

## Course Content Resources for Intensive Intervention: Faculty Professional Learning Series Webinar #3

**[Slide 1 – Course Content Resources for Intensive Intervention - Faculty Professional Learning Series: Webinar #3]: Lindsey Hayes:** Good afternoon, everyone. I'd like to welcome you to the National Center on Intensive Intervention's Webinar on Course Content Resources for Intensive Intervention. This webinar is the third installment in our Faculty Professional Learning Series, which we kicked off in June with a webinar on preparing teachers to deliver intensive intervention in virtual settings and continued in August with a webinar on practice-based opportunities for intensive intervention.

So, we're very excited to talk about NCII's course content resources today. And I'm very excited to introduce my colleagues, who are joining me first. My name is Lindsey Hayes. I work for the National Center on Intensive Intervention at the American Institutes for Research. And I'm joined by my colleague Amy Colpo, who also works with the National Center for Intensive Intervention at AIR. I am very pleased to announce that we have two guests who are joining us today. Both of these people play very influential lead roles in developing the course content resources that we're going to look at today. So, I would like to welcome Dr. Jennifer Freeman of the University of Connecticut and Melissa Stalega, also of the University of Connecticut. Before we begin, I'd like to go over a few housekeeping items.

**[Slide 2 – Webinar Format & Questions]:** Throughout the presentation, we're going to be using the chat pod to moderate our question and answer time. So, if you have a question for one of our presenters, please enter it in the chat pod within the GoToWebinar platform. If you have a technical issue or a question, we'll make sure that we have a team member, assist you as soon as possible. And please, at any point during the presentation, if you have a content related question, make sure that you are entering that in the chat pod, and we will pause periodically throughout today's webinar to answer those.

I know a very common question that is asked is “where can I find the slide deck from today's presentation?” There are a couple of places where you can do that. The first is within the GoToWebinar Platform drop-down. There should be a section for handouts, and within that section we have posted the Faculty Learning's Series webinar number three. So, you can click there and download the full copy of the slide deck from today. If, for some reason, that's not working for you, at the end of the webinar we will also show you where this presentation is going to be hosted on the National Center on Intensive Intervention website. And that's where you can access, not only today's materials, but also the materials from the previous two webinars.

**[Slide 3 – Faculty Professional Learning Series]:** So first, I'd like to talk a little bit about the purpose of the faculty professional learning series. The National Center on Intensive Intervention, or NCII, for short, is funded through the US Department of Education's Office of

Special Education Programs. And NCII's mission is to build district and school capacity to support the implementation of intensive intervention, specifically for students with severe and persistent learning and behavioral needs. And as part of our charge, we are working to also support institutions of higher education to integrate intensive intervention content into coursework and field experiences for preservice educators, and also to support professional development providers who are providing in service supports.

This professional learning series is part of that support that we're providing to faculty and professional development providers. And throughout this webinar series, we hope to learn from colleagues and NCII experts about topics related to intensive intervention and how we can use really great resources that are out in the field to enhance coursework, field experiences, and professional development opportunities. We also want to share successes, challenges, and lessons learned from the field about how we can further engage faculty and professional development providers with some of our really great resources to strengthen pre-service and in-service learning opportunities.

**[Slide 4 – Agenda]:** Let's talk about our agenda for today. For the first part of the webinar, I'm going to give a brief overview of the course content resources that are available through NCII. And then we're going to do a deep dive into two examples with our guest presenters for today. The first is on behavior support for intensive intervention, and that will be Dr. Freeman. And the second will be the reading intensive intervention course; that will be Melissa Stalega. After we go through each of those examples, we'll pause for questions and answers so you can ask any questions that you have about those examples we have gone through. And then, we will conclude with a brief tour of the website and some links to where you can find the resources that we discussed during the webinar.

**[Slide 5 – Intensive Intervention Course Content: Overview of Purpose and Structure]:** I'm going to get us started with our overview of the purpose and the structure of NCII's intensive intervention course content resources.

**[Slide 6 – Intensive Intervention Course Content]:** So, the first thing we want to talk about is to make sure everyone knows what we mean when we say intensive intervention course content resources. This is a really exciting suite of resources that's been developed by NCII. It's been a long time coming, and part of my goal today, and also through the examples that we're going to highlight, is to make sure that all the faculty and professional development providers who are on this webinar today understand the depth and the breadth of these resources and what is available to assist you as you are creating courses or professional development content for your pre-service or in-service teachers. When we say intensive intervention course content, I'm referring to NCII's suite of ready to use resources that can help you all, as faculty or professional development providers, to create new or to supplement existing coursework and professional development content.

