize on children's natural interest in math can help build the foundation for future mathematics success. In this course, you will learn about developmental progression of math skills and concepts, evidence-based strategies for teaching math to young children (and how to implement them!), and how to support students with mathematics difficulties.

By the end of this course, learners will:

- Understand developmental math progressions and how they impact the teaching of mathematics to young learners.
- Increase capacity for supporting young learners with math difficulties.
- Design learning activities that implement evidence-based practices for early numeracy into daily classroom routines and lessons.

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators (K-3 general and special education); Early Learning Providers	Self-Paced	3 PLUs

Course Support Contact: [Alise Crossland](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Early Numeracy at Tier 1: Teaching Math to Young Learners*. If you are not logged in, you will be prompted to log in before you can enroll.

Introduction to Universal Design

Now more than ever our students are arriving with varied strengths and needs. Universal Design for Learning (UDL) is the way to ensure we support ALL of our students. This course is designed to help you start your journey towards understanding what UDL is, why it is important, and how to approach planning with UDL to ensure every student, regardless of variability, can access the content and engage in meaningful learning. The content in this course is organized around 4 sections:

- Variability and Barriers
- The Four Components of the UDL Lesson Plan
- UDL Guidelines
- Putting it into Practice

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Related Service Providers, Paraprofessionals	Self-Paced	2 PLUs
Course Support Contact: Ellen Reinhardt		
<u>Enroll Now!</u>	Click here to enroll in <i>Introduction to Universal Design</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Co-Teaching 101 - Foundational Understanding

At some point in your career—whether you are new to teaching, a veteran, or switching roles—it's likely that you will be asked (or told...) to co-teach. It's also likely that you will receive little to no training on how to effectively collaborate with another educator to best meet your students' needs. Well, that's about to change! This course is the first in (what will be) a series on BRIDGE-RI to support co-teaching implementation. You will be provided with the foundational information needed to build your knowledge base for the full series. More specifically you will learn about the legal, ethical, and research foundations for co-teaching, along with a high-level overview of the co-teaching models.

Intended Audiences	Course Type	Recommended PLUs
District and building administrators, General educators, Special educators/MLL educators, Para-professionals	Self-Paced	2 PLUs

Course Support Contact: [Jennifer Graham](#), [Teri Marx](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Co-Teaching 101*. If you are not logged in, you will be prompted to log in before you can enroll.

Data-based Instruction for Early Writing

This course explores best practices in supporting young children who are experiencing writing difficulties through an evidence-based approach called data-based instruction. Participants will learn about the key elements of writing and how both curriculum-based measurement and explicit writing instruction are systematically used to support young writers.

Intended Audiences	Course Type	Recommended PLUs
K-3 General and Special Educators, Interventionists	Self-Paced	2 PLUs

Course Support Contact: [Ellen Reinhardt](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Data-based Instruction for Early Writing*. If you are not logged in, you will be prompted to log in before you can enroll.

Math - Core Instruction in the Mathematics Classroom (Part 1) Foundations

How can you help all your students succeed in mathematics? Learn about how to integrate the content and practice standards in your instruction to support mathematical rigor and encourage all students to see themselves as math learners.

- Learn about the key shifts in the mathematics standards to emphasize coherence, focus and rigor in math instruction.
- Define what is meant by “rigor” in a mathematics classroom.
- Explore the importance of a growth mindset.
- Gain an understanding of the content and practice standards and how they interact across grade levels

Intended Audiences	Course Type	Recommended PLUs
K-12 General and Special Educators	Self-Paced	2 PLUs

Course Support Contact: [Michele Walden-Doppke](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Core Instruction in the Mathematics Classroom*. If you are not logged in, you will be prompted to log in before you can enroll.

Math - Core Instruction in the Mathematics Classroom: (Part 2) Advanced

Like what you learned in Core Instruction in the Mathematics Classroom (Part 1): Foundations, but still ask, “What strategies can I use in my classroom to facilitate deep mathematical understanding?” This three-hour course is the second course in a two-part series that builds on the elements learned by diving deeply into the topics introduced in the previous course. You will learn about specific strategies and reflect on specific actions you can take in your classroom to plan instruction for standards alignment and mathematical rigor.

Who should take this course? This course expands on Core Instruction in the Mathematics Classroom (Part 1): Foundations. Take this course if you are interested in more in-depth learning on strategies for improving core mathematics instruction.

- Build on your learning from the first course with strategies you can implement in your math classroom to achieve rigor
- Learn how you can use the domain progressions in planning your mathematics instruction
- Explore how the standards for mathematical practice translate to teacher and student actions in the classroom and the strategies you can use to implement the standards
- Practice using the domains and standards to plan mathematics instruction that considers how students progress across grade levels

Intended Audiences	Course Type	Recommended PLUs
K-12 Mathematics Teachers; K-12 Special Educators; K-12 Specialists	Self-Paced	3 PLUs

Course Support Contact: [Michele Walden-Doppke](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Core Instruction in the Mathematics Classroom Part 2: Advanced*. If you are not logged in, you will be prompted to log in before you can enroll.

Math - Math Peer Assisted Learning Strategies (PALS): Grades 2-6

Math Peer Assisted Learning Strategies (PALS): Methods for Grades 2-6 was designed for use with students in the elementary grades 2-6 and supports students development and mastery of key calculation concepts and applications representing the curriculum from grades 2-6. In PALS Math students work together to learn key concepts and procedures. Designed to supplement your regular classroom instruction, it will give your students a chance to practice what they are learning with a different look, different questions and novel problems. This course will cover the skills of computation for addition, subtraction, multiplication and division in addition to key concepts and applications across grades 2-6, including area and perimeter, fractions, money, and ratios and probability and many more. Repeated scientific evaluations of PALS Math indicate that high-achieving, average-achieving and low-achieving students, as well as students with disabilities, make progress in a PALS classroom more than non-PALS classrooms.

NOTE: To implement, participants must have PALS Math program materials, so the course will prompt that process.

Intended Audiences	Course Type	Recommended PLUs
Grades 2-6 Educators, Interventionists/Specialists, Special Educators, Paraprofessionals, Administrators	Self-Paced	3 PLUs
Course Support Contact: Nicole Bucka		
<u>Enroll Now!</u>	Click here to enroll in <i>PALS</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

(Enrollment Closed until mid-Oct. 2025) Math - Supporting All Learners in Math: Universal Design, Differentiation, and Scaffolding

How can you better support your students with disabilities in the math classroom? Learn about how you can incorporate instructional support to design more inclusive instruction that meets the needs of all of your students.

- Learn about the instructional supports of Universal Design for Learning, differentiation, scaffolding, and accommodations and/or modifications,
- Understand how each of these supports apply in the context of math instruction, and
- Practice putting it all together in your math classroom.

Intended Audiences	Course Type	Recommended PLUs
K-12 General and Special Educators	Self-Paced	2 PLUs

Course Support Contact: [Michele Walden-Doppke](#)

**(Enrollment closed until mid-Oct.
2025)**

Click here to enroll in *Supporting All Learners in Math*. If you are not logged in, you will be prompted to log in before you can enroll.

Math - Supporting Language Development in Mathematics

Have you ever wondered why some students require more specific instruction than others in the language of mathematics? Or how educators can support student development of vocabulary around mathematical concepts? This course will provide easy to implement practices you can do tomorrow.

Learning Objectives:

- Learn about the language of mathematics and the importance of vocabulary
- Understand the challenges of word problems
- Discover instructional practices to support language and vocabulary development

Intended Audiences	Course Type	Recommended PLUs
K-8 General and Special Educators, ESOL Specialists, Math Specialists	Self-Paced	1 PLU
Course Support Contact: Michele Walden-Doppke		
<u>Enroll Now!</u>	Click here to enroll in <i>Supporting Language Development in Mathematics</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Math - Using Number Talks to Support Students in Mathematics

In this course, you will learn about a research-based math strategy you can implement in your classroom to boost students' mental math skills and develop their flexibility, accuracy and efficiency when solving math problems. This course will introduce you to the major components of a number talk and suggest ways of using number talks in your classroom, including as a formative assessment method so you start integrating this powerful strategy in your teaching practice today.

