



Summer Institute Sessions a Success!

Thank you to all of you who participated and attended the Summer Institute Sessions in Greensboro at the end of July. We had a great turnout and a lot of positive feedback!

Read All About It!

We hope that you are enjoying your quarterly NC SIP Connect newsletter. It is one manner in which we provide continuous communication to our NC SIP stakeholders. We invite you to share ideas for articles that would provide beneficial information for you, whether it be addressing a question you may have about the project or a suggestion for an article. The form for requesting an article can be found at <https://goo.gl/vJqiuK>. Please note, while all items will be considered, they may not all be published in future newsletters.

We look forward to hearing from you!

Developmental Review Visits in September

September Developmental Review (DR) visits are a time of year for celebration and reflection on LEA Implementation Plans for each Best Practice, Demonstration, and Network Site. During the visit, Regional Consultants will meet with District Implementation Teams to carefully examine and consider the previous year's accomplishments and identify areas of need.

The District Implementation Team will consist of those in the district who are supporting the goals in the NC SIP Implementation Plan. Members may include the Superintendent, EC Director, EC Curriculum Specialist, Principal, NC SIP Coordinator, EC Instructional Coach, Assistant Principal, or others. Each individual brings a unique perspective during the DR process that is beneficial for determining whether the accomplishments reflect the "met", "not met" (or somewhere in between) status.

During the DR, it is the perfect time to begin updating the Implementation Plan for the 2018-2019 grant cycle, October 1 - September 30. As needs for improvement are identified through the DR process, document these on the Implementation Plans to ensure that the action items will be addressed in the following year as LEA and LEA SA data supports.



Telling Your Story: Taking the Next Step

“Telling Your Story: Taking the Next Step” is an interactive learning opportunity that explores participants' most effective ways to share the unique stories of families of children with disabilities. This content can be accessed in two formats:

Professional Learning by the Numbers

With help from our LEA Partners and FoM and RRtCP Instructors, we are able to generate impressive data which shows the availability of instruction in evidence-based practices offered across the state!

This data was collected from July 2017 – March 2018.

Thank you to everyone for your timely submission of events on the NC SIP Events Calendar and uploading your participants' list!

Professional Learning offered:

- **Foundations of Math: 27***
- **Reading Research To Classroom Practice: 59***
- **Evidence Based Practices-Math: 22***
- **Evidence Based Practices-Reading: 54***

*Sessions Across NC

1. As a module in the NCSIP Parents as Leaders session for parents interested in participating in the Speakers Network. These parents will then be provided with opportunities to share their stories in teacher preparation courses at partnering Institutions of Higher Education (IHE). Families will have the option to speak face to face with students in the classroom setting, skype from the comfort of their own home, or tape their own video clip to share. Research shows that these interactions with parents of children with disabilities can impact how effectively future educators collaborate with parents.
2. As a stand-alone workshop to help families create their stories to share at IEP meetings, with their child's teacher, at staff development sessions, at advisory boards, at school board meetings, or in the community. Parent stories are a powerful way to connect and develop relationships among parents, schools and community stakeholders to help improve outcomes for children!

For more information about these learning opportunities for families, contact Beverly Roberts at 1-800-963-6817 ext 323 or broberts@ecacmail.com.

Don't forget to check out the NC SIP **Calendar of Events** for upcoming professional development opportunities! Be on the lookout for state level FoM, RRtCP, All Leaders, Co-Teaching, and Adolescent Literacy. These will be offered in each region over the course of the 2018-2019 school year, beginning in August. <https://www.ncsip.org/events>

Best Practices

Moore County Schools (MCS) was named Best Practice Site in 2017 after expanding participation and efforts since its initial involvement in 2002. There have been significant advancements in our involvement with NC SIP to include Adolescent Literacy, Coaching, Foundations of Math, and All Leaders, as well as continued efforts with Reading Research to Classroom Practice. At this time MCS' district instructors for FOM, RRTCP, and All Leaders are made up of an

interdisciplinary group: EC Specialists, EC Director, and Gen Ed Curriculum. Next year, MCS will achieve its goal of ongoing capacity building of instructors to include an EC teacher, SLP, and additional Curriculum and EC Specialists. We host local and out of district teachers and staff for these professional development opportunities throughout the year as a Best Practice Site. Within MCS, participation in these, as well as Co-teaching and Adolescent Literacy, have reached general education and EC service providers, educators, and administrators.



