

# North Carolina State Improvement Project

## Application Supporting Document

### Course Descriptions:

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

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

**All Leaders Understand and Collaborate to Support Evidence-Based Instruction** is a professional learning opportunity for district and building leadership teams to dig deeper into components of Implementation Science. Participants will use activities to explore their academic initiatives. Leaders are guided through these activities as a team during a face-to-face day to understand the compelling why of authentic engagement in school improvement. Teams will collaboratively use tools provided by the National Implementation Research Network to focus on building readiness, implementation stages, implementation teams, and implementation drivers. Course participants will gain the skills to develop, implement, and evaluate district and school plans that support the improvement of core content instruction and achievement of students with disabilities.

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

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

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