



The North Carolina State Improvement Project  
Improving Instruction  
for Students With Disabilities

## **The North Carolina State Improvement Project (NC SIP)**

### **Introduction to Forms and Reference Materials**

**November 14, 2012**



The North Carolina State Improvement Project  
 Improving Instruction  
 for Students With Disabilities

**NC SIP Five-Year Plan**

LEA Name \_\_\_\_\_ LEA Code \_\_\_\_\_ Date \_\_\_\_\_

Reading Site:

Math Site:

**YEAR 1**

**NC SIP Project Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Foundations Training**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Program Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Student Progress Evaluation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Parent Involvement**

<b>Activity</b>	<b>Necessary Resources (human &amp; fiscal)</b>	<b>Individuals responsible</b>	<b>Completion date</b>

**YEAR 2**

**NC SIP Project Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Foundations Training**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Program Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Student Progress Evaluation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Parent Involvement**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**YEAR 3**

**NC SIP Project Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Foundations Training**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Program Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Student Progress Evaluation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Parent Involvement**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**YEAR 4**

**NC SIP Project Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Foundations Training**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Program Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Student Progress Evaluation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Parent Involvement**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**YEAR 5**

**NC SIP Project Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Foundations Training**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Program Implementation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Student Progress Evaluation**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

**Parent Involvement**

Activity	Necessary Resources (human & fiscal)	Individuals responsible	Completion date

Sample NC SIP Advisory Committee Meeting Agenda  
Fall 2012

What is NC SIP?

The Components of the Five Year Plan

Project Implementation

- History within the district
- Activities for 2012-2013 school year
- Planned growth
- Site description

Foundations Training for 2012-13

- Who
- When
- Where
- Apprentice trainer status

Program Implementation

- Fidelity checks
  - Process
  - Schedule
- Inter-rater Reliability

Data Collection

- Data collection teachers
- Data forms

Parents

- Involvement Plan
- Surveys

NC SIP Video



## Staff Competency Implementation Drivers Analysis and Discussion Template

Staff Competency Implementation Drivers	Does Driver exist (yes/no)? Site examples.	Responsibility for Driver? (who, what dept./entity)	How does the Driver currently support implementation?	Is there a measure of Driver effectiveness? How might you know the Driver is effective?	How can the Driver be used more purposefully to support fidelity, outcomes, and/or sustainability?	Resources
Staff Selection						
Staff Training						
Staff Coaching						
Staff Performance Evaluation (Fidelity)						



## Organizational Implementation Drivers Analysis and Discussion Template

Organizational Implementation Drivers	Does Driver exist in relation to this unit of focus? (yes/no) Site examples	Responsibility for Driver? (who, what dept./entity)	How does the Driver currently support implementation?	Is there a measure of Driver effectiveness? How might you know the Driver is effective?	How can the Driver be used more purposefully to support fidelity, outcomes, and/or sustainability?	Resources
Facilitative Administration						
Systems Interventions						
Decision-Support Data Systems						



## Reading Program Implementation

Exploration	Installation	Initial Implementation	Full Implementation
<ul style="list-style-type: none"> <li>• A stakeholder team has been identified for selecting a reading program</li> <li>• A stakeholder team is gathering information for selecting a reading program (classroom visits, observations, review of sample materials, completion of “Guidelines for Selecting a Reading Program”)</li> <li>• Stakeholder team uses student data to guide program selection</li> <li>• Source of funds are identified</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Program has been selected</li> <li>• Materials have been purchased based on analysis of student data</li> <li>• Data collection teachers have been trained</li> <li>• Schedules have been established for data collection classrooms using recommended time allocations for implementing the program</li> <li>• Written plan for conducting three fidelity checks and establishment of inter-rater reliability is in place</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Reading Program is being implemented in target classrooms</li> <li>• Additional teachers have been trained in the reading program (Consideration given to reading program trained teachers in place from target schools and receiving schools)</li> <li>• Three fidelity checks are conducted</li> <li>• Training plan includes follow up plus one site visit per classroom per year</li> <li>• Limited collaborative support is encouraged through occasional meeting time with other teachers using the curriculum</li> <li>• Teachers are required to only input end of year NCSIP data forms.</li> </ul>	<ul style="list-style-type: none"> <li>• LEA completed thorough implementation preparation including identified lead person; purchased materials; built schedules</li> <li>• Established local capacity through the development of Certified Reading Program Trainers</li> <li>• All principals and administrative team have been trained using an administrative overview</li> <li>• LEA hosts Reading Program Training (including neighboring LEAs)</li> <li>• All EC teachers have had a reading program training.</li> <li>• Training plan includes follow up and additional site visits per classroom teacher</li> <li>• Teachers are required to input the formative assessment data from the reading program; regular review and discussion of results</li> <li>• Teachers have mutual planning time to meet with fellow intervention teachers.</li> <li>• Students are provided a continuation of reading instruction as they transition from elementary to middle school or middle to high school</li> <li>• Additional Reading Programs are added as needed based on review of student data</li> </ul>



## The North Carolina State Improvement Project

### Improving Instruction for Students With Disabilities

\*This list is not meant to be comprehensive. These suggested duties can also be divided up between NCSIP LEA teams when one designee is not available.

#### NC SIP Coordinator Description

NC SIP Coordinators\* are responsible for:

- Serving as the site's communication contact to NC DPI staff
- Disseminating NCSIP information to the involved personnel within the site (NC SIP events, expectations, etc.)
- Facilitating the site's Advisory Team Meetings
- Monitoring the site's accomplishment of NCSIP requirements throughout the year
  
- Developing and monitoring a plan for completing fidelity checks
- Coordinating NCSIP professional development events within the site
- Submitting the professional development event forms to NCSIP
- Collecting project implementation data for the NC SIP end of year Developmental Review
  
- Collecting Parent Surveys and submission of these documents
- Collecting student achievement data forms and submitting to NCSIP
- Scheduling the end of year Developmental Review with the site team
- Completing the end of year Developmental Review with the site team **prior** to the scheduled review with NC DPI staff
  
- Scheduling and completing end of year Developmental Review with site team and NC DPI staff
- Maintaining an updated list of Approved Foundations Trainers
- Maintaining a list of potential Reading Foundations Trainers
- Maintain an updated list of teachers involved in data collection



# The North Carolina State Improvement Project

## Improving Instruction for Students With Disabilities

### 2011-12 NC SIP LEA Data Form

NC SIP LEA: \_\_\_\_\_

Reading Site:

Math Site:

% of Schools in LEA Identified as NC SIP 2011-12 (Total # Schools in LEA)		# of Teachers in LEA Identified as Implementing Instructional Model 2011-12		Avg. and Range of Number Lessons Completed 2011-12	
Reading	Math	Reading	Math	Reading	Math
%	%	#	#	#	#
(n)	(n)			Range	Range

Teacher Fidelity Scores				
(% NC SIP Teachers Scoring At or Above 2.5 on Fidelity Observation Form (Total N))				
	NC SIP Teachers in Your LEA		NC SIP Teachers in ALL LEAs	
	2010-11	2011-12	2010-11	2011-12
Early Literacy (K-2)	%	%	%	%
	(n)	(n)	(n)	(n)
Reading (3-8)	%	%	%	%
	(n)	(n)	(n)	(n)
Math (3-8)	%	%	%	%
	(n)	(n)	(n)	(n)

Student Achievement Scores					
(% Students with Disabilities Scoring At or Above Grade Level/Grade Level Equivalent (Total N))					
	Year*	NC SIP Students in Your LEA	NC SIP Students in ALL LEAs	ALL SWD in Your LEA	ALL SWD in NC State
	Early Literacy** (K-2)	2010-11	%	%	
		(n)	(n)		
Early Literacy** (K-2)	2011-12	%	%		
		(n)	(n)		
Reading (3-8)	2010-11	%	%	%	%
		(n)	(n)	(n)	(n)
Reading (3-8)	2011-12	%	%	%	%
		(n)	(n)	(n)	(n)
Math (3-8)	2010-11	%	%	%	%
		(n)	(n)	(n)	(n)
Math (3-8)	2011-12	%	%	%	%
		(n)	(n)	(n)	(n)

\*Data for each year represent a DIFFERENT group of students.

\*\*Data from DIBELS

### Student Progress

(NC SIP Students with Two Years of Data Showing Positive, No, or Negative Change (Total N))

	Year*	NC SIP Students in Your LEA with:			NC SIP Students in ALL LEAs with:		
		Positive Change	No Change	Negative Change	Positive Change	No Change	Negative Change
<b>Early Literacy** (K-2)</b>	<b>2010-11</b>	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
	<b>2011-12</b>	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
<b>Reading (3-8)</b>	<b>2010-11</b>	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
	<b>2011-12</b>	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
<b>Math (3-8)</b>	<b>2010-11</b>	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
	<b>2011-12</b>	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)

\*Data for each year represent a DIFFERENT group of students.

\*\* Data from DIBELS.

### Parent Satisfaction

(Average NC SIP Parent Rating on NC SIP Survey; Scale of 0=Not at All to 3=Very)

	Year	NC SIP Parents in Your LEA	NC SIP Parents in ALL LEAs
<b>Reading</b>	2011-12		
<b>Math</b>	2011-12		
<b>Overall</b>	2011-12		

## NC SIP Reading Foundations Crosswalk

The course goals and competencies of the **North Carolina State Improvement Project (NCSIP) Reading Foundations Training (RFT)** are strongly aligned to the concepts and skills in the **Reading Standards: Foundational Skills (K–5)**, **Reading Standards for Literature 6-12**, **Reading Standards for Informational Text 6-12** and **Language Standards K–12 Common Core State Standards (CCSS)** and the **North Carolina Professional Educator Evaluation System**. This crosswalk reflects a comparison between these state initiatives. It is designed as a resource to inform educators about how the Reading Foundations course aligns with the CCSS and NC Teacher Evaluation System standards.