Course Objectives:

- Describe how number talks promote student understanding of mathematics
- Identify the major components of a number talk
- Plan for supports needed for struggling students
- Identify ways you can use number talks for formative assessment
- Apply the number talks strategy in your classroom

Intended Audiences	Course Type	Recommended PLUs
K-12 General Educators, K-12 Special Educators	Self-Paced	2 PLU

Course Support Contact: [Michele Walden-Doppke](#)

Enroll Now!

Click [here](#) to enroll in *Math: Using Number Talks to Support Students in Mathematics*. If you are not logged in, you will be prompted to log in before you can enroll.

Writing - Self-Regulated Strategy Development Overview

Are you interested in learning more about an evidence-based way to improve your students' writing? This course on Self-Regulated Strategies Development (SRSD) for writing will introduce participants to this highly effective, evidence-based approach for teaching writing. A brief overview of the SRSD process will be provided alongside first hand data and reports from local educators explaining both its effectiveness and ease of implementation.

Participants completing this course will be eligible to enroll in the facilitated course, Writing - Teaching Informational Writing.

Intended Audiences	Course Type	Recommended PLUs
Teachers, Literacy Coaches, Building Administrators	Self-Paced	1 PLU
Course Support Contact: Ellen Reinhardt , Leslie Laud		
<u>Enroll Now!</u>	Click here to enroll in <i>SRSD Overview</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Writing - Teaching Informational Writing

Do You Want to Improve Your Students' Writing?

During this twelve-hour course, you will learn an evidence-based pedagogy for how to teach your students to independently use the writing process whenever they write. This curriculum-agnostic approach is focused on informational writing. You will learn specifically how to implement the core routines and scaffolds of Self-Regulated Strategy Development (SRSD). A combination of synchronous (live, online) and asynchronous (self-paced) sessions will be used to keep the course moving along and engaging.

Learning Objectives:

- Implement SRSD through the 6 core routines
- Describe how each major learning theory is seen in the 6 routines: explicit instruction, scaffolds, gradual release and formative assessment
- Explain the core theory of gradual release and how it underlies the 8 routines in SRSD
- Identify your plan for implementing the eight main lessons in this framework
- Feel confident to implement the lessons

Intended Audiences	Course Type	Recommended PLUs
Grades 2-8 Educators, Instructional Coaches, Building Administrators	Facilitated	12 PLUs

Course Support Contact: [Ellen Reinhardt](#)

ENROLL NOW!

Prerequisite for this course is [SRSD Overview](#).
Contact [Ellen Reinhardt](#) if you are interested in enrolling.

Reading - Foundational Skills: Introduction

This self-paced course, updated in 2023, is a prerequisite introduction for a pathway of courses on Reading Foundational Skills. Through this pathway, participants will develop an understanding of the foundational reading skills in the Common Core State Standards (CCSS), how these standards connect to the Science of Reading, and how all roles in a school and family/community can support reading.

Learning objectives include:

- Become familiar with reading research (the Science of Reading)
- Clarify common misconceptions around Foundational Skills within the Common Core State Standards
- Analyze the Common Core State Standards Foundational Skill progression to illustrate its connection with the Science of Reading in order to move into a deeper exploration of each component (i.e., print concepts, phonological awareness, phonics and word recognition, and fluency) in future pathway courses
- Clarify how different roles in a school and community can support reading development

Intended Audiences	Course Type	Recommended PLUs
K-5 Educators, Related Service Providers, Administrators, Coaches, Paraprofessionals	Self-Paced	2 PLUs

Course Support Contact: [Nicole Bucka](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Reading Foundational Skills: Introduction*. If you are not logged in, you will be prompted to log in before you can enroll.

Reading - Foundational Skills: Print Concepts

This self-paced course is one of the courses in the Reading Foundational Skills pathway. Through this pathway, participants will develop an understanding of the foundational reading skills in the Common Core State Standards (CCSS), how these standards connect to the Science of Reading, and what instruction of each the following foundational skills should entail: print concepts, phonological awareness, phonics and word recognition, and fluency. This course will dive deeper into Print Concepts.

Learning Objectives:

- Understanding how Print Concepts relates to a multi-tiered system of supports (MTSS) and the Science of Reading (SoR)
- Clarify what to teach to address print concepts and how to teach these skills
- Clarify how to assess if students have the skills of Print Concepts

Intended Audiences	Course Type	Recommended PLUs
K-5 Educators, Related Service Providers, Administrators, Coaches, Paraprofessionals	Self-Paced	3 PLUs

Course Support Contact: [Nicole Bucka](#)

[Enroll Now!](#)

Please note that [Reading Foundational Skills: Introduction](#) is a **prerequisite** for this course and all the other (upcoming) courses in the pathway. When you have completed the Introduction course, you will be given an enrollment key to enroll in [Print Concepts](#). Copy and paste the enrollment key. If you are not logged in, you will be prompted to log in before you can enroll.

Reading - Foundational Skills: Phonological Awareness

This self-paced course is one of the courses in the Reading Foundational Skills pathway. Through this pathway, the goal is to develop an understanding of the foundational reading skills in the Common Core State Standards (CCSS), how these standards connect to the Science of Reading, and what instruction of each the following foundational skills should entail: print concepts, phonological awareness, phonics and word recognition, and fluency. The goal of this course is for any educators, paraprofessionals, or anyone who supports students in reading to understand what phonological awareness is and how to support its development. When we improve students' phonological awareness skills, we improve their reading ability -- and the earlier, the better!

Learning Objectives:

- Understand and be able to explain to others what phonological awareness is and why it is a critical foundational skill for all students to master
- Understand how phonological awareness relates to the Science of Reading and Structured Literacy
- Continue to build awareness of the progression of foundational skills in the CCSS (including phonological awareness) as Tier 1 instruction for all students in a Multi-Tiered System of Supports
- Clarify the what and how in teaching phonological awareness
- Clarify how to assess if students have the skills of phonological awareness mastered to inform instruction

Intended Audiences	Course Type	Recommended PLUs
K-5 Educators, Related Service Providers, Administrators, Coaches, Paraprofessionals	Self-Paced	3 PLUs

Course Support Contact: [Nicole Bucka](#)

Enroll Now!

Please note that [Reading Foundational Skills: Introduction](#) is a **prerequisite** for this course and all the other (upcoming) courses in the pathway. When you have completed the Introduction course, you will be given an enrollment key to enroll in [Phonological Awareness](#). Copy and paste the enrollment key. If you are not logged in, you will be prompted to log in before you can enroll.

The Science of Reading and Structured Literacy

These courses have been developed to meet requirements for awareness of the knowledge and practices of the Science of Reading and Structured Literacy as outlined in the [Rhode Island Right to Read Act](#). This is a five part series intended to be taken in sequential order, beginning with Course 1: Building a Statewide Awareness of The Science of Reading and Structured Literacy. After you have successfully completed all activities in the first course, an enrollment key will be unlocked which will allow you to enroll in the next course in the series. **Each course will have its own unique enrollment key.**

At the end of each course, after you complete all activities, you will earn your certificate of completion for that course. At the end of the final course, Course 5, you will also receive an additional certificate for completing the entire series. This series completion certificate will only be made available to you if you have successfully completed Courses 1-5. Check with the individual in your district to determine if they would like for you to forward each course completion certificate or the final certificate for completing the entire series.

Course 1: Building a Statewide Awareness of The Science of Reading and Structured Literacy

Students across grades and content areas struggle to comprehend text at their grade level due to a variety of reasons that may include a language based learning difference, a weakness in one or more subskills of reading or writing, or an insufficient amount of explicit, systematic instruction. This course will provide an overview of the decades of research articulating how proficient reading develops and the instructional approaches necessary to support this process. Participants will deepen their understanding of the theoretical frameworks of reading, break down the subskills of reading as they relate to decoding and language comprehension, and learn about a variety of student learning profiles that affect literacy development.

Intended Audiences	Course Type	Recommended PLUs
View the work assignments required to exhibit awareness as they appear on the RIDE website.	Self-Paced	2 PLUs

BRIDGE-RI Support: [Michele Walden-Doppke](#)

Enroll Now!

Click [here](#) to enroll in *Course 1: Building a Statewide Awareness of The Science of Reading and Structured Literacy*. If you are not logged in, you will be prompted to log in before you can enroll.