Beyond our support with NC SIP initiatives, we are most pleased with our expansion of evidenced based programs, including training and coaching that our teachers are benefiting from in MCS. New teachers received professional development in both RRtCP/FoM and evidence-based programs. Some of these programs include SPIRE, Language! Live, Reading Mastery, Corrective Reading, Language for Learning, Number Worlds, Connecting Math Concepts, and Transmath. Across the district, we have implemented a data tracking plan for our EC teachers for reading and math which accounts for several data points and frequent reviews to inform instructional practices. In a selection of students within our schools, EC Specialists analyze reading data to include CORE phonics surveys (given BOY, MOY and EOY), San Diego Quick Assessment, and Lexile scores. These yielded approximately .9 years growth at each half year reporting. We also have been pleased with student math data which yielded approximately .85 years growth in each half year reporting cycle. This data was specifically pulled from program trained teachers of SPIRE, Reading Mastery, Keys to Literacy, Number Worlds and Connecting Math Concepts. Through partnering with NC SIP, we have provided both program training and follow up sessions. We have built capacity through developing our Program Specialists as certified instructors for the evidence-based programs we offer. Having our own instructors for Number Worlds, Keys to Literacy, Language! Live, and Transmath allows us to provide stronger coaching and support of instructional practices.

To move forward in our advancement of Adolescent Literacy, we were able to host the University of Kansas Strategic Instruction Model (SIM) Learning Strategies this year at Sandhills Community College which allowed us to reach multiple secondary teachers in MCS and surrounding districts. We were able to rewrite our high school study skills course to include direct implementation of the comprehension and content area strategies and are pleased to continue supporting this critical need for our students and coach teachers along the way.

RRtCP and FoM at North Carolina State University

This June, the Department of Public Instruction in partnership with North Carolina State University, hosted both RRtCP and FoM state level courses. A unique feature of these course sessions was the number of participants from Institutes of Higher Education represented, the number of licensure candidates that participated, as well as the number of teachers working on their level 2 instructor credentials. In total, seven professors from five universities (Fayetteville State, Greensboro College, NC A & T, UNC Pembroke, and Winston-Salem State) participated as instructor candidates. Once they have completed their instructor requirements, the RRtCP and FoM courses will be embedded into the course curriculum for pre-service teachers. This will improve the skillset of new teachers coming into the classrooms. Additionally, a total of 9 participants completed the courses in order to fulfill licensure requirements. These teachers all hold a license in another state and have at least 3 years or more of teaching experience. By successfully completing the course requirements, these teachers will not be required to take the Pearson Reading Test, and hopefully have gained a lot more knowledge about meeting the needs of struggling readers. Finally, in addition to our IHE professors, 8 teachers completed the courses as level 2 participants on their way to becoming RRtCP and FoM instructors. Together we are building a greater capacity for quality student instruction across North Carolina.




 Spotlight

Meet Dr. Charmion Rush and Dr. Tammy Barron

Meet Dr. Charmion Rush and Dr. Tammy Barron, Institutions of Higher Education (IHE) grant recipients of the North Carolina State Improvement Project (NC SIP).

Dr. Rush is an assistant professor of Inclusive and Special Education at Western Carolina University (WCU) and principal investigator of the NC SIP grant. Dr. Rush's teaching, research, and service focuses on preparing educators to teach diverse populations and emphasizing the ethnic and minority students enrolled in special education.



Dr. Barron is an assistant professor of Inclusive and Special Education at WCU, Exceptional Children director of the Catamount School, and co-investigator of the grant. Her research interests relate to policies and organizational behaviors that support practices to foster inclusion for students with disabilities in the education system.

Together, Charmion and Tammy will support NC SIP by preparing dual-licensure candidates with evidence-based practices and certifications.