Reading Foundations Training course goals and competencies	North Carolina Professional Teaching Standards
<p><b>Unit 1: Foundations of Reading</b></p> <ol style="list-style-type: none"> <li>1. Understand and demonstrate the ability to use appropriate guidelines to select a research-based program of instructional materials and procedures.</li> <li>2. Understand the factors that support the implementation and sustainability of research-based practices within a school.</li> <li>3. Review an implementation plan for your school system that includes selection of a research-based reading program to be used with students with reading problems.</li> </ol>	<p><b>STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP.</b></p> <ul style="list-style-type: none"> <li>• Teachers lead in their classrooms.</li> <li>• Teachers demonstrate leadership in the school.</li> <li>• Teachers advocate for schools and students</li> </ul> <p><b>STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF LEARNERS.</b></p> <ul style="list-style-type: none"> <li>• Teachers adapt their teaching for the benefit of students with special needs.</li> </ul> <p><b>STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH.</b></p> <ul style="list-style-type: none"> <li>• Teachers know the content appropriate to their teaching specialty.</li> </ul> <p><b>STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS.</b></p> <ul style="list-style-type: none"> <li>• Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</li> <li>• Teachers plan instruction appropriate for their students.</li> </ul> <p><b>STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Teachers function effectively in a complex, dynamic environment.</li> </ul>
<p><b>Unit 2: Learning to Reading and Spell: A National Problem and Recommended Solutions</b></p> <ol style="list-style-type: none"> <li>1. Accurately summarize the research findings regarding the scope of the reading problem.</li> <li>2. Knowledge about a variety of print and web-based resources that support and augment the summary of research findings for improving reading skills of students with persistent reading problems.</li> <li>3. Understand the process of skilled reading.</li> <li>4. Understand the causes of severe reading difficulties.</li> <li>5. Understand the five principles of effective instruction for all students and explain these principles to others.</li> </ol>	<p><b>STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF LEARNERS.</b></p> <ul style="list-style-type: none"> <li>• Teachers treat students as individuals.</li> <li>• Teachers adapt their teaching for the benefit of students with special needs.</li> </ul> <p><b>STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH.</b></p> <ul style="list-style-type: none"> <li>• Teachers align their instruction with the NC Standard Course of Study               <ul style="list-style-type: none"> <li>○ Elementary teachers have explicit and</li> </ul> </li> </ul>

<p>6. Understand the six principles of effective instruction for at-risk students and explain these principles to others.</p> <p>7. Understand the seven principles of effective instruction for students with persistent reading problems and explain these principles to others.</p> <p>8. Understand the principles of effective instruction for students with double deficits.</p>	<p>thorough preparation in literacy instruction.</p> <ul style="list-style-type: none"> <li>○ Middle and high school teachers incorporate literacy instruction within the content area or discipline.</li> </ul> <p><b>STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS.</b></p> <ul style="list-style-type: none"> <li>• Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</li> <li>• Teachers plan instruction appropriate for their students.</li> </ul>
<p><b>Unit 3: Basic Principles of Reading Assessment</b></p> <p>1. Understand the purpose of assessment.</p> <p>2. Identify different functions and types of assessments: screenings, informal assessment, progress monitoring, outcome and summative measures.</p> <p>3. Explore assessment recommendations for the primary grades.</p> <p>4. Understand procedures to determine instruction and /or intervention.</p> <p>5. Understand the steps involved in an assessment of reading comprehension.</p> <p>6. Explore data interpretation, collection, and dissemination.</p> <p><b>Unit 5: Graphophonemic Awareness</b></p> <p>5. Demonstrate the ability to administer and interpret results of a phonemic awareness and phonics assessments.</p>	<p><b>STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH.</b></p> <ul style="list-style-type: none"> <li>• Teachers know the content appropriate to their teaching specialty.</li> <li>• Teachers make instruction relevant to students.</li> </ul> <p><b>STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR LEARNERS.</b></p> <ul style="list-style-type: none"> <li>• Teachers plan instruction appropriate for their students.</li> <li>• Teachers use a variety of instructional methods.</li> <li>• Teachers use a variety of methods to assess what each student has learned.</li> </ul> <p><b>STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE.</b></p> <ul style="list-style-type: none"> <li>• Teachers analyze student learning: <ul style="list-style-type: none"> <li>○ Collect and analyze student performance data to improve effectiveness.</li> </ul> </li> </ul>
<p><b>Reading Foundations Training</b> (course goals and competencies continued)</p>	<p><b>Common Core State Standards</b> <b>Reading Standards: Foundational Skills (K–5)</b></p>
<p><b>Print Concepts</b></p>	<p><b>Print Concepts</b></p>
<p><b>Unit 5: Graphophonemic Awareness</b></p> <p>2. Understand the meaning and role of graphophonemic awareness in learning to read and spell.</p> <p>3. Identify the barriers to learning letter/sound associations.</p> <p>4. Provide examples of effective teaching of beginning decoding and spelling skills in the following areas: letter/sound associations; segmentation and blending and manipulation.</p>	<p><b>Kindergartners:</b></p> <p><b>1. Demonstrate understanding of the organization and basic features of print.</b></p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet</p> <p><b>Grade 1 students:</b></p> <p><b>1. Demonstrate understanding of the organization and basic features of print.</b></p> <p>a. Recognize the distinguishing features of a sentence</p>

(e.g., first word, capitalization, ending punctuation).

## Phonological Awareness

## Phonological Awareness & Language Standards K–12:

### Unit 4: The Structure of Language

1. Cite and define specific components that make up the structure of the English language and understand how these relate to reading and writing instruction (phonology, phonetics, phonics, morphology, semantics, syntax, orthography).
2. Define and give appropriate examples of voiced and unvoiced sounds, open and closed sounds, consonant sounds, and vowel sounds.
3. Understand how the history of our English language impacts both oral and written language.

### Unit 5: Graphophonemic Awareness

1. Understand the stages of the development of phonological awareness skills and give an example illustrating each stage.

### Kindergartners:

#### 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. \* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### Grade 1 students:

#### 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### Grades K-12 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.

## Phonics and Word Recognition

## Phonics and Word Recognition

### Unit 6: Teaching Word Identification and Spelling: Fluency Instruction

1. Understand the principles of teaching word identification and spelling; giving examples illustrating each principle.
2. Understand the sequence of instruction that research shows to be most effective in teaching word identification and spelling.
3. Identify strategies for teaching word identification and spelling.
4. Identify strategies for teaching word identification and spelling of irregular words.
5. Demonstrate the ability to administer and interpret results of a phonics survey and grade-specific word list.

### Kindergartners:

#### 3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Grade 1 students:**

**3. Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

**Grade 2 students:**

**3. Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**Grade 3 students:**

**3. Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

**Grade 4 students:**

**3. Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Grade 5 students:**  
**3. Know and apply grade-level phonics and word analysis skills in decoding words.**  
 a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency**

**Fluency**

**Unit 6: Teaching Word Identification and Spelling: Fluency Instruction**

- 6. Understand the principles of teaching reading accuracy, automaticity and fluency.
- 7. Understand the process for placing students in appropriate leveled text for instruction.
- 8. Identify specific strategies for developing reading fluency.

**Unit 7: Vocabulary Instruction**

- 1. Understand oral vocabulary development in young children.
- 2. Understand how print materials foster vocabulary development and reading achievement.
- 3. Identify the continuum of word knowledge.
- 4. Understand how words are stored in the lexicon.
- 5. Identify evidence-based instruction strategies for developing vocabulary knowledge in students.

**Unit 8: Comprehension Instruction**

- 1. Understand the mental model of reading comprehension.
- 2. Understand surface code and text base.
- 3. Demonstrate knowledge of developing comprehension strategies for narrative text by using the Guided Metacognition format.
- 4. Demonstrate knowledge of developing comprehension strategies for text through the use of top down web.
- 5. Demonstrate knowledge of developing comprehension strategies for text through the use of two-column notes.
- 6. Demonstrate knowledge of developing summarization strategies for text.
- 7. Demonstrate knowledge of developing comprehension strategies for text through questioning.

**Kindergartners:**  
**4. Read emergent-reader texts with purpose and understanding.**

**Grade 1 students:**  
**4. Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**Grade 2 students:**  
**4. Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**Grade 3 students:**  
**4. Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Grade 4 students:**  
**4. Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Grade 5 students:**

**4. Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Common Core State Standards  
Reading Standards for Literature 6-12**

**Grade 6 students:**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 7 students:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
4. Determine the meaning of words and phrases

as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 8 students:**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

**Grades 9–10 students:**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature,

including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**Grades 11–12 students:**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**Common Core State Standards  
Reading Standards for  
Informational Text 6–12**

**Grade 6 students:**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 7 students:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 8 students:**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Grades 9–10 students:**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
4. Determine the meaning of words and phrases as they

are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Grades 11–12 students:**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.



**Reading/Writing Instruction  
Teaching Students with Disabilities  
Project Site Information, 2012-13**

**LEA #:** \_\_\_\_\_

**District:** \_\_\_\_\_

District Personnel	Name	Email	Phone
NCSIP Coordinator			
Data Collection Coordinator			
EC Director			
Approved Foundations Trainer(s)			

Please provide the following information for each school in your LEA that is participating in NC SIP in 2012-13.

School Name	School Code	Name of Reading instructional model being implemented at the school	Is the school implementing RTI?		Total # of Administrators at the school who have completed RFT **
			YES	NO	
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\*Response to Intervention; \*\*Reading Foundations Training

For each school in your LEA that is participating in NC SIP in **2012-13**, please provide the following information for **ALL** teachers who 1) are or will be implementing the reading instructional model selected for NC SIP **AND** 2) either have completed both Foundations Training **AND** Instructional Model Training in Reading **OR** will have completed both trainings by **October 30, 2012**.