Course 2: Decoding and Encoding: Phonemic Awareness, Phonics, and Morphology

Course 2 of the Science of Reading and Structured Literacy Awareness courses will explain the subskills of word recognition that must be explicitly taught and practiced to develop the neural processes needed for skilled reading. Participants will learn more about phonemic awareness and phonics, the strong correlation between spelling and reading, and will develop a knowledge of morphology and its role in understanding the spelling and meaning of words in the English language. This course will also provide guidance and resources to support educators across grade levels and content areas.

This course requires an enrollment key which is provided upon successful completion of Course 1: Building a Statewide Awareness of The Science of Reading and Structured Literacy in the "Wrap Up" section.

Prerequisite

- Course 1: Building a Statewide Awareness of The Science of Reading and Structured Literacy

Intended Audiences	Course Type	Recommended PLUs
View the work assignments required to exhibit awareness as they appear on the RIDE website.	Self-Paced	2 PLUs

BRIDGE-RI Support: [Michele Walden-Doppke](#)

Enroll Now!

Once you have your enrollment key, click [here](#) to enroll in *Course 2: Decoding and Encoding: Phonemic Awareness, Phonics, and Morphology*. If you are not logged in, you will be prompted to log in before you can enroll.

Course 3: Supporting Language Comprehension: Vocabulary, Morphology, and Background Knowledge

Understanding the meaning of complex texts is an intricate process that is challenging for many students. This third course in the The Science of Reading and Structured Literacy series will provide an overview of the complexity of comprehension and will detail how reading research can inform our instructional decisions to support language comprehension.

Participants will learn of the integral role that background knowledge and vocabulary plays in comprehension. Useful resources will be shared to support building knowledge across grade levels and content areas as well as guidance and materials to increase the depth and breadth of student vocabulary through explicit instruction, teacher talk, and morphological awareness.

This course requires an enrollment key which is provided upon successful completion of Course 2: Decoding and Encoding: Phonemic Awareness, Phonics, and Morphology in the "Wrap Up" section.

Prerequisites

- Course 1: Building a Statewide Awareness of The Science of Reading and Structured Literacy
- Course 2: Decoding and Encoding: Phonemic Awareness, Phonics, and Morphology

Intended Audiences	Course Type	Recommended PLUs
View the work assignments required to exhibit awareness as they appear on the RIDE website.	Self-Paced	2 PLUs

BRIDGE-RI Support: [Michele Walden-Doppke](#)

Enroll Now!

Once you have your enrollment key, click [here](#) to enroll in *Course 3: Supporting Language Comprehension: Vocabulary, Morphology, and Background Knowledge*. If you are not logged in, you will be prompted to log in before you can enroll.

Course 4: The Reading and Writing Connection: Syntax and Text Structures

It is the goal for all students to graduate proficient in reading and writing, yet many still write using simple sentences and are challenged to comprehend grade-level text. Teaching students how to develop literacy skills in your setting may feel overwhelming considering how much new content needs to be taught each year. However, even a small amount of explicit instruction in sentence structure, or syntax, and text structures, embedded in a variety of settings has the potential to increase literacy outcomes that will support acquisition of content knowledge. This course will provide an overview of the reciprocal relationship between the ability to understand and write using increasingly complex words, phrases, clauses, sentences, and texts, and student ability to comprehend complex texts. Participants will deepen their understanding of grammar, sentence structure, and text structures, and will learn methods of using writing to improve reading comprehension. Additionally, participants will be given tools to support all students, including students who struggle with these elements, in any grades or settings.

This course requires an enrollment key which is provided upon successful completion of Course 3: Supporting Language Comprehension: Vocabulary, Morphology, and Background Knowledge in the "Wrap Up" section.

Prerequisites

- Course 1: Building a Statewide Awareness of The Science of Reading and Structured Literacy
- Course 2: Decoding and Encoding: Phonemic Awareness, Phonics, and Morphology
- Course 3: Supporting Language Comprehension: Vocabulary, Morphology, and Background Knowledge

Intended Audiences	Course Type	Recommended PLUs
View the work assignments required to exhibit awareness as they appear on the RIDE website.	Self-Paced	2 PLUs

BRIDGE-RI Support: [Michele Walden-Doppke](#)

Enroll Now!

Once you have your enrollment key, click [here](#) to enroll in *Course 4: The Reading and Writing Connection: Syntax and Text Structures*. If you are not logged in, you will be prompted to log in before you can enroll.

Course 5: Putting it All Together: Fluent and Strategic Readers within Multi-Tiered System of Supports

In the final course of the *Science of Reading and Structured Literacy Awareness* series, participants will both zoom out to develop an understanding of how to implement Structured Literacy practices within Multi-Tiered System of Supports (MTSS), as well as zoom in to see how explicit and systematic instruction can support students and teachers when encountering challenging classroom scenarios. Participants will also engage in an interactive review of essential components from prior courses. Course 5 also offers an overview of the role of fluency in reading comprehension and offers helpful resources to integrate assistive and instructional technologies to ensure all learners are able to access grade-level content.

This course requires an enrollment key which is provided upon successful completion of Course 4: The Reading and Writing Connection: Syntax and Text Structures in the "Wrap Up" section.

Prerequisites

- Course 1: Building a Statewide Awareness of The Science of Reading and Structured Literacy
- Course 2: Decoding and Encoding: Phonemic Awareness, Phonics, and Morphology
- Course 3: Supporting Language Comprehension: Vocabulary, Morphology, and Background Knowledge
- Course 4: The Reading and Writing Connection: Syntax and Text Structures

Intended Audiences	Course Type	Recommended PLUs
View the work assignments required to exhibit awareness as they appear on the RIDE website.	Self-Paced	2 PLUs
BRIDGE-RI Support: Michele Walden-Doppke		
Enroll Now!	Once you have your enrollment key, click here to enroll in <i>Course 5: Putting it All Together: Fluent and Strategic Readers within Multi-Tiered System of Supports</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Tier 1: Behavior, Social-Emotional Learning, and Climate

Social-Emotional Behavior Instructional Core

This facilitated course supports a Tier 1 team working to improve climate and outcomes for all students by implementing an effective and efficient instructional core for social-emotional-behavioral learning. This approach is grounded in the evidence-based foundation of Positive Behavioral Interventions and Supports (PBIS). A combination of live synchronous and self-paced asynchronous activities across one year will be used to develop team and staff capacity with data use, systems, and practices.

Intended Audiences	Course Type	Recommended PLUs
Enrollment is restricted to identified teams	Live-synchronous & Self-Paced	14 PLUs

Course Support Contact: [Ellen Reinhardt](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Behavior Learning Foundations 1* to start the 3-part series. If you are not logged in, you will be prompted to log in before you can enroll.

Behavior Learning Foundations 1

This is the first course in a three-part series on behavior learning foundations. This course focuses on introducing the foundational principles of behavior learning and understanding the role of consequences. The second course builds on the first by examining the role of antecedent triggers, setting events, and existing skills in behavior learning. The third course focuses exclusively on how we can harness our understanding of behavior learning to teach new behaviors to students.

Participants in this course will be able to:

- Explain the relationship between behavior and the context in which it occurs.
- Identify and explain the role of consequences that follow behavior in influencing behavior learning.
- Identify and accurately categorize the different types of behavior consequences.

Upon completion of this course, participants will automatically be enrolled in the second course in this series, Behavior Learning Foundations 2.

Intended Audiences	Course Type	Recommended PLUs
K-12 General Educators, Paraprofessionals	Self-Paced	1 PLU

Course Support Contact: [Ellen Reinhardt](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Behavior Learning Foundations 1* to start the 3-part series. If you are not logged in, you will be prompted to log in before you can enroll.

Behavior Learning Foundations 2

This is the second course in a three-part series on behavior learning foundations. This course builds on the first by examining the role of antecedent triggers, setting events, and existing skills in behavior learning. The third course focuses exclusively on how we can harness our understanding of behavior learning to teach new behaviors to students.

Participants in this course will be able to:

- Identify and explain the role of antecedent triggers in influencing behavior learning.
- Identify and explain the role of setting events in influencing behavior learning.
- Explain the importance of considering existing skills in terms of behavior learning.

This course does not offer self-enrollment. Enrollment is only available after completing Behavior Learning Foundations 1.

