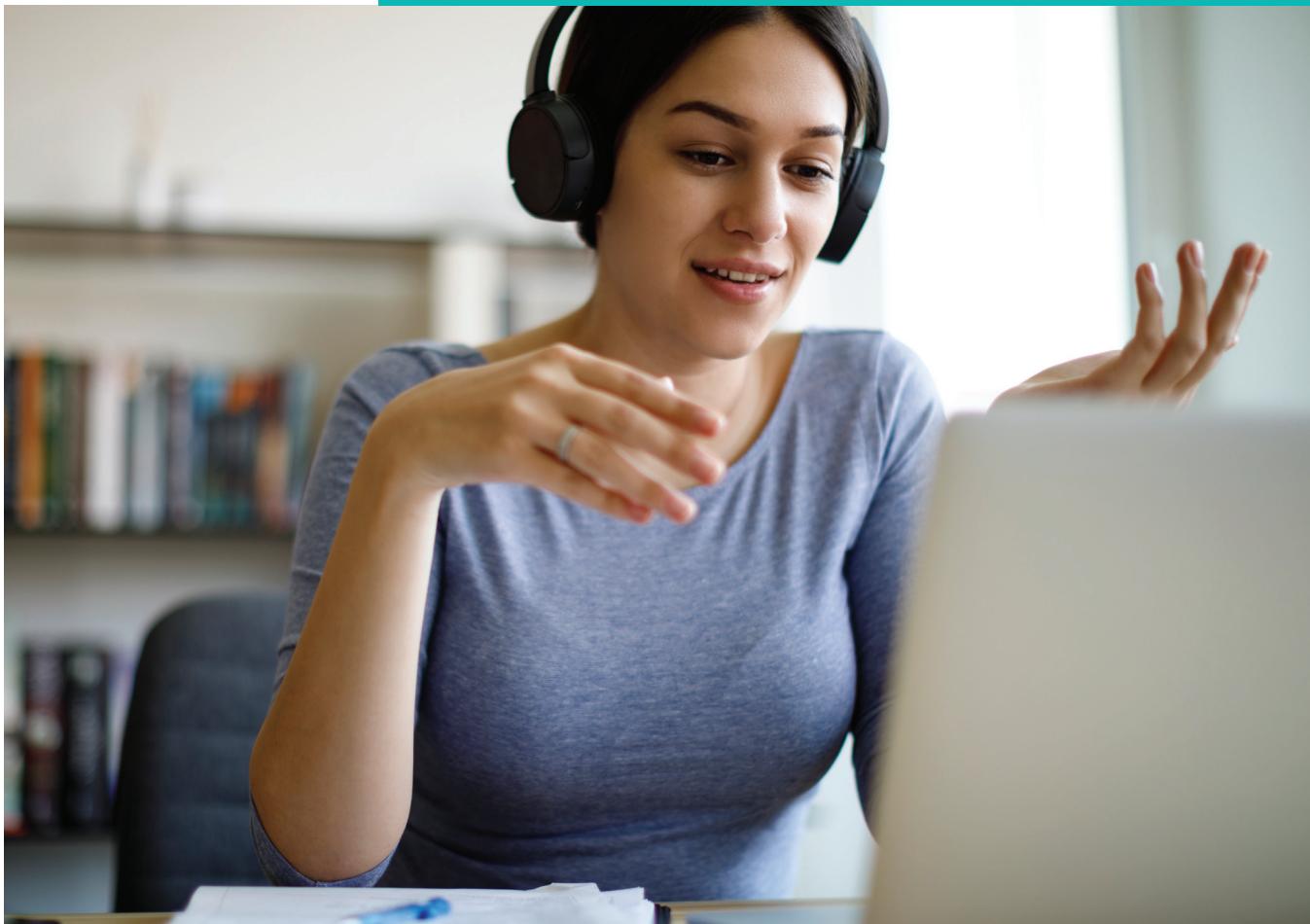




Remote Consulting and Professional Learning Services

Grow knowledge and master skills to improve ELA and math instruction with flexible services and courses you can complete from a distance.



Consortium on Reaching Excellence in Education ®

www.corelearn.com

Flexible Professional Learning to Improve Instruction in Classroom, Remote and Hybrid Learning Environments

Consulting services and courses to build instructional skills and capacity from a distance

This overview of CORE's remote professional learning services for reading, writing, language, and math will help you select the consulting and course offerings that align best with the needs of your district or school. If you'd like a free consultation with a CORE Professional Learning Expert about leveraging our expertise and experience to improve outcomes for your students, please call us at **888.249.6155** or email info@corelearn.com.

COVID-19 has changed education as we know it, but CORE remains a constant. Before the pandemic, we were committed to providing PreK-12 educators with courses, coaching, modeling, and mentoring to guide the successful implementation of high-quality curriculum, evidence-based instruction, and effective assessment practices. Today that commitment remains the same – if not stronger.

We now offer our well-known and widely trusted literacy and math courses and workshops and leadership and capacity-building services remotely in addition to remote consulting and coaching to help leaders and teachers support the learning needs of all students during these times. Our services are offered in a number of formats so that you can choose the best fit for you and your team.

- **Synchronous Online Courses:** Courses can be conducted through Zoom, or a platform of your choosing in 75-90-minute sessions over several days. Customized course schedules accommodate your needs and make learning accessible and manageable.
- **Asynchronous Online Courses:** Our expert-facilitated Online Elementary Reading Academy and Online Math Academy—Fractions enable teachers to learn on their own time and at their own pace.
- **Remote Consulting Services:** Remote consulting is offered in blocks of 10 hours as a stand-alone service or can be packaged with any of our workshops. Choose from our selection of consulting services or customize the time with your CORE Educational Consultant to focus on your specific areas of need.

While the delivery has changed, the basic structure of our professional learning hasn't. Teachers work remotely with CORE Experts to deepen their knowledge of instructional best practices, refine their use of their school curriculum, and increase student achievement while learning at a distance. District and site leaders can also work with CORE to implement consistent processes to develop teachers' skills, implement MTSS, develop expertise in monitoring curriculum implementation and data analysis, and create a culture of continuous professional learning in schools.

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SYNCHRONOUS COURSES

Time options per day depending on the training content:

1. 75-90-minute remote sessions, one per day
2. 75-90-minute remote sessions, two per day separated by lunch or long break
3. Combination of the two options above

Note: Homework and preparation are often done in between training sessions.

Educators, like students, simply cannot spend a full day in a remote learning classroom setting. It is difficult to maintain focus when hours of remote learning are presented back-to-back. Educators also have other critical teaching and student support responsibilities.

That's why we offer a variety of time structures to make learning accessible and realistic in our remote courses. The number of total days for our remote learning courses is flexible and depends on the course you select and the amount of sessions you request in any one day.

While some remote learning services, such as conferences with different speakers, can support larger audiences with less interactivity and still provide powerful and engaging presentations, remote teacher training requires more personalized attention and thus smaller group sizes. To maximize interaction, we limit the participants to no more than 40 with one instructor and co-facilitator. Including a co-facilitator in each session ensures a seamless experience for participants. The co-facilitator, helps troubleshoot technical issues, monitors and responds to questions in the chat box, and assists with small group breakout sessions.

Elementary Literacy Courses

Reading Fundamentals

Levels: All K-8 educators who teach reading, but separated by grade bands

- Best when grade bands can be grouped together in sessions (i.e. K-5/6, 6-8, 9-12, 7-12, etc.)
- Up to 40 participants with one instructor and co-facilitator

Format: Twelve 75-90-minute remote sessions

Materials: *Teaching Reading Sourcebook, 3rd edition;*
Assessing Reading: Multiple Measures, Revised 2nd edition;
Participant Resource Guide;
online access to two CORE instructional videos: *Blending Routines* and *Foundational Skills*

This course covers the fundamentals of teaching reading in an abbreviated format. It is neither as extensive nor as deep as the Online Elementary Reading Academy; however, it can serve as a review or a short overview of five critical topics: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The course addresses foundational reading concepts regardless of the grade level of participants, covering the early grade basics as well as adolescent literacy and intervention topics. The topics are aligned to state standards and the science of reading and include:

- phonemic awareness and phonics;
- multisyllabic words and fluency; and
- vocabulary and comprehension, with an emphasis on strategies that help students understand either narrative or informational text.

Participant Outcomes

- Understand the basic principles of the five critical elements of reading, based on the science of reading.
- Leave with examples of sample lessons for developing multisyllabic words, fluency, and vocabulary and for teaching literary and informational texts.
- See models of instructional lessons.
- Practice specific routines.

Course Schedule Options

- Two 75-90-minute sessions per day for 6 days
- One 75-90-minute session per day for 12 days
- A combination of the two options above (between 6-12 days)

Reading Assessment for Effective Instruction

Audience: K-8 educators who teach and/or assess reading

- Best when grade bands can be grouped together in sessions (i.e. K-5/6, 6-8)
- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: *Teaching Reading Sourcebook, 3rd edition;* *Assessing Reading: Multiple Measures, Revised 2nd edition;* Participant Resource Guide; online access to two CORE instructional videos: *Blending Routines and Foundational Skills*

Note: If participants already have *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures* from another course, they will not be included again.

The Reading Assessment for Effective Instruction workshop explains basic principles and terminology of assessments used to plan classroom instruction and provides participants with the knowledge they need to select, administer, score, and interpret the results of assessment measures in each of the main areas of reading instruction. Participants practice administering key assessments and using assessment results to plan instruction. The *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures* provide the texts for this workshop. This workshop may be joined to the Reading Fundamentals remote learning course. It may also be connected to KeyPhonics, a technology-based screener and diagnostic test for grades 1 and up that measures the 12 most critical phonics patterns including 102 foundational phonics skills.