School Name	School Code	Teacher Name		Type of Teacher (mark one)				Reading Training		
		Last Name	First Name	TA	Gen Ed	Spec Ed	Other	Attended Foundations Training?		Year of Reading Model Training
								Yes	No	
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**NC SIP Coordinators  
Suggested Timeline of Activities  
2012-2013**

<b>Date</b>	<b>Activity</b>	<b>Date(s) Completed</b>
<b>September</b>	Begin keeping track of SIP expenditures	
<b>September</b>	Form or identify SIP Advisory Council <ul style="list-style-type: none"> <li>• Set meeting dates</li> <li>• Review five year plan and adjust if needed</li> <li>• Share SIP data if available</li> </ul>	
<b>September</b>	Meet with data collection principals and teachers: <ul style="list-style-type: none"> <li>• Establish data notebooks</li> <li>• Schedule fidelity checks</li> <li>• Initiate plan for parent involvement activities (including strategies for getting parents to complete the questionnaires)</li> <li>• Schedule parent involvement activities</li> </ul>	
<b>September</b>	Establish inter-rater reliability for fidelity checks	
<b>September</b>	Plan for Foundations and/or program training <ul style="list-style-type: none"> <li>• Submit PD Event Forms</li> <li>• Send names of aspiring Foundations trainers to your consultant to schedule observations (if needed)</li> </ul>	
<b>September</b>	Schedule Foundations and/or program booster sessions (optional)	
<b>Sept/Oct</b>	Conduct first round of fidelity checks	
<b>Sept--Dec</b>	Follow-up/document parent involvement activities	
<b>Nov/Dec/Jan</b>	Conduct second round of fidelity checks Meet with Advisory Council: <ul style="list-style-type: none"> <li>• Review five year plan and adjust as needed</li> <li>• Document meeting with agenda and/or notes</li> <li>• Note any action steps</li> </ul>	
<b>Feb/March</b>	Conduct third round of fidelity checks	
<b>March</b>	Attend SIP Spring Network Meeting	
<b>May</b>	Review five year plan and adjust as needed	
<b>April/May/June</b>	Meet with Advisory Council: <ul style="list-style-type: none"> <li>• Document meeting with agenda and/or notes</li> <li>• Note any action steps or follow-up items</li> </ul>	

<b>May/June</b>	<b>Prepare for Developmental Review</b> <ul style="list-style-type: none"><li>• Final Budget</li><li>• Complete self-assessment on DR form</li><li>• Schedule DR with DPI Consultant</li></ul>	
<b>Fall 2013</b>	Collect and submit "Student Progress Data" for 2012-2013 School Year	



# The North Carolina State Improvement Project

## Improving Instruction for Students With Disabilities

### Guidelines for Selecting an Effective Program

Rebecca H. Felton, Ph.D.

Use the following evaluating programs for teaching students who are experiencing difficulty acquiring reading and spelling skills. Please record your answers on separate paper and include with your implementation plan:

#### Content and methodology of the reading program

1. Is the program based on scientific research? If so, how is this documented? Are there actual studies of the effectiveness of the specific program? If so, please describe the studies (e.g., give references for the studies; characteristics of students studied; inclusion of comparison groups; summary of results).
2. Does the program include training in phonological awareness? Describe the scope and sequence of the skills taught. Include the manner in which these skills are taught (e.g., embedded within the decoding program; separate but coordinated curriculum).
3. Does the program teach decoding skills (word attack). Describe the scope and sequence. Are the skills ordered from simplest to most complex: For example, beginning with simple word types (e.g., CVC) and word length (e.g., three phonemes) and moving systematically to more complex words (e.g., number of phonemes in words, position of blends and digraphs, vowels with more than one spelling or sound, multi-syllable words)? Pay particular attention to how multi-syllable words are taught (e.g., all patterns taught for single syllable words and then multi-syllable words presented; single and multi-syllable words for each pattern taught in sequence; syllable division strategies/rules directly taught). Are all aspects of word structure taught (e.g., phonics, syllables, patterns, roots, affixes)?
4. Does the program teach encoding (spelling) skills? Are these closely coordinated with decoding?
5. Are irregular/sight words specified and taught in distinct ways for both reading and spelling? Are the irregular words tied directly to the reading materials? For several units in the reading program, look at the percentage of irregular words that must be mastered and give the range.
6. Does the program include decodable reading material? What is the nature of such material (word lists, sentences, paragraphs, stories)? How much decodable material is provided? Calculate the actual total number of words provided for student practice for two or three units of study. How decodable are the materials? Calculate the percentage of regular words for two or three passages. There should be at least 75 to 80% decodable words particularly in the beginning stages of instruction.

7. Does the program include specific training in fluency? What is the nature of this training? Are specific goals for fluency included?
8. Are vocabulary development and reading comprehension taught directly? What types of strategies are taught?
9. Is instruction in syntax included?
10. How and when is written language instruction provided? How is it integrated with reading instruction?
11. Does the program use multisensory strategies? Is the instruction explicit, systematic, and sequential?

### **Guidelines for Selecting an Effective Program**

Additional questions:

1. What type of teacher training opportunities are provided? Is follow-up support available? What is the cost per teacher of the training?
2. What materials are required for successful implementation of the program? What is the per pupil cost? Are there optional supplemental materials? Is supportive software available?
3. What assessment instruments are available for placement and ongoing monitoring of progress? Are there guidelines for determining mastery of skills? How could these be used for IEP development and reporting to parents?

**Note:** These guidelines were developed based on [A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis](#) by Deborah Simmons and Edward Kame'enui. National Center to Improve the Tools of Educators.



# Wilson Reading System Fidelity Observation Form

**SCHOOL DISTRICT:**

**SCHOOL NAME:**

**TEACHER'S NAME (LAST):**

**TEACHER'S NAME (FIRST):**

**Is this the first school year that the teacher has implemented the instructional model?**

Yes

No

**OBSERVER:**

**OBSERVER E-mail:**

**Has the observer established inter-rater reliability with an approved trainer?**

Yes

No

**DATE:**

**START TIME:**

**END TIME:**

**SUBSTEP:**

**LESSON Number:**

**NUMBER OF STUDENTS OBSERVED:**

**GRADE LEVEL(S) OF STUDENTS OBSERVED:**

**LESSON:**

Group

One-On-One

**BLOCKS OBSERVED(select all that apply):**

One

Two

Three

**NUMBER OF LESSONS TAUGHT TO DATE THIS SCHOOL YEAR:**



Read the following statements and check the box that best describes your observation of the **IMPLEMENTATION** of each instructional skill. The observation should last through the entire reading lesson. Space is provided at the end of this form for comments.

**SCALE**

**Not Observed - 0** (Select this option if an instructional skill should have been implemented and was not)

**Improperly Implemented - 1**

**Somewhat Properly Implemented - 2**

**Appropriately Implemented - 3**

**Not Applicable (N/A)** - Select this option if an instructional skill was not applicable to the lesson being taught)

**DECODING (Block 1)**

	0	1	2	3	N/A
1. Teacher uses sound cards during the quick drill.	<input type="radio"/>				
2. Teacher teaches/reviews concepts using sound/symbol/suffix cards.	<input type="radio"/>				
3. Student reads word cards (real/nonsense).	<input type="radio"/>				
4. Sound tapping and/or syllable scooping is used with word cards as needed.	<input type="radio"/>				
5. Student reads word lists (real/nonsense).	<input type="radio"/>				
6. Student reads silently before reading orally.	<input type="radio"/>				
7. Scooping, modeling, and/or rereading is used during sentence reading as needed.	<input type="radio"/>				
8. The Decoding step of the lesson is completed in about 20 -25 minutes.	<input type="radio"/>				

**SPELLING (Block 2)**

	0	1	2	3	N/A
9. Teacher conducts a quick drill in reverse exercise. Student repeats sounds and points to or writes the correct letter.	<input type="radio"/>				
10. Teacher teaches/reviews concepts for spelling.	<input type="radio"/>				
11. Appropriate strategies are used (e.g. sound tapping is used for segmentation with spelling -required for steps 1 and 2; syllable frames are used for multisyllabic words).	<input type="radio"/>				
12. Teacher delivers instruction at a brisk pace.(at least 10-12 responses from students per minute)	<input type="radio"/>				
13. Teacher conducts dictation of sounds properly.	<input type="radio"/>				
14. Teacher conducts dictation of real words properly.	<input type="radio"/>				
15. Teacher conducts dictation of nonsense words properly.	<input type="radio"/>				
16. Teacher conducts dictation of sight words properly.	<input type="radio"/>				
17. Teacher conducts dictation of sentences with proofreading properly.	<input type="radio"/>				
18. Teacher asks student questions to guide student in correcting any errors.	<input type="radio"/>				
19. The spelling step of the lesson is completed in about 20 – 25 minutes.	<input type="radio"/>				

**CONTROLLED PASSAGE READING (Student) – only 1 of these would be demonstrated in a lesson; Part 9 or 10, but not both usually (Block 3, part 9)**

	0	1	2	3	N/A
20. Teacher discusses title, builds background knowledge and previews vocabulary.	<input type="radio"/>				
21. Student reads passage silently.	<input type="radio"/>				
22. Student processes the story, replaying what has been visualized and then retells the story in detail.	<input type="radio"/>				
23. Scooping, modeling of fluent reading or rereading is used.	<input type="radio"/>				
24. The passage reading step of the lesson is completed in about 15-30 minutes.	<input type="radio"/>				

**NON-CONTROLLED PASSAGE READING (Teacher) (Block 3, part 10)**

	0	1	2	3	N/A
25. Teacher discusses title and builds background knowledge.	<input type="radio"/>				
26. Teacher reads enriched text aloud discussing vocabulary, modeling thinking aloud, and building visualization through sketches. Student is engaged in the process with the teacher.	<input type="radio"/>				
27. Student processes and retells the story using sketches as needed.	<input type="radio"/>				
28. The passage reading step of the lesson is completed in about 15-30 minutes.	<input type="radio"/>				

## INSTRUCTIONAL TECHNIQUES

	0	1	2	3	N/A
29. Teacher uses error correction throughout the lesson.	<input type="radio"/>				
30. Teacher uses questioning techniques appropriately.	<input type="radio"/>				
31. Teacher weaves in concepts appropriately.	<input type="radio"/>				
32. Language concepts are taught using correct terminology.	<input type="radio"/>				

## LESSON PLANS/DATA COLLECTION

	0	1	2	3	N/A
33. Lesson plans are evident during review of teacher folder.	<input type="radio"/>				
34. Student's progress is appropriately charted and maintained in the student or teacher notebook.	<input type="radio"/>				
35. End of Step Post testing data is evident in teacher notebook.	<input type="radio"/>				
36. Student notebook is in use during the lesson and is up-to-date.	<input type="radio"/>				

Please rate using the following scale:

Not At All (0)

Needs Improvement (1)

Satisfactory (2)

Outstanding (3)

	0	1	2	3
The time allocated for the lesson was sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher covered an appropriate amount of material for the time allocated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The delivery of the lesson was paced to students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**COMMENTS:**

**Once this form is submitted, the information below will automatically be calculated and a final report will be sent via email to the observer along with an electronic version of the completed observation form. Please check the box below acknowledging that the final scores will be tallied by the NCSIP/NCDPI Data Evaluation Team.**

I agree that upon submission, the final score of this fidelity observation will be tallied by the NCSIP/NCDPI Data Evaluation team and provided to me via email.