Current goals at Western Carolina University include:

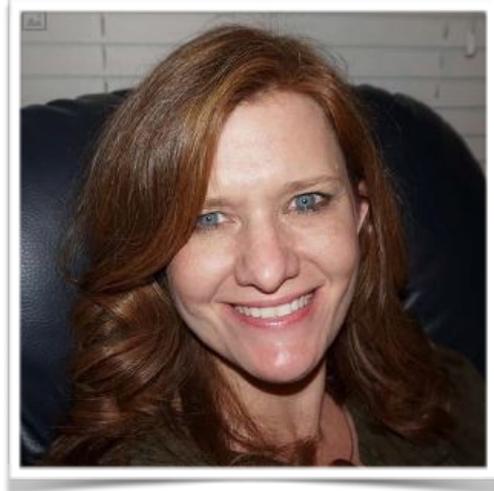
- Identifying and providing professional learning opportunities for department personnel in Reading Research to Classroom Practice (RRtCP) and Foundations of Mathematics (FoM)
- Integrating RRtCP and FoM concepts into established undergraduate and graduate method courses
- Providing field experience/practicum placements for pre-service teachers with teachers who have completed RRtCP and FoM

Drs. Rush and Barron are excited to collaborate with NC SIP personnel, LEA partners, and other IHE to support project expansion.