Participant Outcomes

- Identify the four major types of assessments and their purposes.
- Become familiar with the content and administration of various assessments in phonemic awareness, decoding and word attack, fluency, vocabulary, and comprehension.
- Learn to use assessment as a basis for instructional decision making.
- Identify the role of assessment within a multi-tiered comprehensive literacy model.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Building Comprehension and Collaborative Conversations

Audience: K-6 classroom teachers, literacy coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Participant Resource Guide

This four-session course focuses on moving through questioning levels using a variety of text and discipline-based content. Participants will understand how Webb's Depth of Knowledge (DOK) levels and the revised Bloom's Taxonomy levels support expectations of rigorous standards and develop questions and instructional prompts to facilitate partner, small-group, and whole-class discussions. Discussion structures, such as look-lean-whisper, think-pair-share, buzz groups, snowball, sliding groups, save the last word for me, and fishbowl, will be explored, providing a variety of rich opportunities for student collaboration and conversation to deepen comprehension. A video lesson will provide a model of exemplary classroom conversations and teacher questioning. Participants will receive checklists for rigor (application of DOK and Bloom's Taxonomy) and components of effective collaboration and academic conversations.

Participant Outcomes

- Recognize and create a series of question prompts supporting understanding text at various levels.
- Review and use checklists for examining questions and instruction related to rigor: Webb's Depth of Knowledge (DOK) and Bloom's Taxonomy.
- Determine the components for structuring and/or guiding effective whole- and small-group discussion.
- Explore a variety of discussion structures designed to increase student collaboration and academic conversation.
- Develop a series of questions and a lesson plan supporting collaboration and discussion for a participant-selected sample text.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Narrative and Informative/Explanatory Writing

Audience: K-6 classroom teachers, literacy coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Participant Resource Guide

This four-session course focuses on both narrative and informative/explanatory writing. We break down narrative writing by setting up a problem or situation (the beginning), developing the plot and character (the middle), and crafting strong conclusions or resolutions. Information will be provided to teach young children techniques to narrate an event or series of events, and to teach upper elementary students to develop real or imagined experiences. Such topics as sequencing, use of descriptive details, and writing with strong transitions form the basis of the morning session. The second half of the course centers on informative/explanatory writing, starting with ways to teach young children to introduce a topic and write a short explanation and ways to teach older students to explain and inform with concrete details, logically ordered information, and a strong conclusion.

Participant Outcomes

- Learn to develop ideas with details, evocative language, and facts and sequenced events.
- Understand the different types of narrative text and ways to organize narratives.
- Understand ways to develop explanations that are coherent.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Language Conventions and Writing Fundamentals (Available Winter 2021)

Audience: K-6 classroom teachers, resource teachers, and school administrators who are implementing writing instruction for elementary-level students

- Up to 40 participants with one instructor and co-facilitator

Format: Eight 75-90-minute remote sessions

Materials: Participant Resource Guide

This eight-session workshop provides teachers with the knowledge and strategies for teaching language conventions and writing basics to both primary- and upper-grade elementary students, from basic sentence construction through longer compositions.

Participant Outcomes

- Become familiar with effective practices in writing instruction.
- Understand the differences between modern and traditional grammar.
- Understand the structure of English sentences and how to teach the sentence at a level of complexity appropriate for elementary students.
- Become familiar with expository text structures.
- Learn how to teach paragraph writing.
- Understand the structure and organization of longer compositions and selected essay types.

Sessions 1-4 focus on:

- The current state of student writing proficiency
- Components of effective writing instruction
- Introduction to modern English grammar
- Sentence elements (subjects, verbs, adverbials, and objects) and parts of speech (adverbs, nouns, adjectives, pronouns, and conjunctions)

Sessions 5-8 focus on:

- Syntax structures: Subordinate clauses and complex sentences
- Sentence element: Complements
- Prepositions, writing conventions, and clause patterns
- Paragraph development
- The structure of longer expository compositions, including opening and closing paragraphs and transitions
- The organization of selected essay types

Course Schedule Options

- Two 75-90-minute sessions per day for a total of 4 days
- One 75-90-minute session per day for 8 days
- A combination of the two options above (between 4-8 days)

Argumentative and Opinion Writing: Taking a Stand (Available Winter 2021)

Audience: K-6 classroom teachers, literacy coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and co-facilitator

Format: Eight 75-90-minute remote sessions

Materials: Participant Resource Guide

Recommended prerequisite: CORE's Language Conventions and Writing Fundamentals or a strong background in teaching writing

This course targets the techniques needed to prepare elementary students to become strong opinion writers. The workshop will address four important aspects of opinion writing: asserting a claim, supporting the claim with evidence or grounds for the claim, providing additional backing to support the evidence, and articulating the exceptions or qualifiers to the argument. Although young children may not be able to produce fully developed logical arguments, the elementary sessions will provide teachers with a variety of methods to support students' extension and elaboration of their writing by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. This workshop builds on CORE's Language Conventions and Writing Fundamentals course.

Participant Outcomes

- Recognize the rationale for the importance of argumentative and/or opinion writing in most states' standards and review grade-appropriate writing samples of opinions and arguments.
- Identify the components of writing and the role of clarity, voice, and stance in producing quality writing.
- Determine appropriate grade-level tools for supporting students' writing arguments and/or opinions to validate claims with clear reasons and relevant evidence.
- Create a plan for instruction that supports student development of opinion and/or argumentative writing.

Course Schedule Options

- Two 75-90-minute sessions per day for a total of 4 days
- One 75-90-minute session per day for 8 days
- A combination of the two options above (between 4-8 days)

Curriculum Implementation Trainings

Audience: Elementary classroom teachers, literacy coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and a district or school co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Short handout to be duplicated by client; participants bring their curriculum materials

CORE provides initial training on selected curriculum products, including core and intervention curricula. For remote training on a specific curriculum, CORE will focus on introducing the curriculum and addressing key elements and routines. Specific curriculum for which CORE has provided initial training includes *SIPPS* (Center for the Collaborative Classroom), *Being a Writer* (Center for the Collaborative Classroom), *Third Quest*, *Open Up Resources EL K-5* and *Open Up Resources 6-8 Math*. Others are also available.

Participant Outcomes

- Learn the critical components of the curriculum.
- Identify key routines.
- Access resources.
- Connect the curriculum to the science of reading and to the effective practices for math instruction.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Note: Depending on grade levels and the specific curriculum, more sets of remote training will be required.

ADOLESCENT LITERACY COURSES

Without a firm foundation in the basic skills of reading, many middle and high schools will struggle to meet the rigorous expectations of state standards. This series equips educators with the knowledge and skills necessary to accelerate underperforming students. Combine the Decoding and Fluency courses (below) for an intensive intervention-focused solution for teachers of struggling adolescent readers. Combine the Adolescent Vocabulary and Comprehension courses (page 15) to address the needs of all learners.

Intensive Intervention Series – Decoding Instruction and Fluency Development for Adolescents

Audience: 6-12 intervention teachers, English learner teachers, special education teachers, English teachers, reading teachers, and coaches

- Up to 40 participants with one instructor and co-facilitator

Format: Eight 75-90-minute remote sessions

Materials: Participant Resource Guide; *Teaching Reading Sourcebook*; *Assessing Reading: Multiple Measures*; online access to two CORE instructional videos: *Blending Routines* and *Foundational Skills*

Many middle and high school teachers have not had the preparation needed to teach struggling adolescent readers. This eight-session course will provide teachers a starting point and foundational information about the science of reading so that they can gain a basic understanding of decoding instruction and fluency development and begin to make informed instructional decisions to address the needs of adolescent struggling readers.

Sessions 1-4: Decoding Instruction for Adolescents

The topics covered in these sessions include basic linguistics, basic phonics, high-frequency words, and multisyllabic word instruction.

Participant Outcomes

- Understand the concept of phonemic awareness as the underpinning of learning to decode.
- Learn specific ways to teach phonics and why phonics instruction is vital for struggling readers.
- Learn strategies for teaching high-frequency words.
- Practice ways to teach students to recognize multisyllabic words.

Sessions 5-8: Fluency Development

These sessions focus on instructional methods, based on the science of reading, for teaching students to become fluent readers and spotlights the relationship between fluency and comprehension. Highlights include specific techniques to increase time on text and promote rereading: readers theatre, active learning, and repeat reading.

Participant Outcomes

- Understand the concept of fluency and its importance to reading achievement.
- Learn methods and tools for fluency assessment.
- Learn strategies for building reading fluency.

Course Schedule Options

- Two 75-90-minute sessions per day for a total of 4 days
- One 75-90-minute session per day for 8 days
- A combination of the two options above (between 4-8 days)

Academic Literacy Series – Adolescent Vocabulary and Comprehension Strategies and Text Structures

Audience:

6-12 administrators, academic content-area teachers, English learner teachers, special education teachers, reading specialists, and coaches

- Up to 40 participants with one instructor and co-facilitator

Format: Eight 75-90-minute remote sessions

Materials: Comprehension Instruction booklet; Participant Resource Guide; *Vocabulary Handbook*; online access to two CORE instructional videos: *Blending Routines* and *Foundational Skills*

(If all 16 sessions of Adolescent Literacy Solutions are taken, both the Intensive Intervention series and the Academic Literacy Series, the *Teaching Reading Sourcebook* replaces the *Vocabulary Handbook* and the Comprehension Instruction booklet.)

This eight-session course focuses on enhancing vocabulary knowledge for all middle and high school students and on improving content understanding through comprehension strategies that work for both literary and informational text. These sessions are appropriate for intervention, English learner, and all content educators, especially when implementing instruction aligned to the state standards.