Agree

**TOTAL NUMBER OF ITEMS APPLICABLE TO THE LESSON:**

**TOTAL NUMBER OF ITEMS NOT OBSERVED**

**TOTAL NUMBER OF POINTS:**

**Fidelity Score (TOTAL NUMBER OF POINTS/TOTAL NUMBER OF ITEMS APPLICABLE TO THE LESSON)**





The North Carolina State Improvement Project  
 Improving Instruction  
 for Students With Disabilities

**Parent Satisfaction Reading Survey  
 2012-2013**

**School District:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Reading Program:** \_\_\_\_\_

To help our school continue to improve our reading services, please respond to the following questions about your child's participation in NCSIP. If you prefer, you may complete this survey electronically at [www.ncsip.org](http://www.ncsip.org) (Click on Parent Involvement and On-line Parent Satisfaction Reading Survey) Your input is greatly valued and appreciated.

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**Directions:** Please read and rate each statement below on a scale of 1 (strongly disagree) to 4 (strongly agree) based on your experience this school year.

1=strongly disagree

2= disagree

3=agree

4=strongly agree

Question	Rating
1. I am satisfied with the way the teacher has explained how the reading program works and why it was selected to improve my child's specific reading problems.	
2. I believe the reading program matches the reading needs of my child and addresses the goals and modifications on his/her Individual Educational Plan (IEP).	
3. The reading teacher has shared ideas and activities that I can use at home to support my child's reading.	
4a. The reading teacher has been helpful in explaining the progress my child has made in this reading program.	
4b. The reading teacher has shared examples of my child's work that demonstrate how my child is performing in reading.	
4c. I am satisfied with how often the reading teacher communicates with me about my child's progress in reading.	

Question	Rating
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5a. I think the reading instruction my child receives has improved his/her reading ability.	
5b. I think the reading instruction my child receives has improved his/her ability to read across different subject areas/classes.	
6. I think my child's reading teacher has motivated and helped my child have a positive attitude towards reading.	
7. Overall, I am satisfied with the support and reading program instruction my child has received this school year.	
8a. I have attended additional parent activities, other than IEP yearly meetings or parent conferences, aimed at better preparing me to assist my child with his/her education (circle one). YES NO If YES, please list the activities you attended below:	
8b. If YES, to what extent do you agree that these activities better prepared you to assist your child with his/her education?	

Your comments and suggestions are important to us. Your comments are used for future planning to improve services and results for children with reading disabilities and our school's partnership with the North Carolina State Improvement Project.

Comments/Suggestions:

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**Thank you for your time and valuable responses!**



# The North Carolina State Improvement Project

## Improving Instruction for Students With Disabilities

RE: Letter of Intent for TOT

To: NCSIP /NC DPI Staff:

I am writing this as a letter of intent to become a NCSIP *Research to Practice: Reading Foundations* Trainer for \_\_\_\_\_ County/City Schools. I completed Level II Foundations Training on \_\_\_\_\_, 20\_\_ in \_\_\_\_\_ North Carolina, conducted by \_\_\_\_\_, Lead Facilitator.

I will be participating in the TOT meeting on \_\_\_\_\_, 20\_\_ at \_\_\_\_\_.

I have read all TOT registration materials, including the *TOT Criteria and Process Form*, and fully understand the requirements of the training. I understand that RFT is intended to be delivered as a complete course of 30 hours and only by an approved NCSIP trainer. My supervisor's signature indicates support for this intensive process.

\_\_\_\_\_  
Type or print name of potential trainer

\_\_\_\_\_  
email address of potential trainer

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
EC Director Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature (if applicable)

\_\_\_\_\_  
Date

In addition to the above requirements, I will submit this form upon completion of the following activities to request Approved Trainer Status.

Shadowed DPI Consultant these training dates: \_\_\_\_\_

\_\_\_\_\_  
DPI Approved RFT Trainer Signature

Observed by DPI Consultant or designee on these dates: \_\_\_\_\_

\_\_\_\_\_  
DPI Observer or Designee

*\*Submit a copy of this form to the DPI Regional Literacy or Strategic Planning Consultant.*



## NCSIP Reading Training of Trainers (TOT) DPI/Exceptional Children Division

The process to become a qualified trainer of the NC SIP Reading Foundation Training: Research to Practice course includes the following steps and criteria.

### Qualifications of Apprentice NC SIP Reading Trainers

- Successfully complete the entire Reading Foundations (RTP) course including all of the assignments (Levels 1 & 2) and meet the passing criteria (80%) on the Structure of Language Test.
- Demonstrate mastery of the content of the Reading Foundations (RTP) course as well as the ability to deliver this information to others. Mastery of content also includes knowledge of the texts identified as basic to the course.

### Process of TOT

- 1 Submit a letter of intent to become a SIP Reading Foundation Trainer to \_\_\_\_\_. (Found on [www.http://ncsip.org/reading/](http://ncsip.org/reading/)).
- 2 Participate in a DPI sponsored Reading Foundations training. Activities during this training will include: observation of training sessions, conferencing with trainers, practice teaching and review of tasks if appropriate.
- 3 Submit Eventbrite Professional Development Request to \_\_\_\_\_ for Reading Foundations training within your LEA and deliver training (found on <http://ncsip.org/reading/>). Copy form to Regional Literacy Consultant.
- 4 Observation(s) of each trainer will be completed by a Regional Literacy Consultant. A minimum of 2 units will be observed. Copies of the observation rubric will be given to the apprentice and sent to \_\_\_\_\_.
- 5 A set of sample tasks will be provided to each apprentice for corrective feedback. These will be reviewed by the regional Literacy Consultant.
- 6 Participate in a NCSIP/DPI Sponsored TOT training workshop.

At the end of this process, you will be provided feedback on your status and recommendations will be made. Once the apprentice trainer gains full NCSIP Reading Foundations Trainer status, continual Professional Development will be made available thru NCSIP events. The trainer is expected to stay current on best practices in literacy for struggling students.



The North Carolina State Improvement Project  
 Improving Instruction  
 for Students With Disabilities

**Foundations of Reading  
 Trainer Observation Form**

Teacher:	Observer:
LEA:	Date:
Beginning time:	Ending time:
Unit(s) taught:	Average Fidelity Score:
<b>SCALE</b>	

**1 Additional work needed      2 Good, with some exceptions      3 Excellent**

The purpose of this review is to evaluate and increase the effectiveness of a developing trainer’s delivery of the training content. Results of this review will be used to help determine the effectiveness of the presentation and to guide the trainer in areas that may need improvement. Please circle the number which best describes your observation of the trainer’s presentation. Space is provided below the items for written comments.

1. Smiles.	1	2	3
2. Makes eye contact with audience and moves around the room interacting with participants; does not stay behind a table or podium.	1	2	3
3. Well prepared for presentation (e.g. training materials, technology).	1	2	3
4. Does not read directly from trainer notes.	1	2	3
5. Appears confident with training content.	1	2	3
6. Uses anecdotal stories to illustrate and reinforce value of teaching concepts in depth.	1	2	3
7. Makes connections to previous units.	1	2	3
8. Promotes a climate of mutual respect.	1	2	3
9. Promotes active involvement of <b>all</b> participants.	1	2	3
10. Checks for understanding among participants.	1	2	3
11. Encourages participant questions.	1	2	3
12. Answers participant questions or promises to follow-up with answers.	1	2	3
13. Acknowledges contributions of participants.	1	2	3
14. Communicates clearly and logically using appropriate language.	1	2	3
15. Refers to and utilizes resource materials displayed.	1	2	3
16. Maintains fidelity to training agenda and training notes.	1	2	3
17. Appropriate pace is maintained throughout the training.	1	2	3
18. Adequate time is spent ensuring participant understanding.	1	2	3
19. Clearly communicates expectations for workshop assignments.	1	2	3
20. Overall, demonstrates enthusiasm for teaching course material.	1	2	3

Total number of points: \_\_\_\_\_ Total number of possible points: 60  
**Fidelity Score (divide total points by total number of items [20]):** \_\_\_\_\_

**Commendations:**

**Recommendations:**

**Observer Recommendation:**

\_\_\_\_\_ I recommend that this apprentice trainer be added to the NCSIP list of recommended Foundations trainers.

\_\_\_\_\_ I recommend that this apprentice trainer engage in additional training as indicated below and that an additional observation be conducted at a later date.

**Recommended Additional Activities:**

**Observer's Signature:** \_\_\_\_\_



The North Carolina State Improvement Project  
Improving Instruction  
for Students With Disabilities

**NC SIP Professional Development Pre-Event Form  
2012-2013**

**Name of Event:**

**Math or Reading?**

Math

Reading

**Event Type:**

**Event Start Date:**

**Event End Date:**

**Event Time(s):**

**Event Location - Complete Address:**

**Lead Facilitator Name:**

**Lead Facilitator Email Address:**

**Please list any additional info (training materials, links, etc) that you would like included on the ncsip.org events link**

**Maximum Number of Participants from Host LEA:**

**Maximum Number of Participants from Non-Host LEAs:**

**Maximum Total Number of Participants:**

**Will you be using your school district's online registration process for this event?**

Yes

No



# The North Carolina State Improvement Project

## Improving Instruction for Students With Disabilities

### NC SIP Reading Foundations Training Evaluation Form 2012-2013

The purpose of this evaluation is to help us measure the extent to which the Foundation Training conducted so far have enhanced your knowledge, understanding and abilities to plan and implement an effective demonstration and training program for teaching reading to students with disabilities enrolled in the standard course of studies. Using the scale below, please circle your response to the statements and also include any comments or suggestions you have pertaining to the topic and/or training procedures used.