Upon completion of this course, participants will automatically be enrolled in the third course in this series, Behavior Learning Foundations 3

Intended Audiences	Course Type	Recommended PLUs
K-12 General Educators, Paraprofessionals	Self-Paced	1 PLU
Course Support Contact: Ellen Reinhardt		
<u>Enroll Now!</u>	Click here to enroll in <i>Behavior Learning Foundations 1</i> to start the 3-part series. If you are not logged in, you will be prompted to log in before you can enroll.	

Behavior Learning Foundations 3

The third course in a three-part series on behavior learning foundations, this course focuses exclusively on how we can harness our understanding of behavior learning to teach new behaviors to students.

Participants in this course will be able to:

- Identify and explain the several different strategies that can be used to teach behavior.
- Identify which strategy is best for different behavior learning goals.

This course does not offer self-enrollment. Enrollment is only available after completing the first two courses in the series, Behavior Learning Foundations 1 and 2.

Intended Audiences	Course Type	Recommended PLUs
K-12 General Educators, Paraprofessionals	Self-Paced	1 PLU

Course Support Contact: [Ellen Reinhardt](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Behavior Learning Foundations 1* to start the 3-part series. If you are not logged in, you will be prompted to log in before you can enroll.

Preventing Chronic Absenteeism - RIDE

This course will equip educators with strategies to combat chronic absenteeism by leveraging team collaboration and data tools. Participants will gain an understanding of chronic absenteeism, its root causes, and its connection to Multi-Tiered Systems of Support (MTSS). The course emphasizes utilizing school teams to develop and implement effective attendance success plans, focusing on multi-year chronically absent students and addressing the root causes, such as barriers, disengagement, and misconceptions.

Throughout the course, participants will explore the use of attendance data, learn how to prioritize interventions, and align attendance improvement strategies with broader school improvement goals.

Intended Audiences	Course Type	Recommended PLUs
School & District Leaders, Attendance Team Members	Self-Paced	2 PLUs

Course Support Contact: [Ellen Reinhardt](#)

Enroll Now!

Click to enroll in [Preventing Chronic Absenteeism - RIDE](#). If you are not logged in, you will be prompted to log in before you can enroll.

Implementing an SEL Screener at the Secondary Level: Measuring Connections

Connecting with students is more important than ever! But how can we measure whether we are actually forming connections, particularly at the middle and high school level? In this facilitated course, participants will learn about a Rhode Island established Connections Screener, the administration process, and how data from that screener has been traditionally utilized. Participants will then work to develop and pilot the administration of a screening process within their own school context. The course has self-paced course completion activities aligned with evolving research and resources, as well as assignments that will be submitted to the facilitator for feedback, and optional office hours to meet with the course facilitator. We strongly **encourage teams of educators** from one location to participate to help facilitate the implementation. **The goal is that you will implement a pilot Connections Screener in your building.** This may be with a small group, classroom, grade-level and should involve others in your building.

Requirements:

- This course has assignments that must be completed by participants and submitted for feedback and grading before moving forward in the course.

Prerequisite: All participants must have taken the one hour self-paced course “**The Importance of Connectedness**” prior to enrolling in this course. At the end of that course, after completing all required activities, an enrollment key for this course will be provided.

Intended Audiences	Course Type	Recommended PLUs
Administrators, grade 6-12 educators, Related Service Providers, MTSS Teams/Members	Self-Paced	10 PLUs

Course Support Contact: [Kim Pristawa](#) and [Michele Walden-Doppke](#)

Enroll Now!

Click to enroll in [Implementing an SEL Screener at the Secondary Level](#). If you are not logged in, you will be prompted to log in before you can enroll.

Establishing Classroom Communities for Student Success

The most effective classrooms set students up for success by building strong relationships, taking an instructional approach to behavior and social-emotional learning, and arranging the environment to maximize learning and minimize challenging behaviors. The most effective teachers, set up effective classrooms and then engage in ongoing self-reflection to ensure continued success and continual improvement. This course explores what it takes to build classroom communities that support ALL students, providing practical tools to plan, or improve your classroom.

*Participants in this course can pick and choose topics and complete specific sections to meet their needs. PLU certificates are available on a section by section basis

Learning Objectives:

- Identify and implement the foundational elements for building successful classroom communities
- Identify areas for improvement and develop action plans
- Develop plans for ongoing self-assessment

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators (general and special education), Building and District Administrators, Related Service Providers, Paraprofessionals, and Interventionists	Self-Paced	*1-9 PLUs

Course Support Contact: [Ellen Reinhardt](#)

Enroll Now!

Click [here](#) to enroll in *Establishing Classroom Communities for Student Success*. If you are not logged in, you will be prompted to log in before you can enroll.

The Importance of Connectedness

How well do you know the importance of connections in school within the universal/core/Tier 1 setting for students and staff? Can you recognize how connectedness relates to different forms of prevention in schools as well as social-emotional learning? Are you interested in learning about a social-emotional screener that can be used for assessing connections in school? This course is designed to build knowledge about the importance of connections, consider how it is addressed in your school and provide resources. For those who would like to learn more about the Connections Survey and its administration, this course is a prerequisite and required learning for anyone who is interested in the second course in this series - Implementing an SEL Screener: Measuring Connections in a COVID Context.

Learning Objectives:

- Understand the significance of school connectedness
- Recognize the relationship between mental health/suicide prevention and perceived school connections
- Recognize the role that school connectedness plays in social-emotional learning
- Learn about the relationship between connectedness and school culture/school safety
- Consider the possibility of measuring connections in your school as a form of social-emotional screening
- Assess the readiness of your school for implementation of a connections screener.

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators (general and special education), Building and District Administrators, Related Service Providers, Paraprofessionals, and Interventionists	Self-Paced	1 PLU
Course Support Contact: Michele Walden-Doppke , Kim Pristawa		
Enroll Now!	Click here to enroll in <i>The Importance of Connectedness</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Introduction to Anxiety Management in Schools

This course is designed to provide a general introductory understanding of anxiety and the impact it has on children and teens. This is the initial course in a series of courses that will provide educators and other school professionals with skills for supporting students with anxiety across the tiers in a school setting. This introductory course is foundational for educators to understand the basics of anxiety. Subsequent course(s) will provide evidence-based interventions that can be utilized with students in the classroom.

Learning Objectives:

- Learn facts about anxiety
- Recognize what anxiety is and the physiology of anxiety
- Understand the relationship among thoughts, feelings and behavior
- Understand factors that impact and maintain anxiety (e.g., environment, influence of COVID-19 pandemic)

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Administrators (of particular importance to Deans/Assistant Principals in charge of discipline), Registered School Nurses, Related Service Providers	Self-Paced	1 PLU

Course Support Contact: [Michele Walden-Doppke](#), [Lisa Wholey, Ph.D.](#)

Enroll Now!

Click [here](#) to enroll in *Introduction to Anxiety Management in Schools*. If you are not logged in, you will be prompted to log in before you can enroll.

Introduction to Social and Emotional Learning

In this course you will learn about Social and Emotional Learning, (SEL) including how and why these skills are so important for our students to achieve success in school and adult life. In addition, resources and strategies will be shared that can be used immediately with your students. The content is intended to spark other new ideas on how SEL skills can enhance the instruction taking place in your classroom. This introduction to SEL is the first in a 5 part strand. Upon successful completion of this course you will have access to future courses in the strand via an enrollment key.

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators	Self-Paced	3 PLUs

Course Support Contact: [Ellen Reinhardt](#)

Enroll Now!

Click [here](#) to enroll in *Introduction to Social and Emotional Learning*. If you are not logged in, you will be prompted to log in before you can enroll.

Supporting Student Regulation to Prevent and Manage Escalations

This course explores best practices in preventing and managing behavior escalations. Specific attention is placed on the role of self-regulation in the prevention and management of escalations. Participants will learn how to recognize where a student is along the dysregulation continuum, as well as strategies to promote successful return to a calm and engaged state, and develop a plan for supporting dysregulated students.

Intended Audiences	Course Type	Recommended PLUs
K-12 educators, Administrators, Paraprofessionals	Self-Paced	3 PLUs
Course Support Contact: Ellen Reinhardt		
Enroll Now!	Click to enroll . If you are not logged in, you will be prompted to log in before you can enroll.	