Sessions 1-4: Adolescent Vocabulary

Participants learn and practice evidence-based methods to directly teach important content vocabulary, teach students to figure out unknown words using contextual analysis and morphemic analysis skills, and engage in fun and stimulating activities that foster “word consciousness.” Participants will receive more than 30 sample lesson models with easy application to classroom text in any academic content area.

Participant Outcomes

- Know the current research on vocabulary development.
- Know effective techniques for teaching specific words.
- Know effective strategies for teaching students to figure out unfamiliar words while reading.
- Have a repertoire of active strategies for promoting “word consciousness.”
- Be prepared to apply the techniques and strategies to classroom text.
- Leave with lessons developed to connect to existing materials.

Sessions 5-8: Comprehension Strategies and Text Structures

Participants learn about current, validated research in comprehension instruction and receive an overview of the factors known to positively impact comprehension. Participants receive in-depth instruction in selected instructional techniques that have broad application in both narrative and informational text at all grade levels, including content classes.

These techniques encompass the following:

- Teacher interaction with students with an emphasis on question techniques
- Instruction in recognizing informational text structures
- Specific strategies for helping students understand Internet sources
- Identifying the main idea, summarizing, and making inferences

Participant Outcomes

- Understand seminal research on text comprehension.
- Apply a set of techniques to your own text.
- Understand different text structures and their signal words.
- Understand ways to improve instruction in content-area texts.

Course Schedule Options

- Two 75-90-minute sessions per day for a total of 4 days
- One 75-90-minute session per day for 8 days
- A combination of the two options above (between 4-8 days)

Reading Assessment for Effective Instruction

Audience: 6-12 educators who teach and/or assess reading

- Best when grade bands can be grouped together in sessions (i.e. 6-8, 9-12)
- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: *Teaching Reading Sourcebook, 3rd edition; Assessing Reading: Multiple Measures, Revised 2nd edition; Participant Resource Guide; online access to two CORE instructional videos: Blending Routines and Foundational Skills*

Note: If participants already have *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures* from another course, they will not be included again.

The Reading Assessment for Effective Instruction workshop explains basic principles and terminology of assessments used to plan classroom instruction and provides participants with the knowledge they need to select, administer, score, and interpret the results of assessment measures in each of the main areas of reading instruction. Participants practice administering key assessments and using assessment results to plan instruction. The *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures* provide the texts for this workshop. This workshop may be joined to the Adolescent Literacy Solutions remote learning courses. It may also be connected to KeyPhonics, a technology-based screener and diagnostic test for grades 1 and up that measures the 12 most critical phonics patterns including 102 foundational phonics skills.

Participant Outcomes

- Identify the four major types of assessments and their purposes.
- Become familiar with the content and administration of various assessments in phonemic awareness, decoding and word attack, fluency, vocabulary, and comprehension.
- Learn to use assessment as a basis for instructional decision making.
- Identify the role of assessment within a multi-tier comprehensive literacy model.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Effective Vocabulary Instruction Across Content Areas (Available Winter 2021)

Audience: 6-12 classroom teachers, resource teachers, and school administrators

- Up to 40 participants with one instructor and co-facilitator

Format: Eight 75-90-minute remote sessions

Materials: CORE Vocabulary Handbook, Participant Resource Guide, and online access to lesson, planning, and word map templates

Participants learn and practice evidence-based methods to directly teach important content vocabulary, provide effective instruction to teach students to figure out unknown words using contextual analysis and morphemic analysis skills, and use technological and web-based resources to create effective and engaging vocabulary lessons. Participants will receive an electronic file loaded with a PowerPoint lesson template for specific word instruction, lesson-planning templates, and PowerPoint word map templates designed for student use either as handouts or as downloads. In addition, the *CORE Vocabulary Handbook* contains more than 30 sample lesson models with easy application to classroom text in any academic content area. Workshop content is directly aligned to Common Core State Standards and relevant standards are provided and discussed.

Participant Outcomes

- Learn the current research on vocabulary development.
- Know the Common Core State Standards relating to vocabulary development.
- Understand the role of independent reading in promoting vocabulary learning.
- Learn effective techniques for teaching specific words.
- Demonstrate effective strategies for teaching students to figure out unfamiliar words while reading.
- Learn best practices to support English learners' vocabulary development.
- Be prepared to apply the techniques and strategies to classroom text.
- Understand how to choose words from text for specific instruction.
- Leave with lessons developed to connect to existing materials and a toolkit of tech-savvy resources for teaching vocabulary.

Course Schedule Options

- Two 75-90-minute sessions per day for a total of 4 days
- One 75-90-minute session per day for 8 days
- A combination of the two options above (between 4-8 days)

Building Comprehension and Collaborative Conversations – Using Questions to Deepen Understanding

Audience: 6-12 classroom content teachers, English learner resource teachers, literacy coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Participant Resource Guide

This four-session course focuses on moving through questioning levels using a variety of text and discipline-based content. Participants will understand how Webb's Depth of Knowledge (DOK) levels and the revised Bloom's Taxonomy levels support the expectations of most states' standards and will develop questions and instructional prompts to facilitate partner, small-, and whole-class discussions. Discussion structures, such as fishbowl, pinwheel, and Socratic seminar, will be explored providing a variety of rich opportunities for student collaboration and conversation to deepen comprehension. Video lessons will provide models of exemplary classroom conversations and teacher questioning. Participants will receive checklists for rigor (application of DOK and Bloom's Taxonomy) and components of effective collaboration and academic conversations.

Participant Outcomes

- Recognize and create series of question prompts supporting understanding text at various levels.
- Review and use checklists for examining questions and instruction related to rigor – Webb's Depth of Knowledge (DOK) and Bloom's Taxonomy.
- Determine the components for structuring and/or guiding effective whole and small group discussion.
- Explore a variety of discussion structures designed to increase student collaboration and academic conversation.
- Develop a series of questions and a lesson plan supporting collaboration and discussion for a participant-selected sample text.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Narrative and Informative/Explanatory Writing, Adolescent Level

Audience: 6-12 classroom teachers, literacy coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Participant Resource Guide

This four-session course focuses on both narrative and informative/explanatory writing. We break down narrative writing by setting up a problem or situation (the beginning), developing the plot and character (the middle), and crafting strong conclusions or resolutions. At this level, the focus is on descriptive details and coherent sequences, writing with a point of view, and using dialogue effectively. The second half centers on informative/explanatory writing, starting with ways to organize and analyze the topic, and using organizational structures such as cause and effect, compare and contrast, and definition. The second half will also address transitions and strong conclusions.

Participant Outcomes

- Learn to develop ideas with details, evocative language and facts, and sequenced events.
- Understand the different types of narrative text and ways to organize narratives.
- Understand ways to develop explanations that are coherent.
- Learn different order structures for both narrative and explanatory writing.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Argumentative and Opinion Writing: Taking a Stand (Available Winter 2021)

Audience: 6-12 classroom teachers, literacy coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and co-facilitator

Format: Eight 75-90-minute remote sessions

Materials: Participant Resource Guide

This workshop equips educators with the skills and knowledge to help middle and high school students become strong argumentative or opinion writers, essential to mastering state standards and leaving high school prepared for college or careers. The workshop will address four important aspects of argumentative writing: asserting a claim, supporting the claim with evidence or grounds for the claim, providing additional backing to support the evidence, and articulating the exceptions or qualifiers to the argument. The workshop builds on CORE's Language Conventions and Writing Fundamentals course.

Participant Outcomes

- Recognize the rationale for the importance of argumentative and/or opinion writing in state standards and review grade-appropriate writing samples of opinions and arguments.
- Identify the components of writing and the role of clarity, voice, and stance in producing quality writing.
- Determine appropriate grade-level tools for supporting students' writing arguments and/or opinions to validate claims with clear reasons and relevant evidence.
- Create a plan for instruction that supports student development of opinion and/or argumentative writing.

Course Schedule Options

- Two 75-90-minute sessions per day for a total of 4 days
- One 75-90-minute session per day for 8 days
- A combination of the two options above (between 4-8 days)

Curriculum Implementation Trainings

Audience: 6-12 classroom teachers, literacy coaches, district and school leadership, interventionists, and specialists, depending on the CCC levels.

- Up to 40 participants with one instructor and a district or school co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Small handout to be duplicated by client; participants bring their curriculum materials

CORE provides initial training on selected curriculum products, including core and intervention curricula. For remote training on a specific curriculum, CORE will focus on introducing the curriculum and addressing key elements and routines. Specific curriculum for which CORE has provided initial training includes *SiPPS Plus* (Center for the Collaborative Classroom), *Rewards*, *Third Quest*, *Open Up Resources EL K-5* and *Open Up Resources 6-8 Math*, and many others.

Participant Outcomes

- Learn the critical components of the curriculum.
- Identify key routines.
- Access resources.
- Connect the curriculum to the science of reading and to the effective practices for math instruction.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Note: Depending on grade levels and the specific curriculum, more sets of remote training will be required.

K-12 MATHEMATICS COURSES

Building Fluency and Number Sense

Audience: K-12 classroom teachers, math coaches, district and school leadership, and specialists.

- Best when grade bands can be grouped together in sessions (i.e. K-5, K-6, 6-8, 9-12, 7-12, etc.)
- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Participant Resource Guide, *Spend Some Time with 1 to 9*

The Building Fluency and Number Sense workshop is focused on learning how to apply and adapt activities that lead to both fluency and number sense. Participants will gain an understanding about the connections between fluency, number sense, and building mathematical understanding. Techniques that create access and retention for all students, including English learners and students struggling in math, are emphasized. Participants will connect activities to their teaching units and lessons. This session includes verbal, paper and pencil, and online activities all teachers can access.