I want to talk a little bit about who developed this on the National Center on Intensive Intervention. We had many partners, the University of Connecticut being first and foremost and

obviously, our two guest presenters today are from the University of Connecticut and received a lot of support from that institution and many others affiliated with UConn who helped to develop the courses and review them. And then we also have partnered with the National Center on Leadership and Intensive Intervention and the CEEDAR Center to supply some of the content and to provide a review. The developers for this course content resources were very cognizant of making sure that we're pulling from the most current research on evidence based practices in these course areas and making sure that we are using up-to-date materials.

**[Slide 7 – Course Topics]:** Within our course content resources, we have four topic areas that are available. The first is features of explicit instruction. The second is intensive intervention in mathematics. The third is intensive intervention and reading, and the fourth is behavior support for intensive intervention. So these four topic areas represent our suite of course content resources that we have available related to intensive intervention.

**[Slide 8 – Who Can Use These Resources?]:** I want to pause a little bit and talk about who these resources are for. Obviously, since this is our faculty professional learning series, we are hoping that folks who are on the call today are involved in pre-service educator preparation. These materials are very focused on the needs of faculty and also in-service professional development providers. They are designed with the needs of faculty and professional development providers.

These courses can also be used by educators or educator candidates who are seeking to enhance their skills and intensive intervention. These could be teachers, these could also be leaders, but these courses can also be used by folks who are out there, who want to continue their learning process as it relates to intensive intervention, but really, anyone who is focused on enhancing educator skills and intensive intervention could find something within these resources that would be useful to them. We really hope that you are taking a look at these resources today with an eye for how you might use them and adapt them to your particular context.

**[Slide 9 – Course Landing Page]:** The next thing I'm going to do is go through an overview of the structure of these course content areas. And again, we have those courses available in the four areas: explicit instruction, math, reading, and behavior. But for the purposes of this example, I'm going to show you what it looks like with our math course content.

All of our course content areas are organized in the same way when you go on our website, which I will show you at the end of our webinar today. Each course has a landing page, and here you can see an example of what a course landing page looks like for our mathematics course. That landing page has three main parts, and I'll go through each of these parts. The first is an overview of the course. The second is a menu course content. And the third are the modules that are associated with the course.

**[Slide 10 – Course Overview]:** The course overview provides just some high level, basic information about the purpose and objectives of the course. It talks about who was involved in the development, and talks a little bit about any of the frameworks or the research base that

support on that particular course. So you can see here that within the mathematics course, something that we highlight is its connections to the high leverage practices that are from the Council for Exceptional Children in CEEDAR and their connection to this course. The course overview, again, provides a high-level overview of the purpose.

**[Slide 11 – Related Course Content]:** The related course content menu is where I would recommend that anyone who is unfamiliar with these courses should begin. The related course content has several main parts. Each of our course content areas follows the structure; there is a course overview document, there is a document that lists the Council for Exceptional Children or CEC standards that are addressed within the course, there is a document for a suggested reading list and then there are links to additional resources. So, within this related course content menu, you can navigate to any of these resources. Let's talk a little bit about what they might provide.

**[Slide 12 – Course Overview Document]:** The course overview document is exactly what it sounds like, it provides that high level overview of the structure of each course, the objectives within each part of the course, and any prerequisite content that comes with the course. So, for all you faculty and professional development providers out there who might be in the process of modifying or creating syllabi at any point during the school year, this course overview document is a really good place to start because it provides all of that information about prerequisites, objectives, and the scope and sequence, really, of what occurs within the course. So, that course overview document, it is the anchor document that shows the structure for the entire course. There would be a good first starting place for anybody who is looking to update a syllabus.

**[Slide 13 – CEC Standards Addressed]:** Also of interest to faculty who might be updating syllabi, are the documents that address the CEC standards within each module. An example you see here are the standards that are addressed within the Intensive Intervention Mathematics course. It is broken down by part, it shows the objective again, and then it shows the CEC initial preparation standards that are addressed, this initial preparation standards for beginning special education teachers, and that crosswalk of alignment between the pieces of each module, the objectives and the CEC standards is all located in this document. So, again, for faculty who may be required to demonstrate how their course content aligns to CEC standards, that is all done for you in this document and I encourage you to take a look.

**[Slide 14 – Suggested Reading List]** The next thing that will highlight is a suggested reading list. Again, this is another great resource for folks who are putting together syllabi. Within each module, this document will list the references that are brought up during the module, and it will list any additional, suggested reading resources. The articles that are starred with an asterisk were actually used in the module.

**[Slide 15 – Additional Resources]** In addition to everything I just mentioned, each related course content menu also lists additional resources, and some examples of additional resources include webinars that have been conducted on that particular course area, any sample lessons that NCII has that are associated with that course area. You can see the example on the screen here is from, again, the math course. And one example of related course content that we link to within

the coursework is Mathematics Strategies to Support Intensifying Interventions and the sample lessons that are associated with that.