Understanding Trauma

Many children experience adverse childhood experiences – violence, abuse, neglect, and more. The result can be psychological trauma, which can affect learning and behavior. This course lays essential foundational knowledge to prepare educators for future coursework addressing trauma-informed supports for students. Participants in this course will be able to:

- Describe the prevalence, characteristics and impact of trauma on children
- Recognize behavior for signs of toxic stress response
- Explain inter-relationships between adversity, toxic stress, trauma and illness
- Explain the current science on Adverse Childhood Experiences (ACEs)

Intended Audiences	Course Type	Recommended PLUs
Educators, Building Leaders	Self-Paced	1 PLU
Course Support Contact: Ellen Reinhardt		
Enroll Now!	Click here to enroll in <i>Understanding Trauma</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Equity and Diversity

Dyslexia & Learning Disability Evaluation

Discover how to navigate the complexities of identifying Specific Learning Disabilities (SLD) in Rhode Island, with a focus on dyslexia. This course empowers educators to confidently apply Rhode Island's SLD criteria, understand federal and state regulations, and support students with unique learning needs—filling the gaps often missed in preservice training.

Course Objectives

Upon completion of this course, you will:

- Understand and be able to explain to families how dyslexia fits within federal and state regulations about SLD.
- Learn and prepare to apply the SLD criteria within RI state regulations for Dyslexia.
- Articulate the differences and similarities between the 504 plan, IEP, and intervention plan.

Intended Audiences	Course Type	Recommended PLUs
Administrators, K-12 Educators, Related Service Providers, Interventionists/Specialists	Self-Paced	2 PLUs
Course Support Contact: Nicole Bucka ,		
Enroll Now!	Click here to enroll in <i>Dyslexia & Learning Disability Evaluation</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Characteristics of Dyslexia

With this course, we embark on a journey to deepen our understanding of dyslexia, empowering us to better support our students and foster inclusive and supportive learning environments.

Upon completion of this course, you will:

- Identify observable primary characteristics of a student with dyslexia.
- Identify the possible secondary characteristics of a student with dyslexia.
- Recognize that dyslexia is a Specific Learning Disability per the Individuals with Disabilities Education Act and may mean a child is eligible for an Individualized Education Program.
- Review a case history and apply the learning to decide if the student fits the profile of dyslexia

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Early Learning Providers, Related Service Providers, Administrators, Interventionists/Specialists, Paraprofessionals	Self-Paced	2 PLUs
Course Support Contact: Nicole Bucka		
Enroll Now!	Click here to enroll in <i>Characteristics of Dyslexia</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Course 1: Foundations in First and Second Language Development

Educating culturally and linguistically diverse students presents unique challenges. Yet with these students we often mistake poor performance and low test scores as indications that a student might have a disability, rather than focusing on the nature of the education a diverse student is receiving as it interacts with their second language development. These students have different circumstances and development compared to monolingual learners; however, if we do not understand or accept this, we are essentially undermining their educational experience. This course will provide educators with a solid base for understanding the many challenges facing culturally and linguistically diverse children as they enter the school system and are expected to progress and learn in ways that are not always fair and equitable--which may lead to poor academic performance and mimic intrinsic signs of disability.

This self-paced course is the first in a series on *Effective Instruction, Intervention and Assessment of Multilingual Learners* designed to provide educators with foundational skills that will be further developed and applied in future courses.

Intended Audiences	Course Type	Recommended PLUs
PreK-12 General and Special Educators, District and Building Administrators, Multilingual Educators, Speech and Language Pathologists, School Psychologists, Social Workers, Interventionists and Specialists.	Self-Paced	1.5 PLUs

Course Developer: Dr. Samuel Ortiz; BRIDGE-RI Support: Michele Walden-Doppke

Enroll Now!

Click [here](#) to enroll in *Course 1: Foundations in First and Second Language Development*. If you are not logged in, you will be prompted to log in before you can enroll.

Multilingual Learners: Bilingual-Bicultural Experience

This course will provide perspective on how our cultural and linguistic experiences affect our development and readiness for school-based learning. By using examples of typical developmental learning experiences, the course highlights how exposure to and experience with more than one language or culture leads to differences in instructional needs and acquired skills and knowledge. Various examples are used to reinforce how differences affect instruction and assessment needs.

This course is part of the MLL assessment series, but is a stand-alone course.

Intended Audiences	Course Type	Recommended PLUs
PreK-12 General and Special Educators, District and Building Administrators, Multilingual Educators, Speech and Language Pathologists, School Psychologists, Social Workers, Interventionists and Specialists.	Self-Paced	1 PLU

Course Developer: Dr. Samuel Ortiz; BRIDGE-RI Support: Michele Walden-Doppke

[Enroll Now!](#)

Click [here](#) to enroll in *Multilingual Learners: Bilingual-Bicultural Experience*. If you are not logged in, you will be prompted to log in before you can enroll.

Purposeful Instructional Design at Tier 1 -- Part 1 Foundations

The most critical aspect of Tier 1 is examination and evaluation of instruction during the phases of designing, planning, implementing and assessing as it pertains to student learning. In this foundational course, participants will examine the power of teacher self-reflection in the planning, design and implementation of instruction at Tier 1. This is important for all students and especially multilingual learners. Critical aspects of instructional design, such as data collection and use of evidence-based instructional delivery practices and how they apply to language learners, are discussed. Special considerations for multilingual learners at the intersection of language and learning are also explored. Participants will:

- Reflect on and assess instruction and assessment;
- Learn to collect and analyze student background and family data;
- Consider the distinction between language and learning; and
- Understand the importance of scaffolds in instructional lesson planning.

This course is Part 1 of a two-part series and is designed to establish foundational understanding before moving into Part 2, where participants will learn specific evidence-based strategies for instructional design with special considerations for multilingual learners. Upon completion of all Part 1 course requirements, participants will receive an enrollment key which will allow access to the Part 2 course (Purposeful Instructional Design at Tier 1--Part 2 Advanced).

Intended Audiences	Course Type	Recommended PLUs
K-12 General and Special Educators, Building Administrators	Self-Paced	2 PLUs

Course Support Contact: [Leila Rosa](#), [Rachel Toncelli](#), [Michele-Walden Doppke](#)

Enroll Now!

Click [here](#) to enroll in *Purposeful Instructional Design at Tier 1 -- Part 1 Foundations*. If you are not logged in, you will be prompted to log in before you can enroll.

Purposeful Instructional Design at Tier 1 -- Part 2 Advanced

This course is the second part of a two-part series and builds on the elements learned in Purposeful Instructional Design at Tier 1--Part 1 Foundations. In this Part 2 Advanced course, we will provide more in-depth evidence-based strategies for instructional design with special considerations for multilingual student populations. In this course participants will examine critical aspects of instructional design and instructional assessment in Tier 1, including:

- Reflect on and assess instruction and assessment as well as the role of physical environment and classroom climate in teaching and learning;
- Examine and assemble more advanced evidence-based strategies for Tier 1 instructional practices;
- Apply translanguaging strategies; and
- Explore cross-linguistic features of common home languages in their communities.

Purposeful Instructional Design at Tier 1--Part 1 Foundations is a prerequisite to this course. Once you enroll in that course and complete all required activities, you will unlock the enrollment key which allows you to enroll in this course. Copy and paste the enrollment key when prompted to enroll in this course. If you have any challenges with this process, please contact [Michele-Walden Doppke](#).

Intended Audiences	Course Type	Recommended PLUs
K-12 General and Special Educators, Building Administrators	Self-Paced	2 PLUs

Course Support Contact: [Leila Rosa](#), [Rachel Toncelli](#), [Michele-Walden Doppke](#)

Enroll Now!

Click [here](#) to enroll in *Purposeful Instructional Design at Tier 1 -- Part 2 Advanced*. If you are not logged in, you will be prompted to log in before you can enroll. *Please note that in order to enroll in this course you must complete Part 1 Foundations first.*

Understanding Neurodiversity: An Introduction

In this course you will learn the basics about neurodiversity, how it can present in the educational setting, how to support neurodiverse students and lastly, how to effectively engage families of neurodiverse students. This course will not be the entirety of what you will need to know to effectively engage with all neurodiverse students but will serve as a source of foundational knowledge and will provide plenty of opportunity to expand your knowledge.