Participant Outcomes

- Identify the fluencies required at the participant's grade level/course.
- Learn how to use fluency activities to help build robust number sense.
- Learn how to apply and adapt a wide variety of fluency activities to meet student needs.
- Plan fluency activities into instruction.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 4 sessions over 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Mathematical Discourse, Writing and Academic Vocabulary

Audience: K-12 classroom teachers, math coaches, district and school leadership, and specialists

- Best when grade bands can be grouped together in sessions (i.e. K-5, K-6, 6-8, 9-12, 7-12, etc.)
- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Participant Resource Guide

The Mathematical Discourse, Writing and Academic Vocabulary workshop is focused on strategies to effectively learn math vocabulary and use reading, writing, and discourse to help all students, particularly English learners, become more proficient in math. Research shows math texts are the densest of all types of textbooks, and many students do not know how to read and use math texts as resources. Writing about math helps students develop thinking and understanding and provides opportunities for assessing understanding and identifying misconceptions. Talking about math, or student discourse, on a regular basis develops and clarifies thinking, provides opportunities to speak and hear math language, and offers additional opportunities to assess understanding and identify misconceptions. Central to reading, writing, and talking about math is vocabulary. Mathematical vocabulary presents several types of challenges, including specific and specialized mathematical terminology, words with multiple meanings, homophones, and small words in confusing contexts. Participants in this workshop will work through these challenges and explore strategies for learning and using vocabulary, reading and understanding math texts and math word problems, writing about math, and developing mathematical discourse.

Participant Outcomes

- Use reading, writing, and discourse to help students become more proficient in math.
- Learn about challenges with math vocabulary and strategies for addressing these challenges.
- Identify unique challenges with math texts and math word problems and learn strategies for addressing these challenges.
- Recognize levels of discourse and how to develop and promote meaningful discourse.
- Learn strategies for incorporating meaningful writing activities that promote learning mathematics.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 4 sessions over 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Teaching Problem Solving Through Mathematical Modeling and Other Math Applications

Audience: K-12 classroom teachers, math coaches, district and school leadership, and specialists.

- Best when grade bands can be grouped together in sessions (i.e. K-5/6, 6-8, 9-12, 7-12, etc.)
- Up to 40 participants with one instructor and co-facilitator

Format: Four 75-90-minute remote sessions

Materials: Participant Resource Guide

In the Teaching Problem Solving Through Mathematical Modeling and Other Math Applications workshop, participants will learn about the various uses for problem solving and the types of modeling required in all state standards. Participants will examine how problem solving is used to apply or model with mathematics and how it is used to deepen, extend, or add to mathematical knowledge. This session focuses on strategies for teaching students to become adept at reasoning and applying critical thinking in mathematics while solving routine and nonroutine problems. The session addresses methods for managing student work, processing student thinking and making mathematical connections explicit by the end of the lesson. The CORE facilitator will highlight expert instructional strategies designed to keep students focused on the math in order to accomplish the learning objectives. Participants will recognize the importance of using math to model real-world phenomena and complete activities that demonstrate problems at multiple levels of rigor using appropriate examples for their grade level/course.

Participant Outcomes

- Recognize problem solving as both a tool for learning and a goal of learning.
- Learn methods for making mathematical connections explicit within a problem-solving framework.
- Learn how to provide facilitated and focused problem-solving activities ranging from quick problems to extended problems.
- Understand how problem solving relates to applying mathematics to the real world (modeling) and applying mathematics to purely mathematical contexts to extend learning.

Course Schedule Options

- Two 90-minute sessions for 1 day and two 75-minute sessions for 1 day for a total of 4 sessions over 2 days
- One 75-90-minute session per day for 4 days
- A combination of the two options above (between 2-4 days)

Math Academy for Elementary Schools

Audience: K-6 classroom teachers, math coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and co-facilitator

Format: 75-90-minute remote sessions; the number of sessions depends on the topics selected

Materials: Participant Resource Guides for selected topics

If all three topics are selected, then include the following two books:

- *Spend Some Time with 1 to 9* (K-8 ed.)
- *Elementary and Middle School Mathematics Teaching Developmentally* (paper or electronic edition to be ordered by client directly from outside vendor – not included in pricing)

CORE's Math Academy for Elementary Schools is designed to increase mathematical content understanding and best practices to enable students to become mathematically proficient and meet state standards. Based on the current research and findings from the National Mathematics Advisory Panel, the National Research Council, and other prominent mathematics researchers, the CORE Math Academy focuses on the critical topics that pose challenges for many students, particularly those who are behind in mathematics achievement.

Topical Outlines

Numbers and Operations (four 75-90-minute remote sessions)

- Overview, Number Concepts, and Counting
- Addition and Subtraction
- Problem Types and Problem-Solving
- Number Facts and Number Properties

Place Value and Multidigit Operations (four 75-90-minute remote sessions)

- Place Value
- Multidigit Addition/Subtraction
- Multidigit Multiplication/Division
- Common Misconceptions

Geometry and Measurement (four 75-90-minute remote sessions)

- Measurement
- Shapes
- Applications

Participant Outcomes

- Understand best practices for improving student proficiency in selected topics.
- Understand math concepts and the connections between concepts and procedures.
- Recognize and resolve student misconceptions.
- Identify mathematical language and how to develop its use in students.
- Learn effective strategies for connecting visual models to numerical representations through student engagement and mathematical reasoning, and making mathematics explicit.

Course Schedule Options

The total number of sessions depends on the number of topics selected (Numbers and Operations, Place Value & Multidigit Operations, and/or Geometry and Measurement). **Each topic** requires one of the following:

- Two 90-minute sessions for one day and two 75-minute sessions for one day for a total of four sessions over two days
- One 75-90-minute session per day for four days
- A combination of the two options above (between two and four days)

Math Academy for Middle Schools

Audience: 5-8 classroom teachers, math coaches, district and school leadership, and specialists

- Up to 40 participants with one instructor and co-facilitator

Format: 75-90-minute remote sessions; the number of sessions depends on the topics selected

Materials: Participant Resource Guides for the selected topics

If all three topics are selected, then include the following two books:

- *Spend Some Time with 1 to 9* (K-8 ed.)
- *Elementary and Middle School Mathematics Teaching Developmentally* (paper or electronic edition to be ordered by client directly from outside vendor – not included in pricing)

CORE's Math Academy for Middle Schools is designed to increase mathematical content understanding and best practices to enable students to become mathematically proficient and meet rigorous state standards. Based on the current research and findings from the National Mathematics Advisory Panel, the National Research Council, and other prominent mathematics researchers, the CORE Math Academy focuses on the critical topics that pose challenges for many students, particularly those who are behind in mathematics achievement.

Topical Outline

Multiplicative Thinking (four 75-90-minute remote sessions)

- Percents
- Ratio and Multiplicative Thinking
- Proportions
- Applications and Word Problems

Geometry and Measurement (four 75-90-minute remote sessions)

- Geometric Thinking
- Measurement
- Properties of Shapes
- Transformations

Entering Algebra (four 75-90-minute remote sessions)

- Integers
- Solving Equations
- Patterns to Functions
- Mathematical Discourse

Participant Outcomes

- Understand best practices for improving student proficiency in selected topics.
- Understand math concepts and the connections between concepts and procedures.
- Recognize and resolve student misconceptions.
- Identify mathematical language and how to develop its use in students.
- Understand the use of mathematical discourse to promote engagement and deep processing.
- Learn effective strategies for connecting visual models to numerical representations through student engagement and mathematical reasoning, and making mathematics explicit.

Course Schedule Options

The total number of sessions depends on the number of topics selected (Multiplicative Thinking, Geometry and Measurement, and/or Entering Algebra). **Each topic** requires one of the following:

- Two 90-minute sessions for one day and two 75-minute sessions for one day for a total of four sessions over two days
- One 75-90-minute session per day for four days
- A combination of the two options above (between two and four days)



ASYNCHRONOUS COURSES

Online Elementary Reading Academy

Audience: Elementary teachers, administrators, reading interventionists, specialists, and special education teachers, including secondary special education teachers

Materials: *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures*, *CORE Blending Routines*, and *CORE Foundational Skills* video access

Learn the critical components of reading and effective instructional practices, based on the science of reading, to teach all learners to be strong readers. The Online Elementary Reading Academy takes the best of CORE's nationally acclaimed *Teaching Reading Sourcebook* and packages it into a facilitated, seven-module asynchronous, online course. The course teaches educators the essential components of reading instruction with clear and explicit models immediately applicable to the classroom.

Participant Outcomes

- Articulate the research on the essential components of reading instruction.
- Understand the definition of dyslexia, common warning signs by grade level, and evidence-based instructional practices and accommodations to meet the needs of students with dyslexia.
- Gain clear and explicit models of instruction immediately applicable to the classroom.
- Identify best practices and explicit methods to develop phonemic awareness, phonics, irregular and multisyllabic word reading, fluency, vocabulary, comprehension, and literary and informational text knowledge.
- Understand the structure of the English and Spanish language system.
- Identify and use techniques to support academic language development for English learners.
- Become familiar with and learn how to use and interpret important assessments in the critical reading components.
- Earn optional graduate or continuing education credit.

Course Syllabus

The course is divided into seven modules that can be taken over seven weeks or extended to 10 weeks based on participant pace:

Module 1 – Orientation

Module 2 – The Structure of Language

Module 3 – Phonemic Awareness, Explicit Phonics Instruction and Irregular Word Reading

Module 4 – Multisyllabic Word Reading and Fluency

Module 5 – Vocabulary

Module 6 – Comprehension

Module 7 – Reading Assessment for Effective Instruction

Two synchronous Zoom sessions are also included to bring the group together for additional Q&A, discussion, and problem solving.