Within that navigation pane it will take you to those sample lessons and those are really great supplemental resource that can very nicely complement the content from the modules within each course area. There are also documents that are related to tools and tips for teaching in this particular area and many, many more resources.

Interested in using any portion of these course areas that you see? Take a look at what additional resources are available from NCII, and think about how you might integrate those into your course.

**[Slide 16 – Modules]:** The third part of that course landing page, and this is the exciting part, this is really the meat of each course area, are the modules. Each of our course areas—so, again, explicit instruction, reading, math, and behavior—is broken down into a number of modules ranging anywhere from, I believe, seven to eight different modules per course. You can see the example here is from the mathematics course. And this particular course is separated into eight distinct modules, so you can see those listed here. So on that course landing page, you will see the icons for each of those modules.

**[Slide 17 – Module Landing Page]:** And if you were to select one of those modules and click on it, it would take you to a module landing page. Again, all of these modules, no matter what course you're in, they're all structured in the same way for ease of navigation. So, if I show you an example from math, it will look like that, and the reading course, the explicit instruction course, and the behavior course.

If we were to click on a particular module, on, let's say, module four, we would come to a landing page that looks like this. It begins with an overview of the content that's covered in the module. It will give a brief overview of the objectives that are covered in the module. And then, this is very important. There is a complete 508 compliant slide deck and 508 compliant workbook that is associated with each module. So, if you, as a faculty member, a professional development provider were interested in using the module in its entirety, and you wanted all of the content in one place, you would click on those links for the complete slide deck or the workbook and you would be able to download PowerPoint or PDF versions of those resources.

On this side, is the navigation pane that will help you navigate the structure within the module in order to really make sure that we're adhering to those principles of explicit instruction in using, you know, bite sized chunks of instruction. Each module is actually sometimes separated down into different parts. Many of our modules range from about two to three different parts per module. And part of what the navigation pane on the right-hand side does is help you keep track of the parts of the module as you are going through them. So, you can see that in the navigation pane.

**[Slide 18 – Example Module Section]:** I want to show you an example of what one of those parts might look like. This particular example shows part one of a module. And because it's our

math example, the topic is how do you build fact fluency with an intensive intervention? This is something that I think really differentiates NCII's, course content from other similar resources. And that is the use of video-based instruction. So, all of the content that you would see in that slide deck that I gave, all of the content that you would see in the workbook, there is associated video instruction with it. We have one of our NCII experts today, including our two guests, who are gonna speak in a moment. You'll see their lovely faces going through each part of each module of each course, and providing the overview that is associated with the content in the slide deck. So, again, each of these modules can be divided into multiple parts. And these videos are broken down to be bite sized chunks of instruction within each module.

In addition to that really excellent video-based instruction and all of this content, there are associated worksheets and activities, and also more related videos, where you can see examples of instruction. One goal that NCII had, in the creation of this course content, was to make sure it wasn't just "sit and get," it wasn't just supplying high quality content. It was also thinking about, what are those application and practice opportunities that our pre-service teachers need. So, you can see here that there are worksheets and activities that are associated with this part of this module and also related videos where you can see more examples of instruction. Each part of each module, again, has an associated video and associated worksheets, activities, and additional videos of instruction.

**[Slide 19 – Course Content Features]:** I hope, even from that very short overview using one module from one of our courses, that you can start to get a sense of the depth of the content here. There is a lot to talk about. We'll talk about what specific content is covered in each module in a moment, but first, I want to highlight some general features. All of this course content pulls from the most current evidence-based research on effective instructional practices in that area.

That evidence-based approach is married with that, again, that multimedia instructional practice approach that is going to work for our pre-service teachers or our in-service teachers. And that's paired again with application activities and assessments. So, we wanted to make sure in these courses that we're providing not only the best evidence-based practices available, and making sure we are providing clear descriptions of that for our teachers. We also wanted to make sure we were presenting this in a way that's going to be engaging and lead to further practice and application opportunities.

**[Slide 20 – Ways to Use Course Content Resources]:** Our folks who are going to be our guest presenters will talk about ways to use the course content resources, but I wanted to highlight a few of these to get you thinking about ways that you might adapt these course content resources for your use. These modules can be adapted in whole or in part. So, if you wanted to adopt the full module sequence, say within math, or within reading, and create a course or a unit, that is absolutely something we encourage. Or if you just wanted to select particular modules or even parts of modules to supplement your existing coursework, we also encourage that. These modules can be used in part or in full, they don't all need to be used together. You can select and pick and choose what you want from these modules.