Upon completion of this course, you will:

- be able to define neurodiversity and understand how neurodiversity can be an asset to our learning communities.
- be able to identify the different categories of neurodiversity and what this might mean for students with these diagnoses.
- be able to define executive functioning skills and how lagging skills in these areas can impact a student's academics and behavior.
- be able to identify evidence based and high leverage practices to best support neurodiverse students.
- be able to access additional information to further support students' parents and guardians.

Intended Audiences	Course Type	Recommended PLUs
Administrators, All Educators	Self Paced	3 PLUs
Course Support Contact: Jennifer Graham		
Enroll Now	Enroll now in this course. If you are not logged in, you will be prompted to log in before you can enroll.	

Early Childhood

Course 1: Early Language and Literacy Development in Monolinguals

This is the first course in a five-part series intended to inform and support early learning providers and educators in their understanding of language development in 0-5 year olds with the end goal of facilitating high quality education and academic success.

In this course, early learning providers and educators will learn the link between early oral language skills to later literacy performance. Here we offer information regarding potential red flags so that early learning providers and educators can refer children who may be at risk for language and learning disorders for screening and assessment. This course is a prerequisite for the remaining courses in this series.

Intended Audiences	Course Type	Recommended PLUs
Early Learning Providers and Educators (daycare teachers, classroom aides, paraprofessionals, preschool teachers, early intervention providers, etc.)	Self-Paced	1.5 PLUs

Course Support Contact: [Jennifer Graham](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Early Language and Literacy Development in Monolinguals*. If you are not logged in, you will be prompted to log in before you can enroll.

Course 2: Early Language & Literacy Development in Multilingual Learners

This is the second course in a five-part series intended to inform and support early learning providers and educators in their understanding of language development and literacy readiness in 0-5 year olds with the end goal of facilitating high quality education and academic success. In this course, we will focus on multilingual learners. Early learning providers and educators will continue learning about the link between early oral language skills to later literacy performance. We will discuss caregiver approaches to language in multilingual households. You will meet a local Rhode Island family and hear about their experience of raising two bilingual children. Information regarding potential red flags will be presented so that early learning providers and educators can refer multilingual children who may be at risk for language and learning disorders for screening and assessment.

*Please note: You must have taken Course 1: Early Language and Literacy Development in Monolinguals to access this course. Once you have completed Course 1, you will be automatically enrolled in this course.

Intended Audiences	Course Type	Recommended PLUs
Early Learning Providers and Educators (daycare teachers, classroom aides, paraprofessionals, preschool teachers, early intervention providers, etc.)	Self-Paced	2 PLUs

Course Support Contact: [Jennifer Graham](#)

Auto enrolled after completing Course 1

Click [here](#) to enroll in the prerequisite course: *Early Language and Literacy Development in Monolinguals*. If you are not logged in, you will be prompted to log in before you can enroll.

Course 3: Early Language and Literacy Development during the Preschool Years: Applications for Early Childhood Educators

This is the third course in a five-part series intended to inform and support early learning providers and educators in their understanding of language development and literacy readiness in preschool-aged children. Through your participation, you will learn to effectively facilitate high-quality learning experiences to promote future academic success. As highlights, there will be a focus on the connection between oral language and pre-literacy and several video demonstrations to clearly illustrate practical application of research-based strategies that will create a language-rich environment for monolingual and multilingual learners.

Course Developers: Alisa Baron, PhD, CCC-SLP, Vanessa Harwood, PhD, CCC-SLP

Intended Audiences	Course Type	Recommended PLUs
Early Learning Providers and Educators (daycare teachers, classroom aides, paraprofessionals, preschool teachers, early intervention providers, etc.)	Self-Paced	2 PLUs

Course Support Contact: [Jennifer Graham](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Course 3: Early Language and Literacy Development during the Preschool Years: Applications for Early Childhood Educators*. If you are not logged in, you will be prompted to log in before you can enroll.

Course 4: Screening and Assessment Practices during the Preschool Years: Identifying Reading Readiness

This is the fourth in a series of five courses. Enhance your skills with our course designed for early childhood educators. Gain expertise in using top-tier screening tools to assess language and literacy in preschoolers. Watch videos demonstrating accurate administration, learn strategies for multilingual learners, and get practical tips for collaborating with parents and school teams. Elevate your assessment approach today!

Intended Audiences	Course Type	Recommended PLUs
Early Learning Providers and Educators (daycare teachers, classroom aides, paraprofessionals, preschool teachers, early intervention providers, etc.)	Self-Paced	2.5 PLUs

Course Support Contact: [Alisa Baron](#) and [Vanessa Harwood](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Course 4: Screening and Assessment Practices during the Preschool Years: Identifying Reading Readiness*. If you are not logged in, you will be prompted to log in before you can enroll.

Tier 2

Leading Tier 2 Improvement - Part 1

This is the first in a facilitated, two-course series intended for individuals who are leading efforts to improve MTSS in their schools. The course facilitator will provide live technical assistance to support participants through the initial exploration steps for developing and/or improving Tier 2. Upon completing this course, participants interested in continuing the work will be enrolled in the second course, which supports teams in installing and implementing an effective Tier 2.

Intended Audiences	Course Type	Recommended PLUs
Instructional Leaders, Building Administrators, Coaches	Facilitated	3 PLUs
Course Facilitator/Support Contact: Ellen Reinhardt		
Enroll Now!	Click here to enroll in <i>Leading Tier 2 Improvement - Part 1</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Leading Tier 2 Improvement - Part 2

This is the second in a facilitated, two-course series intended for individuals who are leading efforts to improve MTSS in their schools. The course facilitator will provide live technical assistance to support participants through the exploration, installation, and full implementation of an effective Tier 2.

Enrollment in this course is contingent upon the successful completion of Leading Tier 2 Improvement - Part 1. Contact the course facilitator to learn more.

Intended Audiences	Course Type	Recommended PLUs
Instructional Leaders, Building Administrators, Coaches	Facilitated	1 PLU

Course Facilitator/Support Contact: [Ellen Reinhardt](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Leading Tier 2 Improvement - Part 2*. If you are not logged in, you will be prompted to log in before you can enroll.

Tier 2 Overview

This self-paced course will walk you through the big picture of what success looks like at Tier 2. This short overview is a prerequisite to registration in the other Tier 2 courses on Practices, Data Use, and Systems at Tier 2 (*coming soon!*). Learning objectives include:

- Describe the purpose and essential components of Tier 2
- Understand the "big picture" of Tier 2, and be able to navigate the Tier 2 courses available on BRIDGE-RI
- Preview effective Tier 2 guidelines
- Review Tier 2 exemplar(s) and identify areas of strength
- Identify and select next steps for learning

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Coaches, Administrators, Interventionists, and MTSS Teams	Self-Paced	1 PLU
Course Support Contact: Ellen Reinhardt		
Enroll Now!	Click here to enroll in <i>Tier 2 Overview</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Tier 2 Practices

This is the second course in the Tier 2 strand. Expanding on the information introduced in the Tier 2 Overview course, here we explore "Practices" - the support provided to students who are at some risk of not achieving successful outcomes. Emphasis is placed on understanding the characteristics of Tier 2 support with a specific focus on how to find and select the right evidence-based interventions for successful Tier 2 practices. Participants completing this course will be well poised to move on to the next two courses in the Tier 2 strand, Data Use and Systems.

Please note the Tier 2 Overview course is a prerequisite to enroll in this and other courses in the Tier 2 strand of courses. Upon successful completion of the Overview course, you will be given an enrollment key to enroll in this course.

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Coaches, Administrators, Interventionists, and MTSS Teams	Self-Paced	3 PLUs

Course Support Contact: [Ellen Reinhardt](#)

Enroll Now!

Click [here](#) to enroll in *Tier 2 Practices*.
You will need to copy and paste the enrollment key from the end of the [Tier 2 Overview course](#). If you are not logged in, you will be prompted to log in before you can enroll.

Tier 2 Data

Data use is central to everything we do in Tier 2! This course builds off of the lessons learned in the Tier 2 Overview and Practices courses. Here we explore the important ways that data is used to identify students in need of support, match that support to need, monitor progress, and make both individual student and group intervention decisions. Emphasis is placed on understanding the characteristics of data and effective data use. Participants completing this course will be well poised to refine and improve data routines supporting effective Tier 2 implementation.