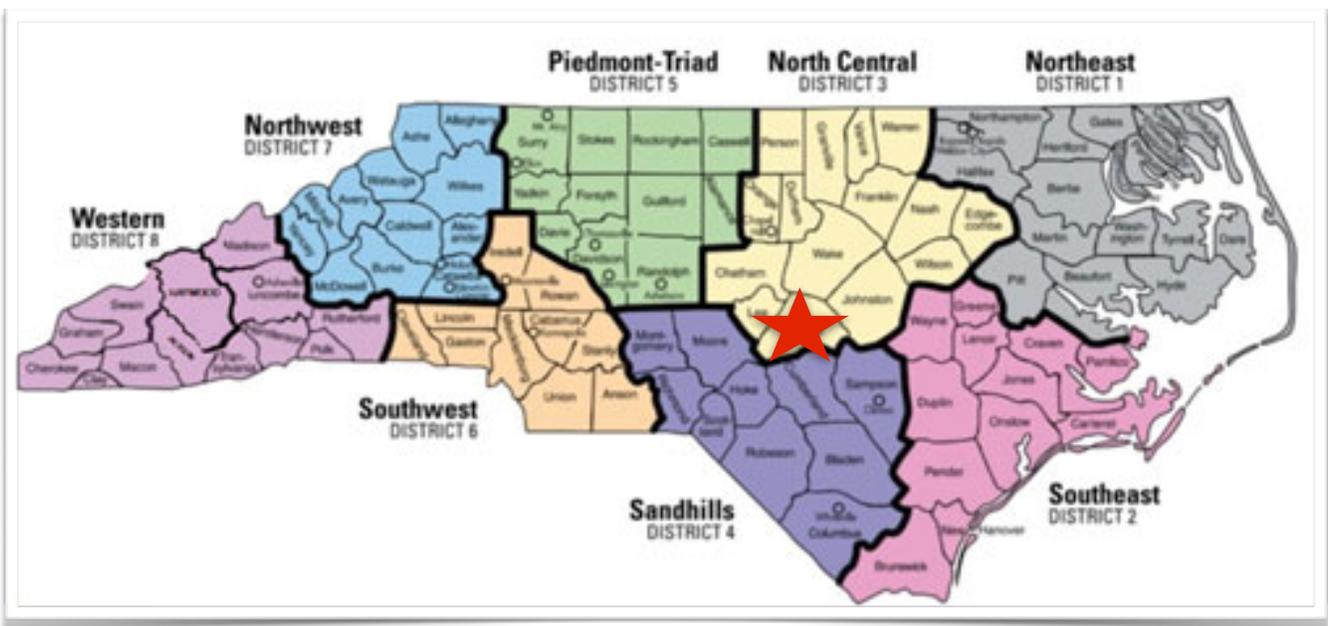
NC SIP Literacy Regional Coach

Ginger Starling

I serve Harnett County Schools as an Early Intervening Coordinator and serve the North Central Region as a NC SIP Regional Coach for Reading. I have been a part of the North Carolina State Improvement Project for 10 years. From the very first day I sat through, what was then, Reading Foundations, I have been inspired to spread the message and share the knowledge that I received through this professional development. NC SIP catapulted me on a quest to seek out more information, to no longer accept the status quo, and to find ways to guide and support other teachers in providing the literacy instruction that all of our children deserve. I especially enjoy working alongside other instructors as it gives me the opportunity to see their perspectives and share a common passion for the work that is being done. This is why I have wanted to become a NC SIP Regional Coach for RRtCP. The wonderful people I have met through the project have allowed me to grow as an educator and as a person.



In my other life, I am a mom of two children, Connor and Alana. In my spare time, I enjoy spending time with my family, baking homemade goodies (as well as eating them!), and reading a really good book!



NC SIP Math Regional Coach

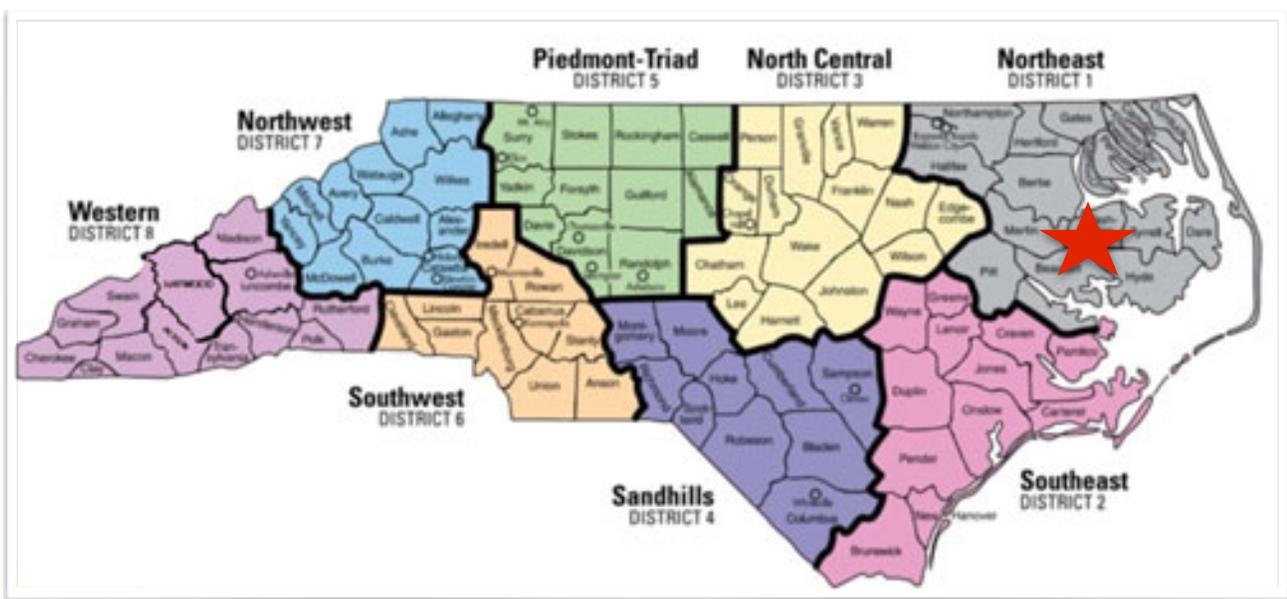
Doris Fletcher

I serve Beaufort County Schools. Beaufort County Schools has 14 schools that serve around 7,000 students. Currently, I am a Math Instructional Specialist for K-8. My responsibilities include working with teachers and schools to find various strategies to increase math learning, train and assist in K-2 Math Assessment, teach and co-teach in the classroom, observe and coach classroom teachers, assist with EOG/EOC/NCFE assessments, present professional learning opportunities showcasing effective instruction to meet the needs of all students. I serve the state as a NC SIP Math Regional Coach in the northeast region.