We encourage you to customize that context to fit your state district or school needs, and something else I want you to think about as you're listening to our guest presenters are ways to experiment with the timing of how these resources are presented. You know, in this transition to virtual learning, we've got really gotten really familiar with these terms synchronous and asynchronous learning. Think about ways that these course content resources could be used synchronously to support practice or discussion opportunities during class, especially virtual class, or think about ways that they could be used asynchronously, such as pre-work for a flipped classroom model. Our guest presenters will show some more examples of how that might be used for their particular courses.

**[Slide 21 – Explicit Instruction Course Content]:** I do want to highlight, before we get to that, that we have our explicit instruction course content. It's structured a little bit differently than some of the other modules in that. The first four modules actually aligned with our DBI Professional Learning Series. Our Data-Based Individualization modules provide a lot of that background information on intensive intervention, progress monitoring, diagnostic assessment, and our taxonomy of intense intensity, that get everyone ready for the modules that we have for our Explicit Instruction course, which focuses on modeling, supportive practices for feedback, and making sure that we are evaluating our use of explicit instruction to support academic needs.

**[Slide 22 – Mathematics Course Content]:** Our mathematics course, again, follows a similar structure. Throughout its eight modules, goes from developing a scope and sequence to talking about progress monitoring, and how you select and evaluate evidence-based practices. There are modules devoted to instructional delivery and instructional strategies, in addition to two modules that talk about whole number content and rational number content. So making sure we are bringing fractions and decimals into the mix for that rational number content, and making sure we are clearly presenting those computational principles. And finally, a module on data-based individualization for mathematics.

**[Slide 23 – For More Information]:** I wanted to briefly highlight what content is available in those two particular courses. We have been fortunate enough to be able to highlight those on previous webinars from NCII, so you can see the links to those webinars here. If you wanted of a full tour of each of those course content areas, I encourage you to take a look at that, but because we have not been able to do that for reading and behavior, those are the examples that we wanted to focus on most heavily in this webinar today.

**[Slide 24 – Course Example: Behavior Support for Intensive Intervention]:** So it's my pleasure now, to introduce Dr. Jennifer Freeman. She is an Associate Professor at the University of Connecticut and led the development of the Behavior Supports and Intensive Intervention course content area. Dr. Freeman, we are very happy to have you on today, and I'll let you take it away.

**Dr. Jennifer Freeman:** Awesome, thank you.

**[Slide 25 – Behavior Modules 1-4]:** Thanks, Lindsey. I'm excited to be here with you guys. I'm gonna give you just a quick overview of the content that's in the behavior course and some quick strategies and ideas for how you might be able to use this within your university course for pre-service or as professional development or in-service teachers.

The Behavior Module, that behavior course has eight different modules. The first two are really focused on foundational theory and the idea here was to build a rationale for why focus on behavior in the first place, and to really lay out the elements of behavioral theory that help teachers understand when and how to select the different practices that we'll talk about throughout the rest of the course.

The next module, module three, talks about antecedent and instructional strategies. So things like structuring a classroom, defining and teaching expectations, and active engagement instructional management practices. These are all the things that you can do proactively to support student behavior.

Module four talks about strategies to increase appropriate behavior. How do we get more of what we want to see? So, it goes through a little bit of the rationale for using acknowledgment overall, and then providing specific positive feedback. And then, some additional strategies that you can layer on top of that.

**[Slide 26 – Behavior Modules 5-8]:** And modules five through eight, module five talks about ways to decrease inappropriate behavior, so talking about error correction, sort of the theory behind punishment in general, and how to use some specific strategies, such as planned ignoring, differential reinforcement, response cost and time out, but to how to use those in the context of a positive, proactive framework.

Modules six and seven go together. These are really focused on how do we measure behavior. So module six is really about measuring individual behaviors, selecting and defining target behaviors that you might focus on for intervention. And module seven talks about how to use that data to really guide your implementation in the classroom. And then the last module talks about intensifying this behavior support. One of the things that's different about the behavior of course from some of the other courses that NCII offers is that it's really not an overall course on intensive behavior support. This is really talking about the basics of classroom management that can be used within intensive intervention.

The last module here gives an overview of what I'll call, sort of, intensifying behavior supports or Tier 2 or Tier 3 individualization, but the purpose is to give the overview rather than to train people to necessarily implement those strategies on their own. There are other resources that help support that. This module was really designed to help people that are working on doing intensive intervention and academic interventions, but need some behavior management strategies to help support that.

**[Slide 27 – Supporting Resources]:** The course was developed based on a couple of key freely available resources from the Center on PBIS. There's three different key resources that are all



available, PBIS.org, that were developed by a rather large team of national experts, and as Lindsey said, based on empirical research. Those resources give you a lot more depth and are referenced within the modules themselves. The other two resources that I wanted to point out, if you're using this within a university course, the first resource there is the textbook that goes along most directly with the materials that are in these modules. And the second one is used for supporting professional development for teachers and school-based implementation. So, if you're looking to use these within an overall course, those might be books that you want to check out.