Please note the [Tier 2 Overview course](#) is a prerequisite to enroll in this and other courses in the Tier 2 strand of courses. Upon successful completion of the Overview course, you will be given an enrollment key to enroll in this course.

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Coaches, Administrators, Interventionists, and MTSS Teams	Self-Paced	3 PLUs

Course Support Contact: [Ellen Reinhardt](#)

Enroll Now!

Click [here](#) to enroll in *Tier 2 Data*. You will need to copy and paste the enrollment key from the end of the Tier 2 Overview course. If you are not logged in, you will be prompted to log in before you can enroll.

Tier 2 Systems

This is the third and final course in the Tier 2 foundations strand. Focused on systems to support those who implement Tier 2, this offering builds on learning from the Tier 2 Practices and Data courses. Here we will explore the supports that are essential for ensuring all members of the school community are able to effectively contribute to successful Tier 2 implementation.

Please note the Tier 2 Overview course is a prerequisite to enroll in this and other courses in the Tier 2 strand of courses. Upon successful completion of the Overview course, you will be given an enrollment key to enroll in this course.

Intended Audiences	Course Type	Recommended PLUs
Tier 2 Teams, K-12 Educators, Coaches, Administrators, Interventionists, and MTSS Teams	Self-Paced	3 PLUs
Course Support Contact: Ellen Reinhardt		
Enroll Now!	Click here to enroll in <i>Tier 2 Systems</i> . You will need to copy and paste the enrollment key from the end of the Tier 2 Overview course . If you are not logged in, you will be prompted to log in before you can enroll.	

The Check-In, Check-Out 2nd Edition

This course provides an in-depth exploration of Check-In Check-Out, an efficient, evidence-based Tier 2 intervention designed to address low-level behavior maintained by adult attention. Upon completion of this course, participants will:

- Understand the essential features of Check-In Check-Out (CICO)
- Be ready to try implementing CICO
- Know where to get additional information about CICO

Foundational knowledge of Tier 2 is essential for understanding this or any other Tier 2 intervention. Consider taking the [Tier 2 Overview](#) course before enrolling in the Check-In, Check-Out course.

Intended Audiences	Course Type	Recommended PLUs
Teachers, Building Leaders, Tier 2 Teams	Self-Paced	2.5 PLUs
Course Support Contact: Ellen Reinhardt		
<u>Enroll Now!</u>		Click here to enroll in <i>The Check-In Check-Out, 2nd Edition</i> . If you are not logged in, you will be prompted to log in before you can enroll.

Math - Early Numeracy Interventions

This training provides an overview of how to implement the Early Numeracy Intervention (ENI) with students in grades 1 and 2 who have been identified as in need of tiered support. In this course, you will learn more about the characteristics of students with mathematics difficulties, data-based individualization (DBI) within an MTSS framework, and key skills that address math skills needed for long-term success.

This course will cover the characteristics of students with mathematics difficulties, locate ENI within an MTSS framework and discuss its role as a validated intervention program at Tier 2 (or when individualized, as a platform for providing intensive intervention within the DBI process and help participants build comfort and confidence with the ENI structure, teacher materials and student resources.

NOTE: To complete this course and implement, participants must have purchased Early Numeracy Interventions (Level 1, Level 2 or both), so the course will prompt that process.

Intended Audiences	Course Type	Recommended PLUs
Grades 1-2 Educators, Interventionists/Specialists, Special Educators, Paraprofessionals, Administrators	Self-Paced	1.5 PLUs
Course Support Contact: Alise Crossland		
<u>Enroll Now!</u>	Click here to enroll in <i>Math - Early Numeracy Interventions</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Math - Word-Problem Intervention Introduction

Do your students struggle with math word problems? Do you struggle to help them? You are not alone and we have an evidence-based solution for you. Pirate Math Equation Quest (PMEQ) is a math word-problem intervention for students experiencing math difficulty. During PMEQ, students receive explicit instruction on reading, interpreting, setting up, and solving word problems with a focus on schemas. This course is the first in a series intended to enable educators to know what the research says to do and not do when teaching word problems, understand more deeply schema instruction (a "to do"), and then access materials and training to implement PMEQ.

Learning objectives include:

- Learning the why - what works and what doesn't in word-problem instruction
- Understanding schema-based instruction

This course is a prerequisite for the follow up courses listed below which focus on implementation of PMEQ. Upon successful completion of this course, participants can enroll in one of two follow up courses based on the grade of the students served.

Intended Audiences	Course Type	Recommended PLUs
Grade 1-8 Educators, Math Interventionists, Math Specialists	Self-Paced	2.5 PLUs

Course Support Contact: [Nicole Bucka](#)

Enroll Now!

Click [here](#) to enroll in *Math - Word-Problem Intervention Introduction*. If you are not logged in, you will be prompted to log in before you can enroll.

Math - Word-Problem Intervention: Additive Schemas

Do your Grade 1-3 students struggle with math word problems? Do you struggle to help them? You are not alone and we have an evidence-based solution for you. Pirate Math Equation Quest (PMEQ) Additive Schemas is a math word-problem intervention for first through third-grade students experiencing math difficulty. During PMEQ, students receive explicit instruction on reading, interpreting, setting up, and solving word problems with a focus on schemas.

Learning objectives include:

- Learning the why - what works and what doesn't in word-problem instruction
- Identifying three additive schemas
- Learning five activity routines to implement PMEQ

Prerequisite Course: Word Problem Intervention Introduction

Intended Audiences	Course Type	Recommended PLUs
Grade 1-3 Educators, Math Interventionists, Math Specialists	Self-Paced	3 PLUs

Course Support Contact: [Nicole Bucka](#)

Enroll Now!

Click [here](#) to enroll in *Math - Word-Problem Intervention: Additive Schemas*. You will need to copy and paste the enrollment key from the end of the Introduction course. If you are not logged in, you will be prompted to log in before you can enroll.

Math - Word-Problem Intervention: Additive and Multiplicative Schemas

Do your Grade 4-8 students struggle with math word problems? Do you struggle to help them? You are not alone and we have an evidence-based solution for you. Pirate Math Equation Quest (PMEQ) Additive and Multiplicative Schemas is a math word-problem intervention for fourth through eighth grade students experiencing math difficulty. During PMEQ, students receive explicit instruction on reading, interpreting, setting up, and solving word problems with a focus on schemas.

Learning objectives include:

- Learning the why - what works and what doesn't in word-problem instruction
- Identifying three additive and one multiplicative schemas
- Learning five activity routines to implement PMEQ

Prerequisite Course: Word Problem Intervention Introduction

Intended Audiences	Course Type	Recommended PLUs
Grade 4-8 Educators, Math Interventionists, Math Specialists	Self-Paced	3 PLUs

Course Support Contact: [Nicole Bucka](#)

Enroll Now!

Click [here](#) to enroll in *Math - Word-Problem Intervention: Additive and Multiplicative Schemas*. You will need to copy and paste the enrollment key from the end of the Introduction course. If you are not logged in, you will be prompted to log in before you can enroll.

Math - Word-Problem Intervention: Advanced Multiplicative Schemas

Do your Grade 5 and up students experience difficulty with math word problems? Do you struggle to help them? Or maybe you teach 4th grade and have students who need math enrichment. You are not alone, and we have a solution that works for both needs. Pirate Math Equation Quest (PMEQ): Advanced Multiplicative Schema Word-Problem Intervention builds on the Pirate Math Equation Quest (PMEQ): Additive and Multiplicative Schema Word-Problem Intervention course by introducing two additional math word-problem multiplicative schemas that Grade 4-8 students must learn to develop math competency, Comparison and Ratios and Proportions.

Learning objectives include:

- Reviewing 'what works' in word-problem instruction
- Understanding the three multiplicative schemas
- Examining implementation options for the multiplicative schemas within word-problem instruction.

Prerequisite Courses: Please note that enrollment in this course requires successful completion of the following 2 courses: Pirate Math Equation Quest (PMEQ): Introduction to a Word-Problem Intervention and Pirate Math Equation Quest (PMEQ): Additive and Multiplicative Schema Word-Problem Intervention.