**Training Location (include name of host LEA):**

**Lead Facilitator:**

**Additional Trainers (if any):**

**Event Start Date:**

**Event End Date:**

**Event Location - (LEA or School System):**

**Workshop presentations, discussions, learning materials, and follow-through classroom tasks have helped me develop a higher level of knowledge about:**

**The principles of instruction for students with disabilities derived from the research on reading.**

	Strongly Disagree	Disagree	Agree	Strongly Agree

**How to use research-based principles of reading instruction in planning reading programs for students.**

	Strongly Disagree	Disagree	Agree	Strongly Agree

**The structure of the English language.**

	Strongly Disagree	Disagree	Agree	Strongly Agree

**How to effectively teach English language structure to students with disabilities.**

	Strongly Disagree	Disagree	Agree	Strongly Agree

**The necessary components to assess individual students' reading abilities.**

	Strongly Disagree	Disagree	Agree	Strongly Agree

**How to conduct diagnostic reading assessments to assess a student's reading ability.**

	Strongly Disagree	Disagree	Agree	Strongly Agree

**Strategies for teaching phonemic awareness, word identification, fluency, vocabulary and comprehension.**

	Strongly Disagree	Disagree	Agree	Strongly Agree

**What did you find most useful about the training?**

**What needs to be improved?**

**Areas in need of clarification/Questions:**

**Thank you for completing this evaluation! Your feedback is a crucial part of our training processes!**

# NC SIP Math Foundations Crosswalk

The course goals and competencies of the North Carolina State Improvement Project (NCSIP) Foundations of Mathematics Training (MFT) are strongly aligned to the concepts and skills in the Math K–12 Common Core State Standards (CCSS). This crosswalk is designed as a resource to inform educators about how the Foundations of Mathematics course aligns with the CCSS and NC Teacher Evaluation System standards. The purpose of the Foundations of Math course is to provide teachers with an understanding of the instructional principles derived from scientific-based research and a solid foundation of knowledge and skills to begin using research-proven teaching strategies with students with disabilities who have persistent mathematical problems. In doing so, the course emphasizes the Standards for Mathematical Practices so that teachers begin or continue developing the varieties of expertise they, in turn, will develop in their own students.

## Common Core State Standards Initiative Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

<http://www.corestandards.org/the-standards/mathematics/introduction/standards-for-mathematical-practice/>

Math Foundations Training Unit Alignment		Common Core Math Standards Kindergarten
Unit 2-Counting Principles Unit 4-Components of Number Sense Unit 5-The Number Line; different forms of a number line; subitizing; quantity & magnitude; numeration	<b>Counting &amp; Cardinality</b>	<ul style="list-style-type: none"> <li>* Know numbers and the count sequence</li> <li>* Count to tell number of objects</li> <li>* Compare numbers</li> </ul>
Unit 3- Problem #1; equal exchanges; composing/decomposing; structures of addition/subtraction; Unit 4-Components of Number Sense Unit 5-Structures of addition/subtraction; numeration Unit 6-Base tens; form of a number	<b>Operations &amp; Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>* Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</li> </ul>
Unit 3-Base tens; equal exchanges Unit 5-Quantity & magnitude Unit 6-Base tens; form of a number	<b>Number &amp; Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>* Work with numbers 11-19 to gain foundations for place value</li> </ul>
Unit 2-Counting principles Unit 5-Numeration; quantity & magnitude	<b>Measurement &amp; Data</b>	<ul style="list-style-type: none"> <li>* Describe and compare measurable attributes</li> <li>* Classify objects and count the number of objects in categories</li> </ul>
Unit 2-Geometry Unit 7-Measuring circles (representing Earth); geometric thinking	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Identify and describe shapes</li> <li>* Analyze, compare, create and compose shapes</li> </ul>

<b>Math Foundations Training</b>		<b>Common Core Math Standards</b>
<b>Unit Alignment</b>		<b>Grade One</b>
Unit 3-Problem #1; equal exchanges; composing/decomposing Unit 5-The Number Line, different forms of a number; number line; quantity and magnitude; structures of addition/subtraction Unit 6-Base tens; form of a number	<b>Operations &amp; Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>* Represent and solve problems involving addition and subtraction</li> <li>* Understand and apply properties of operations and the relationship between addition and subtraction</li> <li>* Add and subtract within 20</li> <li>* Work with addition and subtraction equations</li> </ul>
Unit 3-Equal exchanges; composing/decomposing Unit 5-Different forms of a number line; quantity & magnitude; structures of addition/subtraction; numeration Unit 6-Base ten; equality and form of a number	<b>Number &amp; Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>* Extend the counting sequence</li> <li>* Understand place value</li> <li>* Use place value understanding and properties of operations to add and subtract</li> </ul>
Unit 2-Measurement	<b>Measurement &amp; Data</b>	<ul style="list-style-type: none"> <li>* Measure lengths indirectly and by iterating length units</li> <li>* Tell and write time</li> <li>* Represent and interpret data</li> </ul>
	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Reason with shapes and their attributes</li> </ul>

<b>Math Foundations Training</b>		<b>Common Core Math Standards</b>
<b>Unit Alignment</b>		<b>Grade Two</b>
Unit 3-Equal exchanges; composing/decomposing Unit 5-Different forms of a number line; quantity & magnitude; numeration; structures of addition/ subtraction Unit 6-Base tens; form of a number and equality	<b>Operations &amp; Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>* Represent and solve problems involving addition and subtraction</li> <li>* Add and subtract within 20</li> <li>* Work with equal groups of objects to gain foundations for multiplication</li> </ul>
Unit 3-Composing/decomposing; structures of addition/subtraction Unit 6-Base tens; form of a number and equality	<b>Number &amp; Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>* Understand place value</li> <li>* Use place value understanding and properties of operations to add and subtract</li> </ul>
Unit 3-Problem #4; area/perimeter Unit 5 Structures of Addition and Subtraction Unit 7-Measuring circles (representing Earth) using meter sticks	<b>Measurement &amp; Data</b>	<ul style="list-style-type: none"> <li>* Measure and estimate lengths in standard units</li> <li>* Relate addition and subtraction to length</li> <li>* Work with time and money</li> <li>* Represent and interpret data</li> </ul>
Unit 3-Area/perimeter; problem #4 Unit 7-Geometric thinking	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Reason with shapes and their attributes</li> </ul>

<b>Math Foundations Training</b>		<b>Common Core Math Standards</b>
<b>Unit Alignment</b>		<b>Grade Three</b>
Unit 3-Structures; problem #2; concrete multiplication mats; use of arrays as related to multiplication Unit 5-Structures of addition/ subtraction/ multiplication/ division Unit 6-Base tens; form of a number and equality	<b>Operations &amp; Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>* Represent and solve problems involving multiplication and division</li> <li>* Understand properties of multiplication and the relationship between multiplication and division</li> <li>* Multiply and divide within 100</li> <li>* Solve problems involving the four operations, and identify and explain patterns in arithmetic</li> </ul>
Unit 3-Structures; base ten; composing/ decomposing Unit 5-Numeration; quantity & magnitude Unit 6-Form of a number and equality; Woodward strategies	<b>Number &amp; Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>* Use place value understanding and properties of operations to perform multi-digit arithmetic</li> </ul>
Unit 3-Bean party; rethinking fractions Unit 4-Trashketball; Marilyn Burns fraction kit Unit 5-Numeration; essence of percentages; Slices of Pizza--where do fractions live on the Number Line?	<b>Number &amp; Operations in Fractions</b>	<ul style="list-style-type: none"> <li>* Develop understanding of fractions as numbers</li> </ul>
Unit 2-Measurement Unit 3-Problem #4; area/perimeter Unit 7-Geometric Thinking; Max; Challenges; Simpler problem	<b>Measurement &amp; Data</b>	<ul style="list-style-type: none"> <li>* Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects</li> <li>* Represent and interpret data</li> <li>* Geometric measurement: understand concepts of area and relate area to multiplication and to addition</li> <li>* Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures</li> </ul>
Unit 3-Problem #4; area/perimeter; Problem 2 as it relates area and arrays Unit 7-Measuring circles (representing Earth); Geometric Thinking; Max; Challenges; Simpler Problem; Foot Problem	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Reason with shapes and their attributes</li> </ul>

<b>Math Foundations Training</b>		<b>Common Core Math Standards</b>
<b>Unit Alignment</b>		<b>Grade Four</b>
Unit 3-Structures of addition/ subtraction/ multiplication/ division Partial Products/ Partial Quotients/ Arrays Unit 5-Numeration; structures Unit 7 Proportion Reasoning-Caterpillar Problem Geometric Thinking; Max, Challenges; Simpler Problem; Foot Problem	<b>Operations &amp; Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>* Use the four operations with whole numbers solve problems</li> <li>* Gain familiarity with factors and multiples</li> <li>* Generate and analyze patterns</li> </ul>
Unit 3-Base tens; structures; Problem 1; Subtraction Problem; Problem 2, Multiplication Problem Unit 5-Quantity & magnitude; structures of addition/ subtraction/ multiplication/ division Unit 6-Base tens; form of a number and equality	<b>Number &amp; Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>* Generalize place value understanding and for multi-digit whole numbers</li> <li>* Use place value understanding and properties of operations to perform multi-digit arithmetic</li> </ul>
Unit 3-Bean party; problem #3 ; Fraction Kit Unit 5-Numeration; essence of percentages; beyond slices of pizza	<b>Number &amp; Operations in Fractions</b>	<ul style="list-style-type: none"> <li>* Extend understanding of fraction equivalence and ordering</li> <li>* Build fractions from unit fractions by applying and extending previous understandings of operations on whole</li> <li>* Understand decimal notation for fractions and compare decimal fractions</li> </ul>
Unit 3-Problem #4 area/perimeter	<b>Measurement &amp; Data</b>	<ul style="list-style-type: none"> <li>* Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</li> <li>* Represent and interpret data</li> <li>* Geometric measurement: understand concepts of angle and measure angles</li> </ul>
Unit 2-Geometry Unit 7-Geometric thinking	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Draw and identify lines and angles and classify shapes by properties of their lines and angles</li> </ul>