**[Slide 28 – Behavior Course Elements]:** Each course, as Lindsey said, has a number of different pieces to it that you can use in part or in whole. Each of these have been piloted with both pre-service and in-service teachers, and we use that feedback to help further refine those, so that we have gotten feedback and lots of rounds of review to make sure that these are as applicable to your classrooms as possible. As Lindsey mentioned, there's video instruction, there's the workbook that has all of the module activities built right into it, and then there's a brief content quiz at the end of each module. And then, there's classroom application activities that are designed to be completed with a coach or a mentor in a student's classroom.

**[Slide 29 – Behavior Course Tips]:** And, thinking about how to use these, these modules are designed to be presented as a complete course in that they reference each other. So, in one module, we'll talk about upcoming information, and we might reference back to some of the other modules. So, if you do use these individually, you should be aware that there may be references to some of the other modules in those, but you can take individual modules and use them to supplement an existing course or as extra credit opportunities within an additional course, to give your students an opportunity to go a little bit deeper. In general, it's designed to be about one module per week, or to spread these out over the course of one semester. It is, essentially, the course I teach at UConn modularized and so it is about the amount of content that you would fit into one semester.

Obviously, this can be assigned as asynchronous or synchronous assignments. One of the ways we've used those is to ask the students to complete the module outside of class, but then use the application activity as either a role play or discussion prompt within a synchronous activity. Obviously, the content quizzes and response activities can also be used to help assess student learning along the way. And then these application activities can be taken by pre-service teachers into their clinic placements as well, where they can get feedback from their supervising teacher on some of the skills that they're learning along the way.

**[Slide 30 – Questions?]:** So that's it for my overview, I think, but if there are questions about content or how we've used these, I'm happy to take those. I do have to hop off pretty quickly here, so if we run out of time for questions, my e-mail address is here and I'm happy to address questions via e-mail as well.

**Amy Colpo:** So far, we have two questions. I think you already answered though, doctor Freeman, after it came in. How long does it take to complete a typical module? I believe you said the amount of content is typical to what a semester would be.

**Dr. Jennifer Freeman:** Yeah, each module is a little bit different timewise in terms of the amount of time for the specific module. But, it's approximately one week of university courses, so most of them are probably total between two and three hours for all of the activities. But they are broken into shorter video segments in parts, as Lindsey described.

**Amy Colpo:** We have some questions that I think might be, can we access it as just PowerPoints, rather than the video so we can record ourselves teaching them?

**Dr. Jennifer Freeman:** Yes, you can download just the PowerPoints and use those along with the workbook, if you want to do that, and feel free to record your own videos.

**Amy Colpo:** This question might be geared toward Lindsey. Are we likely to add resources on high school math puzzles algebra, or geometry, anytime soon?

**Lindsey Hayes:** We are not likely to add resources that are specifically related to high school math. But I will say, as a former high school math special education teacher, a lot of what we do have that's available to there, and I mentioned those sample lessons, it's all supportive skills that you need in algebra. And I'll point, specifically, toward things like computation of fractions. Even that, we do have available sample lessons and resources for, that are addressed within the course content resources. But, again, aren't specific to, you know, the course content areas, not specifically algebra, but these are all prerequisite skills that we know students with severe and persistent learning needs struggle with as they go into algebra. So that's a good question, and I would encourage you to take a look at the depth of what's there, and I'm sure you'll find things that address prerequisite skills.

**Amy Colpo:** Right. Well thank you so much, Dr. Freeman for joining us today. If you have any more questions for Dr. Freeman, her e-mail address is on the screen here, or you can also ask them in the chat box, and we'll make sure that she has access to those later.

**Dr. Jennifer Freeman:** All right, thanks everybody. Thank you.

**[Slide 31 – Course Example: Intensive Intervention in Reading]: Lindsey Hayes:** We're going to highlight our next course example, which is in the area of reading, and we have Melissa Stalega from the University of Connecticut on, she's a doctoral fellow. Melissa, are you out there?

**Melissa Stalega:** Yes, I am here, Lindsay. Thank you for the introduction, and I'm happy to speak more about the organization of the reading course.

**Lindsey Hayes:** Excellent.

**[Slide 32 – Intensive Intervention in Reading]: Melissa Stalega:** OK, so the Reading Course has six modules. Each module comprises of an introduction, a closing, and at least two parts. So the first one we have here is just a basic introduction. We talk about why intensive intervention in reading is important, as well as DBI in reading, data-based individualization. You might notice that the module skipped from module one to three. We do have a module two. However, it

was piloted in person, and it did not lend itself quite well to an online format. For this reason, we opted for a set of resources instead. So if you go to the intensive intervention website, and look into the reading course into module two, we have a whole list of resources there that support module two in reading.