I became involved in Foundations of Math in 2012. I have presented sessions for Beaufort County Schools, Craven County Schools, Washington County Schools, NERESA. We have been fortunate enough to have teachers participate from Hyde County, Craven County, Perquimans County, Martin County, Washington County, Pitt County, and other surrounding counties. Coaching has allowed me to see excellent teachers in action and share those ideas and strategies with others. Coaching allows me to push the door open a little further as teachers see their potential.

“Everyone is good at something,” and “It takes a village.” I am a firm believer in those. Not every teacher can reach every student, but every child can be reached. While I may not have the answer for every teacher on what is best for a child, I will look for a teacher who can guide us in the right direction. Together, as a county, we can find a way.



Dr. Paula Crawford Receives Award in Kansas

Our team in the Program Improvement and Professional Development Section wishes to congratulate Dr. Crawford on her most recent achievement! On July 17th, 2018 she received the Gordon R. Alley Partnership Award from the University of Kansas - Center for Research on Learning (KU-CRL). This award honors the legacy of Dr. Gordon R. Alley, one of the founders of the Center and a master at mentoring inexperienced assistant professors assembled to conduct the Center's first research studies. Dr. Alley taught that partnership is vital to successfully conducting large scale research and development efforts. This award is presented to professionals who contribute to the work of the Center in the same spirit. Dr. Crawford was nominated for this award because of her many years as a collaborator with KU-CRL, the Strategic Instruction Model (SIM) Network, and the Professional Development Institute.



Dr. Crawford first experienced the Strategic Implementation Model (SIM) professional development and implemented SIM strategies in the early 90s. Since that time, she has continued to convey the message about SIM's evidence-based practices. Her message to her school communities is that when used with adherence, SIM can ensure a positive trajectory for students who learn to apply the learning strategies from well-prepared teachers, learn how to read through SIM reading courses, and engage more fully in the classes of teachers who regularly implement Content Enhancement Routines.

She has assembled a team of expert literacy consultants and an implementation specialist who can guide and support districts across the state in selection and implementation of evidence-based practices and coaching systems toward building capacity and sustainability. Crediting her engagement in the Content Literacy Continuum (CLC) approach, she focuses on elementary to high school feeder patterns in bringing reading, math, co-teaching, and adolescent literacy best practices to schools.

Dr. Crawford shared, "We have come quite a way over the past several years with the support of KU-CRL and others. We are now beginning to make progress with capacity building." Outcomes of that capacity include development of a process used to guide LEA teams in assessing their strengths and needs for building strong adolescent readers. An extension of that outcome is that her team has been able to provide more opportunities for teachers to learn SIM over the past year, and more and more districts are taking advantage of those opportunities.

Dr. Patty Graner, KU-CRL Director of Professional Development stated, "KU-CRL has learned much from Dr. Crawford and her team. Importantly, her encouragement to build micro-credentials/ badges has fueled our commitment to learn more about them and then to create the opportunity. As Paula shared, "We want to have confidence that educators could prepare others, and this was the way to do it." Nationally and across NC teachers are earning SIM micro-credentials and building capacity, but more importantly, they are building sustainability in their communities.

Sherry Thomas Receives Award in Kansas

Sherry Thomas, Assistant Director of the Exceptional Children Division of the North Carolina Department of Public Instruction, also received the 2018 Gordon R. Alley Partnership Award. She was nominated because of her role as an important collaborator with the Kansas University Center for Research on Learning (KUCRL) in the initial Content Literacy Continuum (CLC) work within NC. She provided a commitment to the original nine CLC districts across the state by allotting the seed funds for building and maintaining the project.

As the division moved into a focus on adolescent literacy, CLC was initially selected as the approach because it was comprised of evidence-based practices: the Strategic Instructional Model (SIM). One of the division’s goals was to ensure that the state’s investment in the CLC was scalable. She facilitated difficult conversations with LEA teams to guide them through the process of planning for capacity building and sustainability.

To provide the framework for support, the NC SIP grant funded for 2016-2021 built upon the CLC work and incorporated adolescent literacy into the goals and funding. As additional support, Bill Hussey committed matching, but annually declining, Exceptional Children Division funds to support adolescent literacy for this grant cycle. The Program Improvement and Professional Development Section would like to thank Sherry for her continued support of the work of the NC State Improvement Program (NC SIP).