Math Foundations Training		Common Core Math Standards
Unit Alignment		Grade Five
Unit 2-Concrete reality Unit 5-Assignment vs. relational sentences; Mayer's model for problem solving Unit 7-Portportional reasoning; scalar & functional method; Caterpillar Problem; Max's Fence Problem	<b>Operations &amp; Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>* Write and interpret numerical expressions</li> <li>* Analyze patterns and relationships</li> </ul>
Unit 3-Base tens ; partial products Unit 5-Numeration; structures; quantity & magnitude; essence of percentages Unit 6-Base tens; form of a number and equality; Error Analysis	<b>Number &amp; Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>* Understand the place value system</li> <li>* Perform operations with multi-digit whole numbers and with decimals to hundredths</li> </ul>
Unit 3-Problem #3; division of fractions; Marilyn Burns fraction kits Unit 4-Trashketball, rethinking fractions Unit 5-Beyond slices of pizza	<b>Number &amp; Operations in Fractions</b>	<ul style="list-style-type: none"> <li>* Use equivalent fractions as a strategy to add and subtract fractions</li> <li>* Apply and extend previous understandings of multiplication and division and to multiply and divide fractions</li> </ul>
Unit 3-Area/perimeter; problem #4 Unit 7-Measuring with meter stick around "Earth"; Geometric Thinking; Max, Challenges; Simpler Problem; Foot Problem	<b>Measurement &amp; Data</b>	<ul style="list-style-type: none"> <li>* Convert like measurement units within a given measurement system</li> <li>* Represent and interpret data</li> <li>* Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</li> </ul>
Unit 2-Geometry Unit 7-Survey Questions; Measuring "Earth"; dollar deals; geometric thinking	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Graph points on a coordinate plane to solve real-world and mathematical problems</li> <li>* Classify two-dimensional figures into categories based on their properties</li> </ul>

# **NC SIP Math Foundations Crosswalk**

The course goals and competencies of the North Carolina State Improvement Project (NCSIP) Foundations of Mathematics Training (MFT) are strongly aligned to the concepts and skills in the Math K–12 Common Core State Standards (CCSS). This crosswalk is designed as a resource to inform educators about how the Foundations of Mathematics course aligns with the CCSS and NC Teacher Evaluation System standards. The purpose of the Foundations of Math course is to provide teachers with an understanding of the instructional principles derived from scientific-based research and a solid foundation of knowledge and skills to begin using research-proven teaching strategies with students with disabilities who have persistent mathematical problems. In doing so, the course emphasizes the Standards for Mathematical Practices so that teachers begin or continue developing the varieties of expertise they, in turn, will develop in their own students.

## **Common Core State Standards Initiative Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

<http://www.corestandards.org/the-standards/mathematics/introduction/standards-for-mathematical-practice/>

Math Foundations Training Unit Alignment		Common Core Math Standards Sixth Grade
Unit 4-2 stories; determining ratio Unit 5-Relational sentences; raccoons to deer Unit 7-Proportional reasoning; scalar & functional method; ratio vs. fraction; caterpillar problem; informal proportional reasoning with the coffee problems	<b>Ratio &amp; Proportional Relationships</b>	<ul style="list-style-type: none"> <li>* Understand ratio concepts and use ratio reasoning to solve problems</li> </ul>
Unit 3-Problem #3; Marilyn Burns fractions kits; bean party Unit 5-Hands on Equations; equality Unit 6-Base tens; form of a number	<b>The Number System</b>	<ul style="list-style-type: none"> <li>* Apply and extend previous understandings of multiplication and division to divide fractions by fractions</li> <li>* Compute fluently with multi-digit numbers and find common factors and multiples</li> <li>* Apply and extend previous understandings of numbers to the system of rational numbers</li> </ul>
Unit 5-Equality, Hands on Equations; relational sentences Unit 7-Proportional reasoning; Dollar Deals etc.	<b>Expressions &amp; Equations</b>	<ul style="list-style-type: none"> <li>* Apply and extend previous understandings of arithmetic to algebraic equations</li> <li>* Reason about and solve one-variable equations and inequalities</li> <li>* Represent and analyze quantitative relationships between dependent and independent variables</li> </ul>
Unit 2-Geometry; measurement Unit 3-Problem #4 area/perimeter Unit 7-Geometric thinking; Max and Challenge Problems	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Solve real world mathematical problems involving area, surface area, and volume</li> </ul>
Unit 2-Translating relational sentences	<b>Statistics &amp; Probability</b>	<ul style="list-style-type: none"> <li>* Develop understanding of statistical variability</li> <li>* Summarize and describe distributions</li> </ul>

Math Foundations Training Unit Alignment		Common Core Math Standards Seventh Grade
Unit 4-Determining how to represent ratio Unit 5-Relational vs. assignment sentences; proportional relationship-raccoon to deer ; Integer representations Unit 7-Portportional reasoning; scalar & functional method; Caterpillar Problem; Coffee Strength; Paper Clip Chains; String Around the Earth	<b>Ratio &amp; Proportional Relationships</b>	<ul style="list-style-type: none"> <li>* Analyze proportional relationships and use them to solve real world problems</li> </ul>
Unit 3-Bean party; problem #3 division of fractions Unit 7-Ratio vs. fraction	<b>The Number System</b>	<ul style="list-style-type: none"> <li>* Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</li> </ul>
Unit 5-Relational sentences; equality; Hands on Equations Unit 7 Paper Clip Chains; String around the Earth; -Dollar Deals, etc.; Max	<b>Expressions &amp; Equations</b>	<ul style="list-style-type: none"> <li>* Use properties of operations to generate equivalent expressions</li> <li>* Solve real-life and mathematical problems using numerical and algebraic expressions and equations</li> </ul>
Unit 2-Geometry; measurement Unit 3-Problem #4 area/perimeter Unit 7-Geometric thinking; Max; Challenge Problems; Foot Problem	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Draw, construct and describe geometrical figures and describe relationships between them</li> <li>* Solve real-life and mathematical problems involving angle measure, area, surface area and volume</li> </ul>
Unit 2-Translating relational sentences	<b>Statistics &amp; Probability</b>	<ul style="list-style-type: none"> <li>* Use random sampling to draw inferences about a population</li> <li>* Draw informal comparative inferences about two populations</li> <li>* Investigate chance processes and develop, use and evaluate probability needs</li> </ul>

Math Foundations Training Unit Alignment		Common Core Math Standards Eighth Grade
Unit 6-Form of a number	<b>The Number System</b>	<ul style="list-style-type: none"> <li>* Know that there are numbers that are not rational, and approximate them by rational numbers</li> </ul>
Unit 5-Concrete display of integers; number line; proportional relationship- raccoon to deer Unit 7-Portportional reasoning; dollar deals; plotting points for circumference & diameter of earth	<b>Expressions &amp; Equations</b>	<ul style="list-style-type: none"> <li>* Work with radical and integer exponents</li> <li>* Understand the connections between proportional relationships, lines and linear equations</li> <li>* Analyze and solve linear equations and pairs of simultaneous linear equations</li> </ul>
Unit 2-Translating relational sentences Unit 7-Portportional reasoning; diagram literacy; scalar & functional method; Paper Clip Chains; String Around the Earth; Dollar Deals, etc.	<b>Functions</b>	<ul style="list-style-type: none"> <li>* Define, evaluate, and compare functions</li> <li>* Use functions to model relationships between quantities</li> </ul>
Unit 2-Geometry; measurement Unit 7-Measuring "Earth"; geometric thinking	<b>Geometry</b>	<ul style="list-style-type: none"> <li>* Understand congruence and similarity using physical models, transparencies, or geometry software</li> <li>* Understand and apply the Pythagorean Theorem</li> <li>* Solve real-world and mathematical problems involving volume of cylinders, cones and spheres</li> </ul>
Unit 2-Translating relational sentences Unit 5-Relational sentences; raccoon to deer Unit 7-Portportional reasoning; diagram literacy	<b>Statistics &amp; Probability</b>	<ul style="list-style-type: none"> <li>* Investigate patterns of association in bivariate data</li> </ul>

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Math Foundations Training Unit Alignment		Common Core Math Standards High School-Number & Quantity
Unit 5-Hands on Equations; numeration	<b>The Real Number System</b>	<ul style="list-style-type: none"> <li>*Extend the properties of exponents to rational exponents</li> <li>*Use properties of rational and irrational numbers</li> </ul>
Unit 4-Trashketball; 2 stories Unit 5-Relational sentences; proportional relationship-raccoon to deer Unit 6-Form of a number	<b>Quantities</b>	<ul style="list-style-type: none"> <li>*Reason quantitatively and use units to solve problems</li> </ul>
Unit 5-Hands on Equations Unit 6-Base tens	<b>The Complex Number System</b>	<ul style="list-style-type: none"> <li>*Perform arithmetic operations with complex numbers</li> <li>*Represent complex numbers and their operations on the complex plane</li> <li>*Use complex numbers in polynomial identities and equations</li> </ul>
	<b>Vector &amp; Matrix Quantities</b>	<ul style="list-style-type: none"> <li>*Represent and model with vector quantities</li> <li>*Perform operations on vectors</li> <li>*Perform operations on matrices and use matrices in applications</li> </ul>

Unit Alignment		High School-Algebra
Unit 5-Structures of addition/ subtraction/ multiplication/ division Unit 6-Form of a number	<b>Seeing Structure in Expressions</b>	<ul style="list-style-type: none"> <li>*Interpret the structure of expressions</li> <li>*Write expressions in equivalent forms to solve problems</li> </ul>
Unit 5-Hands on Equations	<b>Arithmetic with Polynomials &amp; Rational Expressions</b>	<ul style="list-style-type: none"> <li>*Perform arithmetic operations on polynomials</li> <li>*Understand the relationship between zeros and factors of polynomials</li> <li>*Use polynomials identities to solve problems</li> <li>*Rewrite rational expressions</li> </ul>
Unit 5-Relational/assignment sentences Unit 7-Portportional reasoning; diagram literacy; Paper Clip Chains; String Around the Earth; Dollar Deals, etc.	<b>Creating Equations</b>	<ul style="list-style-type: none"> <li>*Create equations that describe numbers or relationships</li> </ul>
Unit 5-Hands on Equations; equality Unit 7- String Around the Earth; Dollar Deals, etc.	<b>Reasoning with Equations and Inequalities</b>	<ul style="list-style-type: none"> <li>*Understand solving equations as a process of reasoning and explain the reasoning</li> <li>*Solve equations and inequalities in one variable</li> <li>*Solve systems of equations</li> <li>*Represent and solve equations and inequalities graphically</li> </ul>