Flexibility to Learn on Your Own Time

The OERA course is offered at scheduled national times periodically throughout the year, but districts or schools with 15 or more participants can also arrange to have their own course scheduled.

Educators take the online course with a cohort of their peers, engaging with the online coursework and participating in moderated weekly online discussions.

CORE Senior Instructors facilitate the course and are available 24/7 for questions.

Pricing

\$500 per participant, including the course fees and more than \$150 worth of course materials. Group discounts are available for 12 or more seats in the national courses. Class sizes can be no fewer than 12, and no more than 30 participants. Graduate Continuing Education credit available for an additional fee. Schedule your own in-school or district cohort with 15 or more participants.

For more information, visit

www.corelearn.com/online-elementary-reading-academy

Online Math Academy – Fractions (Available Spring 2021)

Audience: 5-8 classroom teachers, math coaches, district and school leadership, and specialists

Format: 75-90-minute remote sessions; the number of sessions depends on the topics selected

Materials: Participant Resource Guides for the selected topics

The CORE Online Math Academy course on Fractions is a highly interactive and robust course looking deeply at the teaching and learning of fractions. In this course participants will deepen their knowledge about fraction concepts, connect physical and visual models to number lines and numerical procedures with operations with fractions, learn techniques to address common misconceptions, reflect and share ideas with colleagues, and either practice implementing ideas in classrooms or continue to deepen knowledge for teaching fraction concepts and procedures through further guided study.

Educators take the online course with a cohort of their peers, engaging with the online coursework and participating in moderated weekly online discussions. Continuing Education credit available for an additional fee (this is a one-unit course).

Course Syllabus

The course is divided into six short modules that can be taken over a 2-3 week period (or four to five weeks based on participant pace):

1. Meaning and uses of fractions
2. Equivalent fractions and comparing fractions
3. Addition and subtraction of fractions
4. Multiplication of fractions
5. Division of fractions
6. Applications, resources and additional considerations for teaching and learning



LEADERSHIP AND CAPACITY-BUILDING COURSES

Academic Reading Leader Course

Audience: Superintendents, district administrators, special education administrators, elementary school principals, instructional coaches, and other school leadership team members

- Up to 35 participants with one instructor and one co-facilitator

Format: Eight 75-90-minute remote sessions

Materials: *Teaching Reading Sourcebook, 3rd edition;* *Assessing Reading: Multiple Measures, revised 2nd edition;* Participant Resource Guide with a special whitepaper on dyslexia

CORE's Elementary Reading Leader is an eight-session course that covers critical components of the science of reading, instructional leadership, systematic and explicit instruction, and data analysis targeting elementary principals and instructional leaders.

Sessions 1-4:

An overview of the five critical components of reading that are based on the science of reading as well as information about dyslexia. A short video clip of the science of reading which explains the simple view of reading and Scarborough's reading rope is included. The reading components addressed will be phonological awareness, phonics, fluency, vocabulary, and comprehension. Information about multisyllabic word instruction, morphology, and text complexity is also included, all within the context of explicit and systematic instruction.

Sessions 5-8:

These sessions address implementation science and an opportunity to analyze implementation stages and implementation drivers according to the local district's context and the important role the principal plays. In addition, participants will learn a Plan, Do, Study, Act cycle and have an opportunity to apply this process to a case study. This session also includes an overview of critical indicators of reading assessment and the elements of explicit instruction.

Participant Outcomes

- Understand the leadership skills needed to spearhead and sustain a system to raise literacy achievement for **all** students.
- Learn the evidence-base that constitutes effective reading instruction.
- Develop skills and capacities to effectively support teachers to implement a high-quality, research-based program.
- Understand how to use assessment data to target assistance for teachers, and to assist teachers to use assessment data to plan instruction and meet students' needs.

Note: A course can be customized for secondary leaders

Course Schedule Options

- Two 75-90-minute sessions per day for a total of four days
- One 75-90-minute session per day for eight days
- A combination of the two options above (between four and eight days)

Leading for Mathematics

Audience:

K-12 superintendents, district administrators, special education administrators, school principals, instructional coaches, and other school leadership team members

- Up to 35 participants with one instructor and one facilitator

Format: Eight 75-90-minute remote sessions

Materials: Participant Resource Guide; CORE's *Spend Some Time with 1 to 9 – Building Number Sense and Fluency Through Problem Solving for K–8*; CORE's *Spend Some Time with 1 to 9 – Mathematical Challenges for Increasing Number Sense and Fluency in Grades 6–12*

Research shows conclusively that the greatest impediment to sustained change is the lack of consistent and effective implementation support. This institute equips district administrators, site administrators, instructional coaches, and leadership teams with a solid understanding of the issues for leadership on implementation of math programs, effective math instruction and sustained improvement. The institute includes research readings that focus on implementation and leadership. This institute can support any evidence-based program a district/school has adopted.

Sessions 1-4: Leadership and Instruction

These sessions cover examining the role of the instructional leader and learning about key concepts and benchmarks in the learning of mathematics.

Sessions 5-8: Implementation and Assessment

These sessions focus on learning about implementation science and the challenges of implementation; the purposes and planning for assessment, particularly progress monitoring; and effective instructional practices, including an instructional rubric to measure effective instruction.

Participant Outcomes

- Understand the leadership issues that impact program implementation.
- Use data to identify what is working and who needs intervention.
- Complete an ongoing self-evaluation of components addressed during the training.

Course Schedule Options

- Two 75-90-minute sessions per day for a total of four days
- One 75-90-minute session per day for eight days
- A combination of the two options above (between four and eight days)

CORE Certified Trainer Program – Reading Academy Training of Trainers

Audience: Elementary educators who met the prerequisite requirement of prior completion of the Online Elementary Reading Academy or face-to-face Elementary Reading Academy

- Up to 15 participants with two instructors
- From 16 to 30 participants with two instructors and one co-facilitator

Format: Sixteen 90-minute remote sessions

Materials: Participants receive the following:

- Training of Trainers Participant Resource Guide
- The Instructor Notebook, which contains agendas and presentation scripts
- Participant Resource Notebook
- PowerPoint presentation slides on a flash drive
- Participants bring materials from the prerequisite course

Prerequisite: Prior completion of either the Online Elementary Reading Academy or the in-person [Reading Academy](#)

Designed for school districts, this 16-session intensive training led by two CORE consultants will prepare attendees to present the CORE Reading Academy to district teachers. During the training, participants will be responsible for presenting, asking questions, and working interactively to prepare. The presenter will focus on challenging content within the Academy and effective presentation methodology. Included within the four days will be a targeted review of selected assessments in *Assessing Reading: Multiple Measures, 2nd Edition*. Presenters will make connections explicit to special education, English learners, and other target populations. Attendees should bring core and intervention texts.

Outcomes/Deliverables

- Build a cadre of knowledgeable and skillful presenters of the CORE Reading Academy.
- Build capacity and save money through the delivery of high-quality content from the CORE Reading Academy using CORE's materials, instructor scripts, and PowerPoint presentations.

Licenses: Following successful completion of the training event and the on-site follow-up, districts/schools receive licenses to redeliver CORE events.

To become a Certified CORE Associate Trainer, in addition to the Training of Trainers course noted above, participants will receive remote support and mentoring from CORE experts and will be observed virtually delivering their first in-district Reading Academy. Upon completion, participants receive CORE Certified Trainer status.

Note: A Training of Trainers may be provided to go with the *Reading Fundamentals Course*

Course Schedule Options

- Two 90-minute sessions per day for a total of eight days
- One 90-minute session per day for 16 days
- A combination of the two options above (between eight and 16 days)

District Redelivery Licensed Material Sets

Number of Material Sets	Discount	Price per Unit with Shipping
under 25	0%	\$170.00
26 to 50	5%	\$161.50
51 to 100	10%	\$153.00
101 to 250	15%	\$144.50
251 to 400	20%	\$136.00
401 +	25%	\$127.50

CORE Certified Trainer Program – Adolescent Literacy Solutions Training of Trainers

Audience: 6-12 intervention teachers, English learner teachers, special education teachers, reading teachers, and coaches who have completed the prerequisite Adolescent Solutions Course

- Up to 15 participants with two instructors
- From 16 to 30 participants with two instructors and one co-facilitator

Format: Sixteen 90-minute remote sessions

Materials: Participants receive the following:

- Training of Trainers Participant Resource Guide
- The Instructor Notebook, which contains agendas and presentation scripts
- Participant Resource Notebook
- PowerPoint presentation slides on a flash drive
- Participants also bring with them the materials they received as participants in the training

Prerequisite: Prior completion of either the current Adolescent Literacy Solutions remote or on-site course.

Designed for districts, this 16-session intensive training led by two CORE consultants will prepare attendees to present the CORE Adolescent Literacy Solutions course to district teachers. During the training, participants will be responsible for presenting, asking questions, and working interactively to prepare. The presenter will focus on challenging content within the course and effective presentation methodology. Included within the four days will be a targeted review of selected assessments in *Assessing Reading: Multiple Measures, Revised 2nd Edition*. Presenters will make connections explicit to special education, English learners, and other target populations. Attendees should bring core and intervention texts.

Outcomes/Deliverables

- Build a cadre of knowledgeable and skillful presenters of the CORE Adolescent Literacy Solutions course.
- Build capacity and save money through the delivery of high-quality content from the CORE Reading Academy using CORE's materials, instructor scripts, and PowerPoint presentations.

Licenses: Following successful completion of the training event and the on-site follow-up, districts/schools receive licenses to redeliver the CORE event.

