Content planning overview:

Course topic: A road map for secondary schools to provide specific, practical guidance about how to implement an effective multi-tiered system of support approach and help older struggling students catch up.			
Themes	**Module number**	**Title**	**Length (minutes)**
Overview	Introduction	My story and the purpose of the project: Why? What? Who?	4'17
MTSS	1	About older struggling readers	13'09
	2	The components of Multi-Tiered System of Support (MTSS) model	17'00
	3	Screening and identification of underachieving secondary students	10'35
Tier 1	4 (two parts)	Overview of the Science of Reading	8'22
		Unlocking learning: the role of cognitive science and explicit instruction	10'55
	5 (two parts)	Strengthening Tier 1 core instruction with high-impact teaching practice	14'27
		Tier 1 instruction that promotes reading in all classrooms	16'55
Tier 2 & 3	6	Guidelines about effective interventions	TBA
	7	Progress monitoring and intensification of intervention	TBA

Detailed Outline:

Introduction: Overview of the module series
Listen to me explain the purpose and the content overview of the training course.

Theme: Implement a Multi-Tiered of Support System (MTSS) framework to better assist Years 7 to 9 students struggling with reading

Duration – 40 minutes
Number: x3 modules

In the first series of modules, we will provide an overview of the research on adolescent literacy and identify the components of a Multi-Tiered System of Support (MTSS) framework.

- **Module 1: About older struggling readers**
  In the first module, we will provide an overview of the research on adolescent literacy and identify the common reading profiles of older students and why they struggle
- **Module 2 Components of Multi-Tiered System of Support (MTSS) model**
  In the second module, we will identify the components of MTSS and highlight the challenges and benefits of implementing MTSS in a secondary setting
- **Module 3 Screening and identification**
  In the third module, we will discuss the importance of early identification and the role of assessment. We will explore the different types of assessment across the year, including screening and diagnostic assessments for grade 7 and above.

Theme: High-impact and evidence-based Tier 1 instruction for the secondary classroom in the second series of modules, we will describe effective and evidence-based teaching and learning practices to implement in secondary classrooms aimed at all students.

Duration – 50 minutes
Number: x 4 modules

- **Module 4.1 overview of the Science of Reading**
  In Part 1, we will provide an overview of the Simple View of Reading
- **Module 4.2 Research in cognitive science and its implication for teaching and learning**
  In Part 2, we will provide the research underpinning how our brains learn and provide evidence to support explicit instruction. Both have significant implications for designing and delivering effective instruction and intervention in high schools.
- **Module 5.1 Strengthening Tier 1 core instruction with high-impact instructional practices**
  In Part 1, we will describe how to utilize high-leverage and evidence-based instruction in the secondary classroom, including systematic explicit instruction, questioning techniques and ongoing formative assessments.
- **Module 5.2 Tier 1 instruction that promotes reading in all classrooms**
  In Part 2, we will describe high impact teaching strategies and successful school initiatives that promote reading in the secondary classroom.

Theme *: Tier 2 and 3 reading interventions*

Duration – TBA minutes
Number : x3 modules

- **Module 6.1 Guideline for effective reading interventions**
  In Part 1, we will discuss how to select an appropriate intervention to meet student needs and provide an overview of intervention best-practices for word reading & study, fluency, vocabulary and comprehension
  Module 6.2 deep dive in word study, vocabulary and reading comprehension strategies.
  To be released next year, upon request.

- **Module 7 Progress monitoring and intensification of instruction for older struggling readers**
  In the seventh module, we will discuss monitoring practices to track progress and assess the effectiveness of interventions for students at risk. We will also learn about how to intensify interventions for students who are not making adequate reading growth despite already receiving an intervention, including dosage, frequency, duration. A fidelity checklist for implementation will be provided.