Unit Alignment		High School-Functions
Unit 7-Portportional reasoning; Paper Clip Chains; diagram literacy; String Around the Earth; Dollar Deals, etc.	<b>Interpreting Functions</b>	<ul style="list-style-type: none"> <li>*Understand the concept of a function and use function notation</li> <li>*Interpret functions that arise in applications in terms of context</li> <li>*Analyze functions using different representations</li> </ul>
Unit 2-Principals to students; diagram literacy; function table Unit 7-Scalar & functional method; Paper Clip Chains; String Around the Earth; Dollar Deals, etc.	<b>Building Functions</b>	<ul style="list-style-type: none"> <li>*Build a function that models a relationship</li> <li>*Build new functions from existing functions</li> </ul>
Unit 7-Portportional reasoning; scalar & functional method; diagram literacy; measuring around the "Earth"; plotting points for the circumference & diameter	<b>Linear, Quadratic &amp; Exponential Models</b>	<ul style="list-style-type: none"> <li>*Construct and compare linear, quadratic, and exponential models and solve problems</li> <li>*Interpret expressions for functions in terms of the situation they model</li> </ul>
	<b>Trigonometric Functions</b>	<ul style="list-style-type: none"> <li>*Extend the domain of trigonometric functions using the unit circle</li> <li>*Model periodic phenomena with trigonometric functions</li> <li>*Prove and apply trigonometric identities</li> </ul>

Unit Alignment		High School-Geometry
	<b>Congruence</b>	<ul style="list-style-type: none"> <li>*Experiment with transformations in the plane</li> <li>*Understand congruence in terms of rigid motions</li> <li>*Prove geometric theorems</li> <li>*Make geometric constructions</li> </ul>
	<b>Similarity, Right Triangles and Trigonometry</b>	<ul style="list-style-type: none"> <li>*Understand similarity in terms of similarity transformations</li> <li>*Prove theorems involving similarity</li> <li>*Define trigonometric ratios and solve problems involving right triangles</li> <li>*Apply trigonometry to general triangles</li> </ul>
Unit 7-Measuring around the "Earth"; testing pi theory	<b>Circles</b>	<ul style="list-style-type: none"> <li>*Understand and apply theorems about circles</li> <li>*Find arc lengths and areas of sectors of circles</li> </ul>
Unit 7-"Earth" example	<b>Expressing Geometric Properties with Equations</b>	<ul style="list-style-type: none"> <li>* Translate between the geometric description and the equation for a conic section</li> <li>*Use coordinates to prove simple geometric theorems algebraically</li> </ul>
Unit 3-Problem #4 area/perimeter Unit 7-Geometric thinking	<b>Geometric Measurement and Dimension</b>	<ul style="list-style-type: none"> <li>*Explain volume formulas and use them to solve problems</li> <li>*Visualize relationships between two-dimensional and three-dimensional objects</li> </ul>
Unit 3-Problem #4 area/perimeter Unit 7-"Earth" example	<b>Modeling with Geometry</b>	<ul style="list-style-type: none"> <li>*Apply geometric concepts in modeling situations</li> </ul>

Unit Alignment		High School Statistics & Probability
Unit 7-Dollar deals; Puggly Wuggly vs. Fancy Foods	Interpreting Categorical & Quantitative Data	<ul style="list-style-type: none"> <li>*Summarize, represent and interpret data on a single count or measurement variable</li> <li>*Summarize, represent and interpret data on two categorical and quantitative variables</li> <li>*Interpret linear models</li> </ul>
	Making Inferences & Justifying Conclusions	<ul style="list-style-type: none"> <li>*Understand and evaluate random processes underlying statistical experiments</li> <li>*Make inferences and justify conclusions from sample surveys, experiments and observational studies</li> </ul>
	Conditionally Probability and the Rules of Probability	<ul style="list-style-type: none"> <li>*Understand independence and conditional probability and use them to interpret data</li> <li>*Use the rules of probability to compute probabilities of compound events in a uniform probability model</li> </ul>
Unit 7-Portportional reasoning	Using Probability to Make Decisions	<ul style="list-style-type: none"> <li>* Calculate expected values and use them to solve problems</li> <li>*Use probability to evaluate outcomes of decisions</li> </ul>



**Math Instruction  
Teaching Students with Disabilities  
Project Site Information, 2012-13**

**LEA #:** \_\_\_\_\_

**District:** \_\_\_\_\_

District Personnel	Name	Email	Phone
NCSIP Coordinator			
Data Collection Coordinator			
EC Director			
Approved Foundations Trainer(s)			

Please provide the following information for each school in your LEA that is participating in NC SIP in 2012-13.

School Name	School Code	Name of Math instructional model being implemented at the school	Is the school implementing MTI?		Total # of Administrators at the school who have completed MFT **
			YES	NO	
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
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			<input type="checkbox"/>	<input type="checkbox"/>	

\*Response to Intervention; \*\*Math Foundations Training

For each school in your LEA that is participating in NC SIP in **2012-13**, please provide the following information for **ALL** teachers who 1) are or will be implementing the Math instructional model selected for NC SIP **AND** 2) either have completed both Foundations Training **AND** Instructional Model Training in Math **OR** will have completed both trainings by **October 30, 2012**.

School Name	School Code	Teacher Name		Type of Teacher (mark one)				Math Training		
		Last Name	First Name	TA	Gen Ed	Spec Ed	Other	Attended Foundations Training?		Year of Math Model Training
								Yes	No	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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The North Carolina State Improvement Project  
 Improving Instruction  
 for Students With Disabilities

**Checklist for Suggested Features of a Strong Mathematics Program  
 For Students with Math Difficulties**

**Name of Program** \_\_\_\_\_

FEATURE	Check if Evident In the Program
Is it scientifically research-based?	<input type="checkbox"/>
Does it contain multisensory strategies?	<input type="checkbox"/>
Does it contain systematic instruction?	<input type="checkbox"/>
Does it contain explicit instruction?	<input type="checkbox"/>
Does it contain direct instruction?	<input type="checkbox"/>
Does it give attention to understanding fundamental operations with number?	<input type="checkbox"/>
Does it assume that everyone is not on the same level?	<input type="checkbox"/>
Is training and/or mentorship required for the program?	<input type="checkbox"/>
Is there software and on-line support?	<input type="checkbox"/>
Does the program contain placement tests?	<input type="checkbox"/>
Are there benchmark / formative assessments to use at various points in the program?	<input type="checkbox"/>
Does each lesson focus on multiple Components of Number Sense areas?	<input type="checkbox"/>
Are the connections to the Components of Number Sense evident?	<input type="checkbox"/>
Do the mathematical concepts build on and link to student prior knowledge?	<input type="checkbox"/>
Is the program instruction cumulative?	<input type="checkbox"/>
Do multiple examples foster in-depth understanding of the math are clearly evident throughout the lessons?	<input type="checkbox"/>
Does the program provide multiple opportunities for two-way and in-depth discussion about the math (not just the procedures) within each lesson?	<input type="checkbox"/>



# TransMath Fidelity Observation Form

**SCHOOL DISTRICT:**

**SCHOOL NAME:**

**TEACHER'S NAME (LAST):**

**TEACHER'S NAME (FIRST):**

**Is this the first school year that the teacher has implemented the instructional model?**

Yes

No

**OBSERVER:**

**OBSERVER E-mail:**

**Has the observer established inter-rater reliability with an approved trainer?**

Yes

No

**DATE:**

**START TIME:**

**END TIME:**

**PROGRAM LEVEL:**

**LESSON Number:**

**NUMBER OF STUDENTS OBSERVED:**

**GRADE LEVEL(S) OF STUDENTS OBSERVED:**

**NUMBER OF LESSONS TAUGHT TO DATE THIS SCHOOL YEAR:**

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Read the following statements and check the box that best describes your observation of the **IMPLEMENTATION** of each instructional skill. The observation should last through the entire math lesson. Space is provided at the end of this form for comments.

**SCALE**

**Not Observed - 0** (Select this option if an instructional skill should have been implemented and was not)

**Improperly Implemented - 1**

**Somewhat Properly Implemented - 2**

**Appropriately Implemented - 3**

**Not Applicable (N/A)** - Select this option if an instructional skill was not applicable to the lesson being taught)

**WARM UP**

	0	1	2	3	N/A
1. Students are focused and engaged on the warm-up activity.	<input type="radio"/>				
2. Teacher monitors warm-up activity.	<input type="radio"/>				
3. Students complete the warm-up efficiently.	<input type="radio"/>				
4. Correct answers for the warm-up are reviewed.	<input type="radio"/>				

Total:

Total Number of Items Not Applicable:

## GUIDED PRACTICE

	0	1	2	3	N/A
5. Teacher presents the new conceptual information.	<input type="radio"/>				
6. Teacher provides guided practice with a small set of problems.	<input type="radio"/>				
7. Teacher uses visual models such as the Click thru's or interactive white board activities.	<input type="radio"/>				
8. Teacher moves around the room checking most students and probing for understanding of the concept.	<input type="radio"/>				
9. Teacher models the concept again if students are having problems.	<input type="radio"/>				
10. Teacher uses "active teaching plus" by asking students to present problems on the board/overhead.	<input type="radio"/>				
11. Teacher probes for misconceptions in the presentation and during monitoring of the problem set.	<input type="radio"/>				