To become a Certified CORE Associate Trainer, in addition to the Training of Trainers course noted above, participants will receive remote support and mentoring from CORE experts and will be observed virtually delivering their first in-district Adolescent Literacy Solutions. Upon completion, participants receive CORE Certified Trainer status.

Course Schedule Options

- Two 90-minute sessions per day for a total of eight days
- One 90-minute session per day for 16 days
- A combination of the two options above (between eight and 16 days)

District Redelivery Licensed Material Sets

Number of Material Sets	Discount	Price per Unit with Shipping
under 25	0%	\$170.00
26 to 50	5%	\$161.50
51 to 100	10%	\$153.00
101 to 250	15%	\$144.50
251 to 400	20%	\$136.00
401 +	25%	\$127.50

CORE Certified Trainer Program – Math Academy Training of Trainers

Audience: K-12 math educators who meet the prior prerequisite

- Up to 15 participants with two instructors
- From 16 to 30 participants with two instructors and one co-facilitator

Format: Eight 75-90-minute remote sessions for either the Elementary Math Academy or the Middle School Math Academy

Materials: Participants receive the following:

- Training of Trainers Participant Resource Guide
- The Instructor Notebook, which contains agendas and presentation scripts
- Participant Resource Notebook
- PowerPoint presentation slides

Prerequisite: Prior completion of the corresponding three-topic Math Academy (either remote or face-to-face version)

This training will prepare attendees to present the CORE Math Academy (Elementary or Middle School) to district teachers. During the training, participants will be responsible for presenting, asking questions, and working interactively to prepare. The trainer will focus on challenging content within the Academy and effective presentation methodology. Presenters will make connections explicit to special education, English learners, and other target populations. Attendees should have core and intervention texts available during the training.

Outcomes/Deliverables

- Build a cadre of knowledgeable and skillful presenters of the CORE Math Academy.
- Build capacity and save money through the delivery of high-quality content from the CORE Math Academy using CORE's materials, instructor scripts, and PowerPoint presentations.

Licenses: Following successful completion of the training event and the on-site follow-up, districts/schools receive licenses to redeliver CORE events.

To become a Certified CORE Associate Trainer, in addition to the Training of Trainers course noted above, participants will receive remote support and mentoring from CORE experts and will be observed virtually delivering their first in-district Math Academies.

Course Schedule Options

- Two 90-minute sessions for each of two days and two 75-minute sessions for each of two days for a total of eight sessions over four days
- One 75-90-minute session per day for eight days
- A combination of the two options above (between four and eight days)

District Redelivery Licensed Material Sets

Number of Material Sets	Discount	Price per Unit with Shipping
under 25	0%	\$35.00
26 to 50	5%	\$33.25
51 to 100	10%	\$31.50
101 to 250	15%	\$29.75
251 to 400	20%	\$28.00
401 +	25%	\$26.25



CONSULTING COURSES

Remote Site Implementation and Coaching Support Services for Literacy and Mathematics

Research and CORE's own experience have shown that coaching and support are vital for professional development to be effective. CORE's Site Implementation and Consultation services are essential components of CORE expert support. From transitioning to strong remote instruction to improving the use of data to drive instructional decisions, CORE Educational Consultants will work with your team to address your site's specific goals, challenges and capacity-building needs around English Language Arts or mathematical curriculum implementation and effective instruction.

Remote consulting is offered in blocks of 10 hours as a stand-alone service or can be packaged with any of our workshops. Choose from our selection of consulting services or customize the time with your CORE Educational Consultant to focus on your unique areas of need. Consulting time with a CORE Educational Consultant can be a great way to support coaches, principals and/or teachers in monthly sessions unpacking your curriculum or data. The 10-hour packages will be led by one CORE consultant and supported by a local facilitator.

10-hour consultation packages may include any of our coaching and implementation support services or be packaged with any of our workshops.

Systems-Level Collaborative Planning and Support

Audience: School leadership team members from elementary or secondary buildings

- For a single site, one instructor with up to 15 participants, supported by a local facilitator
- For district planning with multiple site representatives, up to 25 participants with one CORE instructor and one district provided co-facilitator

Format: Recommended 60- to 90-minute remote sessions

These CORE remote site support sessions are crucial planning opportunities to identify specific implementation issues and plan for organization, resources and support needs. A CORE Educational Consultant initiates or reviews your comprehensive school or district literacy and/or mathematics plan, including organization of instruction, implementation of a multi-tiered model, student grouping, time allocations, materials, personnel usage, and planned staff development. In addition, the Consultant helps you develop a pacing calendar. We recommend starting with this service if you are new to CORE.

Participant Outcomes

- Identify specific systems-level implementation issues and plan for organization, resources, and support needs.

Course Schedule Options

- One or more sessions per day based on client need and preference

Classroom Teacher Coaching

Audience: All classroom teachers who teach K-12 English language arts or math

Scenario A (group planning/discussion):

- Up to 10 teachers with one instructor
- 11-25 teachers with one instructor and a district-provided co-facilitator

Scenario B (observation and feedback):

- Up to three teachers per session

Format: Recommended 60- to 90-minute remote sessions

CORE works with individuals or small groups of teachers to provide coaching on implementing effective instructional techniques via multiple options.

1. Consultants work with teachers to plan units and lessons, provide models of instruction, and resolve implementation issues.
2. Consultants utilize remote observation (when available) and feedback. Remote observation may occur live or via the teacher voluntarily recording video footage during virtual or in-class student instruction and submitting it to the CORE consultant for review. The Consultant then meets remotely with the teacher to discuss feedback and next steps. FERPA regulations will be closely adhered to. Other district/school participants can participate for collaborative discussions and feedback.

Below are some sample scenarios:

Scenario 1. First, a teacher is scheduled to teach a group of students via a remote platform. We then schedule our consultant in and other coaches or teachers and administrators can join. Participants, other than the instructing teacher, are muted. The group watches the teacher teaching. Following this observation, there is a one-on-one or group debrief. During that debrief, the CORE consultant models the correct procedure, leads a guided debrief, or does a combination of modeling and providing feedback. The other participants contribute to the collaborative discussion.

Scenario 2. A teacher makes a recording of her lesson and sends it to the consultant, and then a Zoom session is scheduled for group debriefing/reflection or a one-on-one debriefing. Again, corrective modeling can be done.

Scenario 3. This option involves no students. The teacher demos a lesson with the Zoom group. A CORE consultant leads guided reflection. This process might follow an “I do, we do, you do format,” whereby the consultant demonstrates first, then teachers have a breakout practice and return to the group and take turns presenting a segment of the instruction. This can occur over multiple sessions.

Participant Outcomes

- Teachers improve classroom instruction as the CORE Consultant conducts classroom observations, models specific instructional routines, and provides remote coaching.
- Teachers deepen their understanding of content and adopted instructional materials and resolve implementation-related issues.

Course Schedule Options

- One or more sessions per day based on client need and preference

Coach Support and Capacity Building

Audience: Literacy or math coaches from elementary or secondary buildings

- Up to 10 coaches with one instructor
- 11-25 coaches with one instructor and a district-provided co-facilitator

Format: Recommended 60- to 90-minute remote sessions

The Consultant supports local coaches (and other teacher leaders) to provide remote and face-to-face support to their team. The Consultant will collaborate with coaches prior to sessions with teachers, review the purpose and plan for actions, include the coach in sessions with teachers, debrief with coaches after sessions with teachers, and plan follow-up. The Consultant mentors the coaches as they model lessons, observe and debrief teachers, conduct data study sessions, and analyze test data. The Consultant assists the coaches to facilitate on-site collaborative conversations and develop solutions to implementation challenges. The goal is to build the expertise of coaches and teacher leaders.

Participant Outcomes

- Coaches learn to highlight effective teaching behaviors and provide evidence-based commendations and coaching tips.
- Coaches improve facilitation of on-site collaborative conversations and develop solutions to implementation challenges.
- Coaches deepen their understanding of adopted instructional materials and resolve implementation-related issues.

Course Schedule Options

- One or more sessions per day based on client need and preference

Leadership Coaching

Audience: School administrators from elementary or secondary buildings

- For collaborative administrator sessions, up to 10 administrators with one instructor
- For collaborative administrator sessions, 11-25 administrators with one instructor and a district-provided co-facilitator

Format: Recommended 60- to 90-minute remote sessions

For school administrators, the Consultant provides personal and collaborative coaching sessions that combine professional development with a discussion of instructional materials. The leadership coaching focuses on an analysis of visits to selected classrooms to monitor program implementation. Analysis of classroom visits can be completed by participation of the Consultant via live remote observations (if available) or by review of video recordings of lessons (if available).

As an alternative, classroom visits may be conducted by site administrators who then share observation notes with the Consultant for analysis and discussion. An observation protocol will be provided to site administrators that focuses on critical features of content and delivery. The Consultant works closely with site administrators to ensure they understand how the instructional program is designed, what effective implementation of a core curriculum and supplemental intervention program looks like, and how to use observation data to leverage improved achievement. Through regular facilitated remote sessions, the CORE Consultant supports the site leadership to have the knowledge, tools, and confidence to lead sustained literacy and mathematics improvement efforts.

Participant Outcomes

- Expand knowledge of school leaders through participation in remote visits to selected classrooms to observe instruction (or through supported analysis of classroom observation data collected by school leaders).
- School leaders learn how to focus classroom observations on critical features of program content and delivery.
- School leaders deepen their understanding of adopted instructional materials and resolve implementation-related issues.

