



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# The Comprehensive Literacy Curriculum Review & Selection Process

## Evaluating Alignment with the Science of Reading (SoR)

Technical Assistance Partnership (TAP) for Academics at the University at Albany, SUNY

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Agenda

- **Welcome**
- **Purpose and Outcomes**
- **Sections**
  - What is a district review & selection process?
  - How does the team conduct a curriculum review?
- **Wrap-up and Survey**

# Slide Markers



**Activity**



**Reflection**



**Handout**



**Poll**



**Discussion**

# Introductions

- Name
- Role
- District
- School
- Population Served

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other's needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

# Training Objectives

- **Participants will be able to:**
  - Explain the steps in an Initiative Review and Selection Process.
  - Describe the purpose of a Comprehensive Literacy Curriculum Review and Selection Process.
  - Use The Reading League's Curriculum Evaluation Guidelines (CEGs) to evaluate a literacy curriculum for alignment to the SOR.



# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Materials

- **Participant Packet**
  - This packet includes key information, space for notes, and resources.
- **[Click here for the Curriculum Evaluation Guidelines](#)**
  - Please download a copy of the CEGs and Reviewer Workbook.

# What is an Initiative Review and Selection Process?

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Understanding the What and Why



# Anticipating & Preventing Failure



## Warm-Up



- Read *Performing a Project Premortem*, by Gary Klein.
- Imagine you've adopted a K-5 literacy curriculum for use in your district, and it has failed "spectacularly."
- Jot down as many reasons you can think of as to why the implementation (full and effective use) of that curriculum failed.
- Be ready to share!

# Defining the Review & Selection Process

What is a district review and selection process?

***“A process that leads to careful analysis of a proposed evidence-based program, practice, or assessment to inform a selection or de-selection decision.”***

-Michigan Multi-Tiered System of Supports (MTSS) Technical Assistance Center

# Steps in the Review & Selection Process

What is a district review and selection process?

1. Identify the Need for the Review
2. Gather Preliminary Information
3. Assemble a Review Team
4. Complete the Review Tool(s)
5. Summarize Findings
6. Seek Approval
7. Implement and Monitor

## Review & Selection Steps

- Review the Steps to an *Initiative Review and Selection Process* and *Example Scenario* in your Participant Packet.
- Consider the reasons for failure you identified in the initial Premortem activity.
- Reflect on the following questions:
  - What steps do your reasons for failure align with?
  - What are some take-aways you have about planning and executing a comprehensive Initiative Review and Selection Process?



**Stop and Think**





# How is a Curriculum Review and Selection Process Conducted?

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Steps in the Initiative Review and Selection Process





# Step 1

**Identify the Need for a Review**

What do we  
mean by,  
“curriculum?”

## Curriculum Defined

In this training, we use the term curriculum to refer to:

- The *plan* for what content, concepts, and skills a student will learn.
- The *material resources* used by teachers to implement the plan.

## What is a curriculum review?

### Curriculum Review Defined

A comprehensive curriculum review for literacy instruction is a process conducted by an educational organization that is:

- Informed by research and data.
- Systematic.
- Used to determine the presence or absence of key instructional and content components.
- Sensitive to the needs of diverse learners across grade levels.
- Culturally responsive and sustaining.
- ***Used to guide additions/adjustments.***

# The Promise of Highly Effective Instruction

## Why conduct a review?

Although students nationwide are struggling with reading proficiency, we have access to instructional practices that can change these outcomes.