## APPLICATION & PROBLEM SOLVING

	0	1	2	3	N/A
12. Teacher orients students to the problem by soliciting background knowledge and explaining the rules for how the students will work on the problems.	<input type="radio"/>				
13. Teacher monitors individual, pair or group work by listening to various student strategies, but not by solving the problem for the students.	<input type="radio"/>				
14. Teacher comments on student task and gives feedback on group work and thinking.	<input type="radio"/>				
15. Teacher discusses the problems with the students.	<input type="radio"/>				
16. Teacher makes problem solving strategies explicit.	<input type="radio"/>				
17. A range of solutions are discussed in class allowing for student "math talk."	<input type="radio"/>				
18. Teacher reinforces math vocabulary.	<input type="radio"/>				
19. Teacher incorporates engagement strategies from the lesson to encourage students to talk and use math language during the lesson.	<input type="radio"/>				
20. Lesson pacing is adequate and is controlled using instructional design (20 minutes for Number Concept and 20 minutes for Problem solving).	<input type="radio"/>				

**DATA COLLECTION**

	0	1	2	3	N/A
21. Teacher uses VPort to record assessment data.	<input type="radio"/>				
22. Weekly quiz data is reported.	<input type="radio"/>				
23. End-of-Unit Assessment data is reported.	<input type="radio"/>				
24. When needed, teacher provides evidence of differentiation within lesson plans as specified by assessment data.	<input type="radio"/>				
25. Student groups are performing at or above 80% mastery.	<input type="radio"/>				

**Please rate using the following scale:**

**Not At All (0)**

**Needs Improvement (1)**

**Satisfactory (2)**

**Outstanding (3)**

	0	1	2	3
The time allocated for the lesson was sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher covered an appropriate amount of material for the time allocated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The delivery of the lesson was paced to students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**COMMENTS:**

**Once this form is submitted, the information below will automatically be calculated and a final report will be sent via email to the observer along with an electronic version of the completed observation form. Please check the box below acknowledging that the final scores will be tallied by the NCSIP/NCDPI Data Evaluation Team.**

I agree that upon submission, the final score of this fidelity observation will be tallied by the NCSIP/NCDPI Data Evaluation team and provided to me via email.

Agree

**TOTAL NUMBER OF ITEMS APPLICABLE TO THE LESSON:**

**TOTAL NUMBER OF ITEMS NOT OBSERVED:**

**TOTAL NUMBER OF POINTS:**

**Fidelity Score (TOTAL POINTS/TOTAL NUMBER OF ITEMS APPLICABLE TO THE LESSON)**





The North Carolina State Improvement Project  
 Improving Instruction  
 for Students With Disabilities

**Parent Satisfaction Math Survey  
 2012-2013**

**School District:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Math Program:** \_\_\_\_\_

To help our school continue to improve our math services, please respond to the following questions about your child's participation in NCSIP. If you prefer, you may complete this survey electronically at [www.ncsip.org](http://www.ncsip.org) (Click on Parent Involvement and On-line Parent Satisfaction Math Survey) Your input is greatly valued and appreciated.

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**Directions:** Please read and rate each statement below on a scale of 1 (strongly disagree) to 4 (strongly agree) based on your experience this school year.

1=strongly disagree

2= disagree

3=agree

4=strongly agree

Question	Rating
1. I am satisfied with the way the teacher has explained how the math program works and why it was selected to improve my child's specific problems in math.	
2. I believe the math program matches the needs of my child in math and addresses the goals and modifications on his/her Individual Educational Plan (IEP).	
3. The math teacher has shared ideas and activities that I can use at home to support my child in math.	
4a. The math teacher has been helpful in explaining the progress my child has made in this math program.	
4b. The math teacher has shared examples of my child's work that demonstrate how my child is performing in math.	
4c. I am satisfied with how often the math teacher communicates with me about my child's progress in math.	

Question	Rating
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5a. I think the math instruction my child receives has improved his/her ability in math.	
5b. I think the math instruction my child receives has improved his/her ability across different subject areas/classes.	
6. I think my child's math teacher has motivated and helped my child have a positive attitude towards math.	
7. Overall, I am satisfied with the support and math program instruction my child has received this school year.	
8a. I have attended additional parent activities, other than IEP yearly meetings or parent conferences, aimed at better preparing me to assist my child with his/her education (circle one). YES NO If YES, please list the activities you attended below:	
8b. If YES, to what extent do you agree that these activities better prepared you to assist your child with his/her education?	

Your comments and suggestions are important to us. Your comments are used for future planning to improve services and results for children with disabilities in math and our school's partnership with the North Carolina State Improvement Project.

Comments/Suggestions:

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**Thank you for your time and valuable responses!**



# The North Carolina State Improvement Project

## Improving Instruction for Students With Disabilities

### Math Foundations District Trainer Process and Requirements

Aspiring Math Foundations trainers are responsible for documenting completion of Levels 1, 2 and all other trainer requirements. Documentation examples include: trainer e-mails, completed assignments, assignment feedback and signatures. **All tasks must be completed in sequence.**

**\*\*\*One training, either Level 1 or Level 2, must be a DPI sponsored training.\*\*\***

1. Complete Level 1 training (and earn 4 CEUs):
  - Participate in all 5 days of training (100% attendance)
  - Complete all reading assignments and the four (4) assigned Level 1 Learning Tasks
  - Score at least 80% on all Level 1 Learning Tasks
2. Complete Level 2 training (and earn 3 CEUs):
  - Participate in all 5 days of training (100% attendance)
  - Successfully complete four (4) assigned Level 2 Learning Tasks
  - Score at least 80% on all Level 2 Learning Tasks
3. Pass trainer assessment of conceptual math knowledge:
  - Schedule math trainer assessment with DPI after completion of Level 2 training by contacting the regional math consultant
  - Pass trainer assessment with 80% accuracy
4. Complete two DPI observations:
  - Prior to scheduling observations, talk with your regional math consultant about best practices for completing this requirement and about proposed training dates (at least six weeks prior to proposed dates)
  - Work with regional math consultant to schedule DPI observations during training days 2, 3 or 4
  - Each observation should last between 2.5-3 hours
5. Complete video tape self analysis/evaluation and reflection questions:
  - Video tape yourself during a training for a total of at least one hour of footage (this must be done after formal DPI observations have been done)
  - Review video and complete self evaluation form
  - Provide video and completed self analysis/evaluation form and reflection questions to regional math consultant
6. Contact LEA SIP Coordinator to acknowledge completion of all requirements and to be recognized as eligible to attend and participate in the Training of Trainers event
7. Attend and receive certification at Training of Trainers event  
Celebrate this accomplishment!

## Recommendations to LEA's:

- If you are developing your first trainer within your LEA, it is recommended that you arrange for your aspiring trainer to co-train. Please discuss this scenario with your regional math consultant.
- Contact your regional math consultant if you are considering more than one aspiring trainer for observations during one training session.
- Space out training days 2-4 so the aspiring trainer(s) being observed have time to reflect upon feedback provided by observing consultant.

**Math Foundations Observation****Date:****LEA:****Trainer:**

Had materials ready	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Encouraged discussions	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Acknowledged contributions of participants	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Checked for understanding	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Presented material rather than read the slides	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Used appropriate language in presenting material	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Demonstrated collaboration among presenters during discussions	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Used anecdotal stories to illustrate and reinforce value of teaching concepts in depth	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Responded to participants questions	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Promoted active involvement of all participants	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Shared responsibility for	<input checked="" type="radio"/> YES	<input type="radio"/> NO	

presentations and preparation		
Followed schedule on agenda	<input checked="" type="radio"/> YES	<input type="radio"/> NO
Training was well paced	<input checked="" type="radio"/> YES	<input type="radio"/> NO
Adequate time was spent to ensure participant understanding	<input checked="" type="radio"/> YES	<input type="radio"/> NO
Requested daily feedback on training	<input checked="" type="radio"/> YES	<input type="radio"/> NO

**Observer Recommendation:**

**Observer 1**

\_\_\_\_\_ I recommend that this apprentice trainer receive a second observation.

\_\_\_\_\_ I recommend that this apprentice trainer complete the video/reflection and submit to DPI for review.

\_\_\_\_\_ I recommend that this apprentice trainer engage in additional training as indicated below and that an additional observation be conducted at a later date.

**Observer 2**

\_\_\_\_\_ I recommend that this apprentice trainer receive a third observation.

\_\_\_\_\_ I recommend that this apprentice trainer complete the video/reflection and submit to DPI for review.

\_\_\_\_\_ I recommend that this apprentice trainer engage in additional training as indicated below and that an additional observation be conducted at a later date.

**Recommended Additional Activities:**

**Observer Signature:** \_\_\_\_\_

## NC SIP Math Foundation Training Evaluation

The purpose of this evaluation is to help us measure the extent to which the Foundation Training conducted so far have enhanced your knowledge, understanding and abilities to plan and implement an effective demonstration and training program for teaching mathematics to students with disabilities enrolled in the standard course of studies. Using the scale below, please check your response to the statements and also include any comments or suggestions you have pertaining to the topic and/or training procedures used.

**Training Location (include name of host LEA)**

**Lead Facilitator**

**Additional Trainers (if any)**

**Start Date**

 /  /  

MM DD YYYY

**End Date**

 /  /  

MM DD YYYY

Workshop presentations, discussions, learning materials, and follow-through classroom tasks have helped me develop a higher level of knowledge about:

**The principles of instruction for students with disabilities derived from the research on mathematics.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**How to use research-based principles of mathematics instruction in planning mathematics programs for students.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**The components of Number Sense.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**The necessary components to assess individual students' mathematics abilities.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**How to use this information in developing and conducting individual mathematics abilities assessments.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**Strategies for teaching the components of number sense to include: 1) Quantity and Magnitude**

Strongly Agree

Agree

Disagree

Strongly Disagree

**Strategies for teaching the components of number sense to include: 2) Numeration**

Strongly Agree

Agree

Disagree

Strongly Disagree

**Strategies for teaching the components of number sense to include: 3) Equality**

Strongly Agree

Agree

Disagree

Strongly Disagree

**Strategies for teaching the components of number sense to include: 4) Base Ten**

Strongly Agree

Agree

Disagree

Strongly Disagree

**Strategies for teaching the components of number sense to include: 5) Form of a number**

Strongly Agree

Agree

Disagree

Strongly Disagree

**Strategies for teaching the components of number sense to include: 6) Proportional Reasoning and Algebraic/Geometric Thinking**

Strongly Agree

Agree

Disagree

Strongly Disagree

**What did you find most useful about the training?**

**What needs to be improved?**

**Areas in need of clarification/Questions:**