Course Schedule Options

- One or more sessions per day based on client need and preference

Remote Data Study

Audience: K-12 site administrators, curriculum specialists, coaches, and teachers

- Up to 10 participants with one instructor organized in grade bands (i.e. K-5/6, 6-8, 9-12, etc.)
- 11-25 participants with one instructor and a district-provided co-facilitator

Format: Recommended 60- to 90-minute remote sessions

Regular use of assessment data can make planning for instruction and intervention dramatically more effective. The Consultant provides assistance in the use of assessment instruments, including screening, progress-monitoring, diagnostic and outcome measures. The Consultant will address both Curriculum-Based Measures (CBM) and curriculum-embedded assessments. Through remote meetings, the Consultant works closely with site administrators, curriculum specialists, coaches, and teachers to show them how to analyze the data to: (a) plan student groupings for core instruction and specific interventions; (b) set goals for student growth; and (c) determine the effectiveness of the instruction. Teachers who have learned to incorporate such data into their teaching practice frequently respond positively to the growth they see in their own students' proficiency. CORE will facilitate data study and use of KeyPhonics, a technology-based screening and diagnostic tool.

Participant Outcomes

- Enable all instructional staff to use data to plan student groupings for differentiated core instruction and interventions, set goals for student growth, and determine effectiveness of instruction.

Course Schedule Options

- One or more sessions per day based on client need and preference

Curriculum Routine Review

Audience: K-12 classroom teachers as the primary audience, along with coaches and site administrators

- Up to 10 with one instructor organized in individual grade-level groups (K-1, 2-3, 4-5/6, etc.)
- 11-25 with one instructor and one district or school-provided co-facilitator

Format: Recommended 60- to 90-minute remote sessions. The number of sessions is dependent on the number of routines to be reviewed

CORE's curriculum specialists have expertise in many commercial core and supplemental curricula. These sessions focus on critical program routines and can be provided to small and larger groups based on the school/district's adopted curricula. As another option, the Consultant can provide a customized review and refresher training for teachers new to a district adopted program. This includes support of Center for the Collaborative Classroom programs *SIPPS* and *Being a Writer, Third Quest, Open Up Resources EL K-5, Open Up Resources 6-8 Math*, and many other curricula. Additional training can focus on setting up the classrooms to best implement the program.

Participant Outcomes

- Teachers improve classroom instruction as the CORE Consultant provides comprehensive program training designed to meet the needs of a particular school/district.

Course Schedule Options

- One or more sessions per day based on client need and preference; the number of sessions will be dependent on the specific routines for focus.

Remote Lesson Study

Audience: K-12 classroom teachers as the primary audience, along with coaches and site administrators

- Up to 10 with one instructor organized in grade-level bands
- 11-25 with one instructor and one district or school-provided co-facilitator

Format: Three or six 60-minute remote rounds

- One 60-minute session to co-plan*, one 60-minute session to observe the lesson (where possible), and one 60-minute session to debrief the lesson for the same 12 participants. If the lesson cannot be observed by the Consultant, then the Consultant will review the lesson notes from the observing teachers prior to the debrief meeting.
- When a second iteration of the lesson study occurs, an additional set of three 60-minute sessions are included for the same 12 participants.

The Consultant works with groups of teachers to deepen understanding through focused work on one or more key lessons. Specifically, participants will co-plan, observe each other teaching a lesson, take focused notes on the instruction, and then debrief and refine the lesson. The observed lesson could be recorded and sent as a recorded lesson. Lesson study is an iterative process in which a lesson is planned, observed, debriefed, refined, and then retaught by another teacher or teachers in the group with other teachers observing either live classroom lessons, remote classroom lessons, or recorded lessons. The lesson is then again debriefed and refined. Participants will reflect on the impact of the lesson study experience, refining their own implementation of this and other lessons as a result.

Participant Outcomes

- Increase content and program knowledge.
- Increase knowledge of effective teaching practices.
- Develop a stronger professional learning community.
- Instill mutual accountability with peers to provide high-quality instruction.
- Improve the quality of lesson plans to promote student learning.
- Improve future planning and instruction.

Course Schedule Options

- All sessions can be done in one day or spread over multiple days (minimum of one 60-minute session per day)

*Teachers will be asked to review the designated lesson individually prior to the co-planning session.



digiCOACH TEACHER COACHING PLATFORM

Improve Instruction and Student Outcomes

Audience:**Leadership Academy:**

K-12 district and school leadership, coaches and specialists (no participant number restrictions)

Calibration Walkthroughs:

- Up to 20 participants with one trainer and co-trainer
- From 21 to 40 participants with two trainers and one co-trainer, organized by grade levels and sites

Format:**Leadership Academy:**

One two-hour remote session

Calibration Walkthroughs:

Two or more 60-90-minute remote sessions

Materials: Participants must have access to their digiCOACH online platform and their editions

Collective teacher efficacy is one of the highest factors influencing student achievement. That's why constructive feedback and targeted coaching is deeply embedded in CORE's work to help sites and districts implement curriculum and improve instruction and learning outcomes.

We have partnered with digiCOACH, an intuitive, online system that allows administrators and instructional coaches to quickly collect data, coach teachers and run reports to improve instruction and professional learning. This simple, powerful system aligns with **CORE Elementary Literacy**, **CORE Adolescent Literacy** and **CORE Math** to provide a library of highly effective strategies and coaching advice at your fingertips to ensure CORE practices are implemented with fidelity.

How Does DigiCOACH Work?

DigiCOACH guides administrators and coaches through the classroom observation process, focusing on look-fors that are evidence-based, observable, objective, and coachable. Features include:

- Classroom visit data collection
- Pre-written, research-based commendations and coaching tips
- Powerful suite of eight pre-built reports

Does CORE Offer DigiCOACH Support Services?

CORE will work closely with you to ensure success with the digiCOACH platform, strengthen your site's or district's teacher practices, and increase student achievement.

Services include:

1. Leadership Academy (one two-hour session)

Receive training on using digiCOACH and learn best practices for effective coaching in our half-day remote Leadership Academy Workshop.

2. Calibration Walkthroughs (two or more 60-90-minute sessions; at least four sessions recommended)

Guidance on and debrief of walkthroughs with a CORE expert, including time for data review, discussion and norming of data to ensure consistent data collection and coaching practices.

Visit <http://www.corelearn.com/digicoach> for more information.

Course Schedule Options

- One two-hour session on one day (Leadership Academy)
- Two 60-90-minute sessions for one or more days (Calibration Walkthroughs)
- One 60-90-minute session per day (Calibration Walkthroughs)
- A combination of the options above
- Total number of sessions and days dependent on services selected



SPECIALIZED SERVICES FOR OUR PARTNERS

Ancora Publishing: *The Third Quest* (TTQ) COMING Spring 2021

CORE provides training on selected curriculum products. One of CORE's most important partners is Ancora and *The Third Quest* (TTQ) intervention curriculum. TTQ is a comprehensive reading intervention for adolescents and adult readers by well-respected *Read Well* authors Marilyn Sprick and Ann Watanabe. Through a balance of narrative fiction and informational text, intrigue and mystery, TTQ engages students as they travel through ancient history. Research-based lessons include work with sophisticated vocabulary, word study, comprehension and fluency, and provide study skills and CCSS connections. CORE does not sell TTQ program materials but is the preferred professional development provider for this curriculum.

For remote training on *The Third Quest*, CORE will offer initial, basic training on the intervention along with several follow-up training sessions focused on a particular audience and implementation topic. Services are described below:

Audience: Upper elementary, middle and high school educators, specialists, instructional assistants, literacy coaches, and administrators

- Up to 40 participants with one lead instructor and a co-facilitator
- Depending on numbers it may be advisable to divide into upper elementary/ middle and high school grade bands

Course Schedule Options:
Time schedule will be coordinated with the client and is flexible to meet client need

***The Third Quest* (TTQ) Basic Training:** overview of the program along with instruction on how to implement the program, as well as time to practice. This session will embed tips for implementing *The Third Quest* in a virtual setting. The training focuses on intervention for students in 5th grade through high school who experience reading difficulties. This training will include an overview of the structure and organization of *The Third Quest*, the underlying design principles, why it is effective, and how to implement the curriculum.

Participant Outcomes

- Recognize the structure and organization of *The Third Quest*
- Identify and learn how to teach key instructional routines
- Access program resources
- Practice teaching key routines with colleagues
- Learn to work diagnostically by listening to students
- Connect the curriculum to the science of reading

Format

- Six 90-minute sessions with 2 sessions scheduled per day over a 3-day period. Each 90-minute session will be followed by a break. Depending on district schedules, the break can be as short as 15-minutes or longer as needed. A suggested schedule is as follows: 90-minutes, 15-minute break, 90-minutes, repeated each day for three days.
- A flexible schedule is also available combining single 90-minute sessions on some days with half days (two 90-minute sessions); full day options (up to four 90-minute sessions per day) also available; six individual 90-day sessions on separate dates may also be scheduled.

The following sessions can be presented remotely for participants from across districts and schools or within districts and schools with other services for large district implementations.

Audience:

- Upper elementary, middle and high school educators, instructional assistants, literacy coaches, administrators, specialists
- Up to 40 participants with one lead instructor and a co-facilitator.

Format: 90-minute session

Tips for Teaching *The Third Quest* Virtually: This 90-minute session provides tips for teaching *The Third Quest* virtually, information on new downloads if teaching virtually, and practice in the virtual format. This training is a focused review for remote teaching for staff who were already trained in *The Third Quest* in a face-to-face format.

Participant Outcomes

- Learn tips on how to teach *The Third Quest* virtually
- Gain information on new downloads available for virtual implementation
- Practice teaching instructional routines in virtual format
- Identify effective ways to maintain student engagement virtually

Course Schedule Options

Time schedule will be coordinated with the client and is flexible to meet client need.

Audience:

- Upper elementary, middle and high school building and district administrators
- Up to 40 participants with one lead instructor and a co-facilitator.