*“Highly effective general classroom instruction can drastically reduce the rate of struggling readers.”*

(e.g., Foorman et al., 1998)

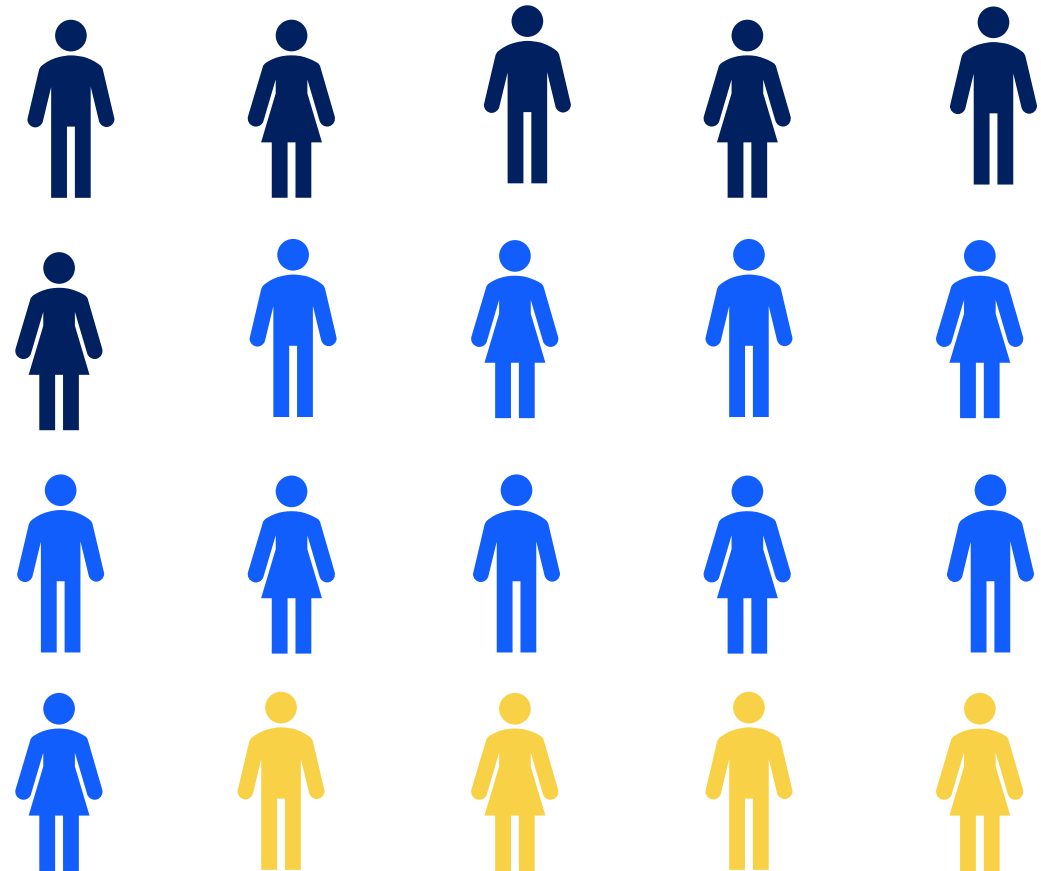
*“A great majority of reading difficulties can be prevented or eliminated with highly effective instruction and intervention.”*

(e.g., Foorman & Torgesen, 2001; Mathes & Denton, 2002; Torgesen, 1998, 2000, Torgesen et al., 2001)

# Effective Instruction for *All* Students

Why is this approach to instruction so important?

- Learn to read from most forms of instruction; benefit from explicit, systematic literacy instruction - ~30%
- Require explicit, systematic, literacy instruction - ~50%
- Require explicit, systematic, literacy instruction *with* intensification - ~20%



# Reasons for a Curriculum Review

## Why conduct a review?

- Ensure curriculum alignment to the latest research.
- *The perfect program does not exist.*
- Use student data to drive decision making.
- Identify instructional and material gaps.
- Recognize when materials have too many limitations.
- Instructional quality is key.
- Provide essential information not seen in a classroom observation.
- Communicate a commitment to ongoing improvement.
- Core curriculum forms a foundation for and must be aligned across ALL tiers of service.

# Reading Research

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What do we know about highly  
effective instruction?