Module three is intervention programs in reading. And so, we talk about how do intervention programs support students and teachers, and what intervention programs are available for teachers in reading, and how to evaluate those materials for those intervention programs, materials, and research evidence. So now, one of the number one questions I get from teachers is, what reading programs do you recommend? How do we know what reading program to select? And, this is a really good module that answers those questions for you. Dr. Coyne goes through an evaluation, and it's kind of an application activity in itself where you can go through and evaluate a program.

So, that's a good one for that. Module four and five is led by Dr. Erica Lembke. It's all about data. So, module four is, how does progress monitoring and instructional decision making work in reading? How does the DBI process apply to reading? How do you select administer and score ICBMs and reading? How do you determine a student's present level of performance? And then, how do you select goals, determine a baseline to set those goals and use progress monitoring to make instructional decisions.

Module five kind of continues that discussion and goes into diagnostic and mastery assessment in reading. So this talks about how to identify a specific reading skills or strategies that you need to teach and uses diagnostic data to inform consent instructional adaptations.

Module six and seven are about qualitative added adaptations for teaching word reading and teaching comprehension. So, those are broken into two components there. We talk about how to adapt reading instruction to improve instructional modeling and student practice, elicit frequent responses, and provide effective feedback during word reading instruction. Similarly, module seven talks about comprehension instruction to improve instructional modeling.

You might notice in module six and seven, we do discuss explicit instruction and how to incorporate effective modeling, guided practice, and the supporting practices in teaching word reading and comprehension, and how those areas can be improved. So, for that reason, we do recommend either a background knowledge in explicit instruction, or completing the explicit instruction course, which Lindsey introduced to you earlier.

**[Slide 33 – Reading Course Elements]:** OK, as Lindsey mentioned, each course, including the reading course, has a set of workbook activities. The reading course specifically has multiple choice activities, journal entries, and discussion questions. There are also embedded real video examples with explanations, so you can see real classroom examples of what Dr. Coyne is specifically referring to, and also an explanation of why it is an effective or ineffective practice. There are also quizzes at the end of each module, so students can check their knowledge on what they've learned, as well as application activities and recommended readings.

**[Slide 34 – Reading Course Tips]:** On the next slide here, we have some tips for how to be successful in this course, or how to facilitate this course, especially in an online environment. So, we suggest utilizing the discussion board on your learning management system, like Blackboard, for especially those discussion questions.

We also encourage feedback on those discussion posts from peers. We really think collaboration is really important to the success of this prep module. We also recommend, if there's not real-world application opportunities for students, especially now, video recording a model lesson, so students can model the lesson and video recording, send it to the instructor or peers for feedback. So, that's one way that they complete those application activities. And, like I said, we encourage collaboration and partner work.

One thing that we also can suggest in terms of the readings is starting a Google Doc to jot down ideas and discussion questions after those readings, and presenting those discussion questions during lectures so that peers can kind of lead the discussion on those readings. And I think that's kind of my brief, I'm sorry, I kind of whizzed through that overview. I hope that covers it.

**[Slide 35 – Questions?]: Lindsey Hayes:** That was excellent, Melissa. We're gonna see if there are other questions, so Amy will go first, and then I have some additional questions for you.

**Amy Colpo:** If you have any questions, please feel free to put them in the question and answer box now, and we will be sure to address those.

**Lindsey Hayes:** One question that I see coming up, and I'm actually going to go back a few slides because it pertains to this. It has to do, Melissa, with the qualitative adaptations for teaching word reading and comprehension. Can you explain a little bit about what you mean by qualitative adaptations and maybe give some examples?

**Melissa Stalega:** Yeah. So I am the coordinator of this course. Mike Coyne, actually would be a better person to contact regarding the specific content. So, I would say direct that to him. Do you have his e-mail, Lindsey, that you can share? Yeah, so, he'd probably be the best person to ask regarding specific content.

**Lindsey Hayes:** OK, excellent. Then, another question that has come up, and Melissa, I can also tag in on this. It seems like a lot of these courses, particularly the ones, that aren't specifically about explicit instruction, still incorporate a lot of the principles of explicit instruction. So, you see that within the math, and the reading course, and the behavior, as well, what the question is, sort of: what's the relationship between that explicit instruction, course, content area, and the remaining three that are tied to either a content area or behavior.

I'm happy to jump in on that, Melissa, unless you have any thoughts.