Format: 90-minute session**Training for Administrators: How to Provide Support for a *Third Quest* Intervention:**

This 90-minute training focuses on how administrators can provide support for a *Third Quest* implementation. Administrators will learn useful "look fors" when completing walk throughs during *Third Quest* lessons. "Look fors" can prompt positive feedback to encourage continued fidelity of implementation and student engagement and also prompt possible topics for improvement and follow up.

Participant Outcomes

- Learn key "look fors" when observing *The Third Quest* lessons
- Learn how to use an observation tool during walkthroughs
- Learn how to provide positive feedback and how to share topics for improvement

Course Schedule Options

Time schedule will be coordinated with the client and is flexible to meet client need.

Audience:

- Upper elementary, middle and high school educators, instructional assistants, literacy coaches, and specialists who have taught the program for several weeks (administrators also welcome)
- Up to 40 participants with one lead instructor and a co-facilitator.

Format: 90-minute session

Implementing *The Third Quest* with Fidelity: This training is focused on implementation fidelity. After having the opportunity to teach the program for several weeks, instructors will learn strategies focused on continuous improvement when implementing *The Third Quest*. This session will include review of audio or video lessons to identify positive practice along with next steps for improvement. This session is for educators who have completed the basic training and have some experience teaching the program.

Participant Outcomes

- Learn aspects of positive practice when implementing *The Third Quest*
- Determine next steps for improvement based on lesson implementation
- Reflect on implementation fidelity

Course Schedule Options

Time schedule will be coordinated with the client and is flexible to meet client need.

Audience:

- Upper elementary, middle and high school coaches previously trained to teach *The Third Quest*
- Up to 40 participants with one lead instructor and a co-facilitator.

Format: 90-minute session**Teaching Coaches to Help Teachers with Fidelity of Implementation:**

This session provides strategies for helping teachers with continuous improvement when implementing *The Third Quest*. Coaches will learn strategies for a) co-teaching and debriefing, b) observing and debriefing, and c) how to review in-program progress monitoring data and determine appropriate recommendations.

Participant Outcomes

- Learn strategies for co-teaching *The Third Quest* to improve fidelity of implementation
- Learn how to conduct *The Third Quest* observations and debrief with the instructor
- Determine next steps for improvement based on lesson implementation and in-program progress monitoring data

Course Schedule Options

Time schedule will be coordinated with the client and is flexible to meet client need.

Audience:

- Upper elementary, middle and high school educators, instructional assistants, literacy coaches, specialists using *The Third Quest*
- Up to 40 participants with one lead instructor and a co-facilitator.

Format: 90-minute session

Progress Monitoring and Enhanced Effectiveness: This training is intended for interventionists using *The Third Quest*. The training provides a deeper dive into the assessment and continuous progress monitoring of students in *The Third Quest*. Interventionists will learn how to analyze data and deliver diagnostic-prescriptive support to individual students who may lag behind other students in the group or who are not making adequate progress.

Participant Outcomes

- Understand the importance of continuous progress monitoring of students
- Learn how to analyze student data
- Based on data review, learn to deliver added, targeted support where needed

Course Schedule Options

Time schedule will be coordinated with the client and is flexible to meet client need.

10-Hour Consultation and Follow-up Packages to support *The Third Quest* and literacy in general are also available. (See [Remote Site Implementation and Coaching Support Services for Literacy and Mathematics on page 43.](#))

Center for the Collaborative Classroom: *SIPPS or Being a Writer*: Initial Trainings

Audience:

- Elementary classroom teachers, literacy coaches, district and school leadership, and specialists
- Up to 40 participants with one instructor and a district or school co-facilitator
- Grade bands

Format:

- Generally four or more 75-90 minute online sessions (some sessions may run for 2 hours)
- Separate sessions may be provided to principals and coaches, depending on numbers

Materials: Small handout to be duplicated by client; participants bring their curriculum materials

CORE provides initial training on selected curriculum products. For remote training on *SIPPS or Being a Writer*, CORE will focus on introducing the curriculum and providing an overview. For SIPPS the overview includes the science of reading and addressing key elements. Then the next sessions focus discretely on each level: Beginning, Extension, Challenge, and SIPPS Plus where appropriate. Similarly, for *Being a Writer*, training starts with an overview then drills down into specifics appropriate to the grade.

Participant Outcomes

- Learn the critical components of the curriculum
- Identify key routines
- Access resources
- Connect the curriculum to the science of reading and to the effective practices for math instruction

Course Schedule Options

- Two 90-minute sessions for one day and two 75-minute sessions for one day for a total of 2 days (some sessions may run for 2 hours)
- One 75-90-minute session per day for 4 days (some sessions may run for 2 hours)
- A combination of the two options above (between 2-4 days)

Note: Depending on grade levels and the specific curriculum, more sets of remote training will be required.

10-Hour Consultation and Follow-up Packages for deep implementation to support *SIPPS or Being a Writer* and literacy in general are also available.

(See **Remote Site Implementation and Coaching Support Services for Literacy and Mathematics on page 43.**)

KeyPhonics

For decoding assessments to be most useful they must provide educators with the specific phonics patterns students have not mastered based on the phonics patterns that have been taught. This information will help to determine if further phonics diagnostics are needed and whether there is a possible need for phonemic awareness assessment. This type of assessment data leads to setting up targeted support. CORE has partnered to support the KeyPhonics assessment system, a technology-based screener and diagnostic test for grades 1 and up that measures the 12 most critical phonics patterns, including 102 foundational phonics skills, to provide teachers with insightful, actionable data to guide instruction and improve reading for all students. Automatic, easy to read reports help teachers and administrators to determine specific instructional and student intervention needs and teacher professional support needs.

KeyPhonics can be used for remote or in-person screening and diagnostics. CORE can help your team in administering the screening and diagnostic measures, reading and interpreting the reports, and making and implementing instructional decisions based on the data.

CORE services to support implementing KeyPhonics may be provided remotely or in person through flexible, cost-effective packages. CORE offers training, data study and system support and coaching services. Services below can be combined in ways that make sense for your specific needs and budget. The services below describe the remote learning options.

Audience:

- Classroom teachers, literacy coaches, district and school leadership, and specialists
- Up to 40 participants with one instructor and a district or school co-facilitator
- Separate sessions for elementary, middle schools and high schools recommended

Initial Trainings:**Initial Training for site administrators and teachers (90-minute session):**

All staff receive training on how to use KeyPhonics and learn why KeyPhonics provides one of the most reliable, accurate and efficient pictures of students' phonics skills.

Understanding the reports for administrators (90-minute session):

Administrators learn what questions the reports answer, how to read and interpret the reports, and identify ways to use the data to provide support to teachers and students.

Understanding the reports for teachers (90-minute session): Teachers learn how to read and interpret the reports and how the data may assist them when planning instruction.

Format:

- 90-minute sessions delivered to each audience on separate days or to the different audiences on the same dates
- Understanding the Reports may be later than the Initial Training session

Participant Outcomes

- Learn how to use KeyPhonics
- Learn how to read and interpret the reports and the application of the data to instructional moves

Course Schedule Options

- Time schedule will be coordinated with the client and is flexible to meet client need.

Audience:

- Classroom teachers, literacy coaches, district and school leadership, and specialists
- Up to 40 participants with one instructor and a district or school co-facilitator
- Separate sessions for elementary, middle schools and high schools recommended

Format:

- 90-minute sessions delivered to each audience at separate dates during the year

Data Study Sessions:

First Data Review (90-minute session): Now that you have data a CORE consultant will facilitate analysis, next steps for further diagnostics, and the development of an instructional action plan.

Second Data Review (90-minute session): Working with a CORE consultant, review newest screening data to identify any material and curriculum gaps, update your instructional and intervention plans, and determine professional development and support needs.

End-of-Year Data Review (90-minute session): The CORE consultant will work with you to review end-of-year data, evaluate student progress, and make an action plan based on the results.

Participant Outcomes

- Analyze initial data to identify material and instructional needs
- Develop intervention plans
- Determine student needs and/or educator professional support needs

Course Schedule Options

- These sessions should be scheduled after initial data collected, then later after a subsequent round of data collected and then in the latter part of the year.

Audience:

- Building and district administrators and coaches
- Up to 40 participants with one instructor and a district or school co-facilitator
- Best if separate grade bands (elementary, middle, high school)

Format:

- Generally, multiple 60-90-minute online sessions for Leadership Support
- Generally, multiple 60-90-minute online sessions for Teacher coaching support

System Support and Coaching (10-hour Remote Consulting Package; multiple packages may be purchased):

Coaching Services for Teachers: The CORE consultant will coach teachers individually or in groups and will focus on the screening data, recommend instructional moves, model lessons as needed, and even watch lessons remotely and provide feedback. Each coaching session will end with a short meeting to debrief the site principal.

Leadership and Capacity-building Support: The CORE consultant will schedule sessions with coaches and site administrators to identify and support the instructional needs of the teachers with a focus on developing their capacity to sustain the use of KeyPhonics within a complete assessment system. These services can include an audit of current instructional materials to determine how well they align to the science of reading, provide rigor of content, and are culturally responsive. The CORE consultant will make recommendations for other resources, conduct joint remote classroom walk throughs, lead a review of the science of reading and effective instruction, analyze all literacy-related data, and identify professional learning that may be needed. Personalized mentoring can be a part of this package. In addition, time may be spent developing a comprehensive multi-tiered plan.

Participant Outcomes

- Observe and support teachers in their use of KeyPhonics
- Lead data analysis
- Identify instructional and material needs

Course Schedule Options

- Time schedule will be coordinated with the client and is flexible to meet client need.