Intended Audiences	Course Type	Recommended PLUs
Grade 4-8 Educators, Math Interventionists, Math Specialists	Self-Paced	2 PLUs

Course Support Contact: [Nicole Bucka](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Math - Word-Problem Intervention: Advanced Additive and Multiplicative Schemas*. You will need to copy and paste the enrollment key from the end of the Introduction course. If you are not logged in, you will be prompted to log in before you can enroll.

Tier 3

Tier 3 Overview

If we're ever truly going to meet the needs of all of the students, we're going to need something more intensive and individualized for our most complex learners. This course is the first in a series of self-paced courses to help us build our Tier 3 Intensive Intervention systems and implement Data-Based Individualization (process of individualizing within intensive intervention). Like all courses on BRIDGE-RI, Data-Based Individualization (DBI) comes from decades of research and shares characteristics with single-case design (except applying the scientific principles in school, rather than research studies).

Upon completion of this course, participants will:

- Understand the "big picture" of Tier 3 intensive intervention and how it fits within a greater MTSS framework
- Describe the purpose of and essential components of Tier 3
- Identify components of Data-Based Individualization
- Identify and explain some common obstacles to an effective Tier 2 that could limit effectiveness of your Tier 3 work

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Interventionists/Specialists, Related Service Providers, Administrators	Self-Paced	3 PLUs

Course Support Contact: [Nicole Bucka](#)

Enroll Now!	Click here to enroll in <i>Tier 3 Overview</i> . If you are not logged in, you will be prompted to log in before you can enroll.
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Tier 3 Systems Teaming for Intensive Intervention

Meeting the needs of our most complex learners is hard work! In MTSS, building systems to support the adults in doing the hard work is **as** important as data and evidence-based instruction/intervention. Effective and efficient teaming is essential for intensive intervention and data-based individualization (aka Tier 3, student-by-student problem solving). This course provides tools, resources, and training for effective Tier 3 systems.

Upon completion of this course, participants will:

- Identify team functioning roles for each team member (i.e., facilitator, note taker, scribe, time keeper, etc.)
- For each role, team members will explore support tools and resources provided
- Implement effective team functioning protocols for DBI using a case study student
- Engage families and students as integral assets to our DBI process

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Interventionists/Specialists, Related Service Providers, Administrators	Self-Paced	3 PLUs

Course Support Contact: [Nicole Bucka](#)

[Enroll Now!](#)

Click [here](#) to enroll in *Tier 3 Systems*.
If you are not logged in, you will be prompted to
log in before you can enroll.

Tier 3 Practices: Intervention Program

This course will help you do just that. Please note that this course is for advanced-knowledge participants and it is highly recommended that beginner or intermediate-knowledge participants complete the [Tier 2 Practices](#) course first.

Upon completing this course, you will:

- Define the Taxonomy of Intervention Intensity (Fuchs, Fuchs, & Malone, 2017) dimensions with an advanced level of depth.
- Evaluate an intervention platform, the first step in the Data-Based Individualization (DBI) process, by the Taxonomy dimensions.
 - Use this evaluation of an intervention platform to inform "the map" (system to support the adults in matching intervention to targeted need).

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Interventionists/Specialists, Special Educators, MTSS Coordinator/Coach, Administrators	Self-Paced	3 PLUs
Course Support Contact: Nicole Bucka		
Enroll Now!	Click here to enroll in <i>Tier 3 Practices: Intervention Program</i> If you are not logged in, you will be prompted to log in before you can enroll.	

Tier 3 Practices: Validated Intervention Platform & Map

Tier 3 or intensive, individualized intervention builds upon the quality and fidelity of Tier 1 and Tier 2. The majority of schools don't realize it, but they lack a Tier 2 and don't have clear entrance/exit decision rules that support which students need what interventions. This means that MTSS isn't implemented well, if at all. Schools/teams focusing on Tier 3 often find it necessary to improve their Tier 2 systems as part of continual school improvement in order to better meet the needs of their most complex learners (National Center on Intensive Intervention 2022). This course will help you do just that!

- Define the Taxonomy of Intervention Intensity (Fuchs, Fuchs, & Malone, 2017) dimensions
- Evaluate an intervention platform, the first step in the Data-Based Individualization (DBI) process, by the Taxonomy dimension
- Use this evaluation of an intervention platform to inform "the map" (system to support the adults in matching intervention to targeted need)

Intended Audiences	Course Type	Recommended PLUs
K-12 Educators, Interventionists/Specialists, Related Service Providers, Administrators	Self-Paced	3 PLUs
Course Support Contact: Nicole Bucka		
<u>Enroll Now!</u>	Click here to enroll in <i>Tier 3 Practices: Validating Intervention Platform & Map</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

Tier 3 Data - Progress Monitoring and Data-Based Individualization

As Rick DeFour says: “Don’t tell me you believe ‘all kids can learn’, tell me what you are doing about the kids who aren’t learning.” This course is intended for advanced implementers (i.e., those who have completed Tier 2 Data, the rest of the Tier 3 courses, and who have implementation experience and/or lead the work). Upon completion of this course, you will:

- Understand and implement the Rate of Improvement (ROI) norm-based method of setting a progress monitoring goal for the most complex learners (building upon the Tier 2 Data course’s Benchmark method of setting a progress monitoring goal)
- Understand and be able to explain progress monitoring goal setting and data-based decision making with additional considerations for students with IEPs and multilingual learners
- Demonstrate the use of progress monitoring data (i.e., a trend line as compared to a goal/aim line) to determine responsiveness to an intervention and how this leads to adaptations to intensify

Intended Audiences	Course Type	Recommended PLUs
Interventionists/Specialists, K-12 Special Educators, Related Service Providers, Coaches, Administrators	Self-Paced	3 PLUs
Course Support Contact: Nicole Bucka		
<u>Enroll Now!</u>	Click here to enroll in <i>Tier 3 Data</i> . If you are not logged in, you will be prompted to log in before you can enroll.	

BRIDGE-RI

BRIDGE-RI Content Development

Do you have a great idea for a course on BRIDGE-RI? Are you interested in working with MTSS Rhode Island to develop online professional learning for Rhode Island educators? Learn all about our process for content development, from curating vetted resources, creating original course materials, and putting it all together for BRIDGE-RI users. Learning objectives include:

- Understanding the roles and responsibilities of Content Developer, Course Designer, and BRIDGE-RI Admin
- Reviewing the essential components of a BRIDGE-RI course
- Exploring how to put together content to get a course up and running, from start to finish
- Discovering and applying best practices for content curation and creation, including accessibility and copyright
- Connecting in real-time with BRIDGE-RI Admin and other Content Developers to ask questions and get support

Please note that this course is a prerequisite for [BRIDGE-RI Course Design](#).

Intended Audiences	Course Type	Recommended PLUs
BRIDGE-RI Content Developers and Course Designers	Self-Paced with Synchronous Check-Ins	2 PLUs

Facilitator: [Michelle Barthelemy](#)

Enroll Now!

Please note this course requires permission to enroll. Please contact the [BRIDGE-RI Administrator](#) if you would like to enroll in this course.

BRIDGE-RI Course Design

You're a tech-savvy content expert and you have a great idea for an online course on BRIDGE-RI. You've already worked with BRIDGE-RI to develop course content and now you're ready to learn how to build courses in Moodle. You've come to the right place! In this course, you will learn about taking the skills and knowledge you acquired in Content Development and putting them into action on BRIDGE-RI. Learning objectives include:

- Applying Content Development practices (such as storyboarding, content curation and creation, and accessibility) to Moodle
- Learning how to set up and configure Moodle activities, resources, and blocks
- Practicing Moodle skills in BRIDGE-RI's hands-on "sandbox"
- Exploring and finding resources for ongoing Moodle professional learning
- Connecting in real-time with BRIDGE-RI Admin and other Course Designers to ask questions and get support

Please note that there are two prerequisites for this course:

1. Completion of the [BRIDGE-RI Content Development](#) course
2. Record of success in the Content Developer role for at least one course on BRIDGE-RI

Intended Audiences	Course Type	Recommended PLUs
BRIDGE-RI Course Designers	Facilitated	4 PLUs

Facilitator: [Nicole Letoile](#)

Enroll Now!

Please note this course requires permission to enroll. Please contact the [BRIDGE-RI Administrator](#) if you would like to enroll in this course.