**Melissa Stalega:** Sure. Go right ahead.

**Lindsey Hayes:** So, to whoever asked that question, yes, that is very intentional. I think explicit instruction is a theme that you see through all four of these course content areas. Of course, there

is that course content area on explicit instructions, specifically that cuts across the content areas, but you see those same principles of systematic and explicit instruction woven within all three of these. So, you see it in the reading, and the math, and in the behavior, and you can, again, see that, in the modeling what's effective guided practice, how do we assess for understanding. All of those principles of explicit instruction are built within the reading, math and behavior modules as well. So, we want to make sure that everyone understands that while we do have separate module on explicit instruction, those principles are absolutely woven through in the remaining modules.

Amy, have any other questions come in?

**Amy Colpo:** No other questions have come in yet.

**Lindsey Hayes:** OK, well please continue to put those in the chat pod. What I'm going to do now is go for a website tour.

**[Slide 36 – Website Tour]:** I'm going to briefly pause my screen, switch into a view for our website, so show you where to find all of these things. I'm going to start showing my screen again. Amy, could I get a verbal? Yes, if you can see the NCII website.

**Amy Colpo:** Yeah, we can.

**Lindsey Hayes:** Excellent. So, I'm sure a lot of you are going right now, while all these are wonderful resources, how do we find these, how do we navigate these service? This is what we're going to do for the next portion of our presentation. So we're on the NCII website, that's [intensiveintervention.org](http://intensiveintervention.org), and we're going to go find all of these lovely resources in our main menu under implementation support.

Under that implementation support menu, you're gonna go down to course content. This brings us to our course content landing page. If you scroll down a little bit, you can see the areas for each of those four courses, explicit instruction, math, behavior, and reading. I think because Melissa is on, I'm going to click on that reading course to play around in a little bit. When you click on that particular course area, you can see, again, the landing page has the overview, the related course content, navigation menu, and then all of the modules that are associated with that particular course. And I think it might be good to show an example just to, just so everyone gets a sense, again, of the depth of the resources that are available here. I'll take you into one of the modules within reading.

Let's actually go into one of those since we had a question on the qualitative adaptations. Let's use it as one of our examples. Let's pick module six, Qualitative Adaptations for Teaching Word Reading. Again, it's like you can see how the navigation structure of this is nested. We've gone from the course down to the module, and now we're gonna go into parts of the module. So we start with that module overview. We can upload, or excuse me download the complete 508 compliant slide deck and the workbook.

So if you were to click on that, there would be a download on your computer. And when you open, you will have all of the content for all of the pieces within the module. So, as you can

imagine, some of those, you know, it's a quite extensive amount of material. We heard Dr. Freeman say that the full course is intended to be about a semester's worth of material and each of those modules is for is roughly one to two weeks of instruction. So, you can see here that there is a great deal of content that is built into that module, 172 slides. This is all of the content that you see recorded in that video instruction.

I'm going to minimize that now. If we were to come down here to our introduction segment within that module, you can see, again, it's those same slides that we just downloaded, but now we have our experts from UConn and NCII who are recording over this. This is really nice because this provides, I think, some good opportunities for both synchronous and asynchronous instruction. We have an example of, sort of a live example, if you will, of speaker notes hearing a content expert present on the material that's in the slides, and again, these are chunked into much smaller, more watchable beds. They range from just a few minutes to I think none of them are any more than 20 minutes, I believe. So these are intended to be nice, bite-sized chunks that you could use within a class.

And, generally speaking, each of these modules begins with some kind of introduction to introduce the objectives, the big ideas, etcetera, and then moves into the various parts. So within this module, which is on qualitative adaptations, we can see that there is a part on modeling. Again, it has associated worksheets and activities. Let's take a look at one of those. The activity for evaluating a lesson, you can download all of these there in Word forms, so they're nice and easy for you to customize as a faculty member, a professional development provider. And this particular activity is on evaluating a lesson. So here, there is an opportunity to read a lesson and use a checklist to evaluate for effective modeling.

And there is also an activity to evaluate a video. I think, again, this is a feature of this course, content resources that really sets it apart from some of the other, maybe, course enhancement modules that are out there or other free and available professional development content. These course content resources focused very heavily on allowing the viewers of these modules to observe examples and non-examples of instruction. And we think that's very important for helping to develop pre-service teacher skills. So, we want to make sure it wasn't just about delivering content; it was also about providing opportunities for, again, real-life examples of high-quality instruction, and then some instruction with areas for improvement.

We can see here that there's an activity for evaluating a video, and there are associated video examples connected with this, and we can see here, again, we keep with those principles of explicit instruction. There are ineffective modeling strategies and effective modeling strategies. We really on these modules really carefully cultivate a lot of good video based examples of instruction. I think that's a very common question that faculty and professional development providers ask, is, you know, where can I find really good videos of instruction, Or at least if they are not examples of good and effective instruction, where can I find videos that are instructive in some way about areas for improvement. So we really want to highlight that's available here.

That, again, that moves into then part two, guided practice following that explicit instruction model. Again, there are activities and worksheets associated with that, another evaluation of a video and a lesson, more video examples.

Part three is eliciting responses and providing feedback. Again, a lot of related video examples and then some coaching materials and a facilitation guide. Dr. Freeman mentioned this for part of her behavior courses that there are, some of these application activities are intended to be used with pre-service or in-service teachers with someone who can serve a coaching type of capacity. So we have coaching materials and a facilitation guide to help guide teachers through the process of using this in a real-life setting and how we can support them to do that better. So, I gave just one tiny example of one module within a much larger course, specifically, that Qualitative Adaptations for Teaching Word Reading. And again, there are seven modules within that reading course. I hope that one of the things that we have accomplished on this webinar today is to illustrate, really, again, just the depth and the breadth of the resources that are there, that are available for faculty and professional development providers. One more thing I will highlight are these tips from the field.

A lot of our course content resources are about the what of instruction, what are the evidence based instructional strategies. But we also have a suite of resources that talk more about the how of instructional strategies. And we've talked about these on our two previous webinars that we held in this series. But we have a series of briefs that talk about ways that we can strengthen practice-based opportunities within content areas. So, whether you're teaching a course or professional development session on reading, or math or behavior or whatever it is, here are some ways that you can incorporate things like video analysis or micro teaching or virtual simulations or lesson study and feedback, things of that nature. So, if you were to click on these, which we did highlight in our previous aspects of the Professional Learning Series, you will see our resources related to how you can strengthen instruction within your courses to incorporate some of these really excellent practice based opportunities. So that, again, is our overview of our website where you can find things. Again, all this related course content, if you were to click on the course overview or the CEC standards or the suggested reading list, it would take you, again, to fully customizable Word documents that have all of that information available.

So at this point, we have a question that has come up in the chat box. Does the intensive reading program address dyslexia or structured literacy that is recommended for students with dyslexia?

That's an excellent question. I cannot speak exactly to in which particular portions of the modules that dyslexia might be addressed, but I will say that all of these are based on that structure literacy approach that would be recommended for a student with dyslexia. Where I couldn't off the top of my head point to a specific module in here and say, "Here is where we address dyslexia." But I will say that all of these are based on that structured literacy approach that we would recommend. That's an excellent question.

Are there others, Amy?

**Amy Colpo:** There are no other questions,

**[Slide 37 – Faculty Learning Series Webpage]: Lindsey Hayes:** Okay, so I'm going to pull up the remainder of our PowerPoints and talk through some of our last few slides for today.

I'm actually going to switch back to a view of our website, because we want to show our available resources on our Faculty Professional Learning Series web page. If you click, and Amy, if you could put that in the chat pod, that would be excellent. Our Professional Learning Series webinars that we've held thus far are all on the NCII website. So I mentioned that one place to find the materials from today is actually in the GoToWebinar navigation menu. You can click there and download, but they're also all located on our NCII website.

So, if you were to go to our Faculty Professional Learning Series page, you can see are the place where you can sign up for the series. And you will see the recordings from our previous webinars, the actual live recording, and you can also download the complete deck and the transcript. So, we have that available for our previous two webinars, for webinar number three, which is today, we'll have those materials posted within the next few business days.

**[Slide 38 – Upcoming Webinars]:** And we also encourage everyone to join us for our next installment in the webinar series, which is our webinar on continuous program improvement. That one's going to be on December first. That is going to focus on tools that we have available specifically for pre-service preparation programs that can assist with reflection and continuous improvement. We have tools that are called innovation configurations, and what innovation configurations are designed to do is help pre service faculty and program leaders take a look through the course sequence that are used within teacher preparation programs and take a look at areas where evidence based practices can be strengthened. So we're going to be taking a look at some of our innovation configurations, particularly dealing with intensive intervention that we have available, that will be a brand-new NCII resource that's coming out. So, we're very excited to highlight it.

**[Slide 39 – National Center on Intensive Intervention]:** Amy, any other questions before we wrap up for the day? Amy, are there any other questions?

**Amy Colpo:** Sorry about that. Are there completion certificates for the module?

**Lindsey Hayes:** That's another excellent question. There are no completion certificates available for the modules. And that is something we get asked frequently. The way we see that handled most often, is that particular schools or districts will recognize that these materials are of high quality and are funded through the US Department of Education and will opt to offer their own certification for this. But as of right now, we do not offer certification or completion credit for that. Any other questions, Amy?

**Amy Colpo:** No, there are no more questions.

**Lindsey Hayes:** Alright, so here you can see our contact information. Please take a look at our resources on the website. And please feel free to contact us if you have any questions. And I



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hope everyone has a great rest of your day, and hope that you join us in December for our fourth and final installment of the series. Thank you.