# SoR

## Definitions

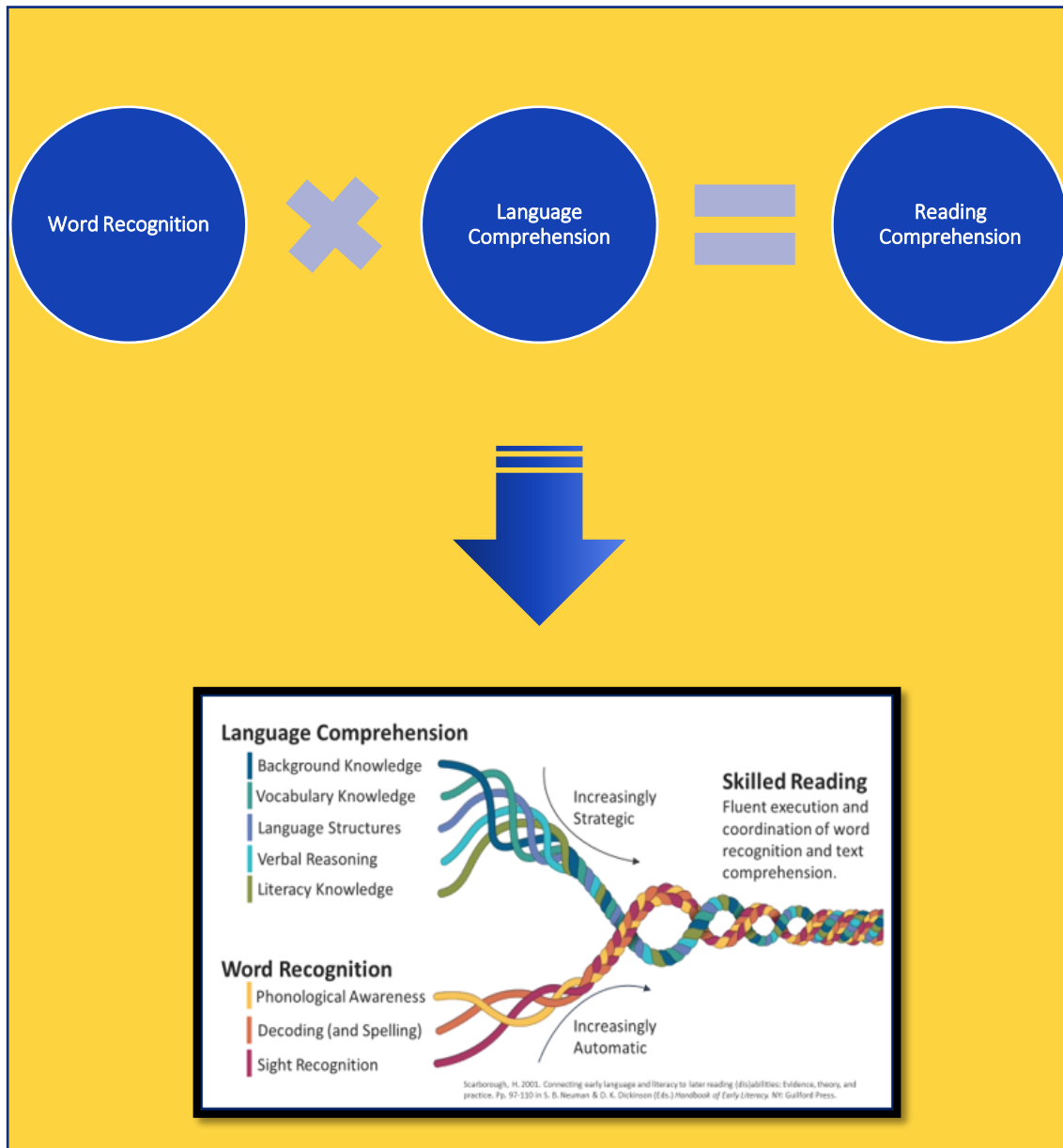
“‘The Science of Reading’ is a phrase representing the accumulated knowledge about reading, reading development, and best practices for reading instruction obtained by the use of the scientific method.”

Petscher et al., 2020

“The Science of Reading is a vast, interdisciplinary body of *scientifically-based research* about reading and issues related to reading and writing.”

The Reading League





## Key Instructional Areas

### Word Recognition

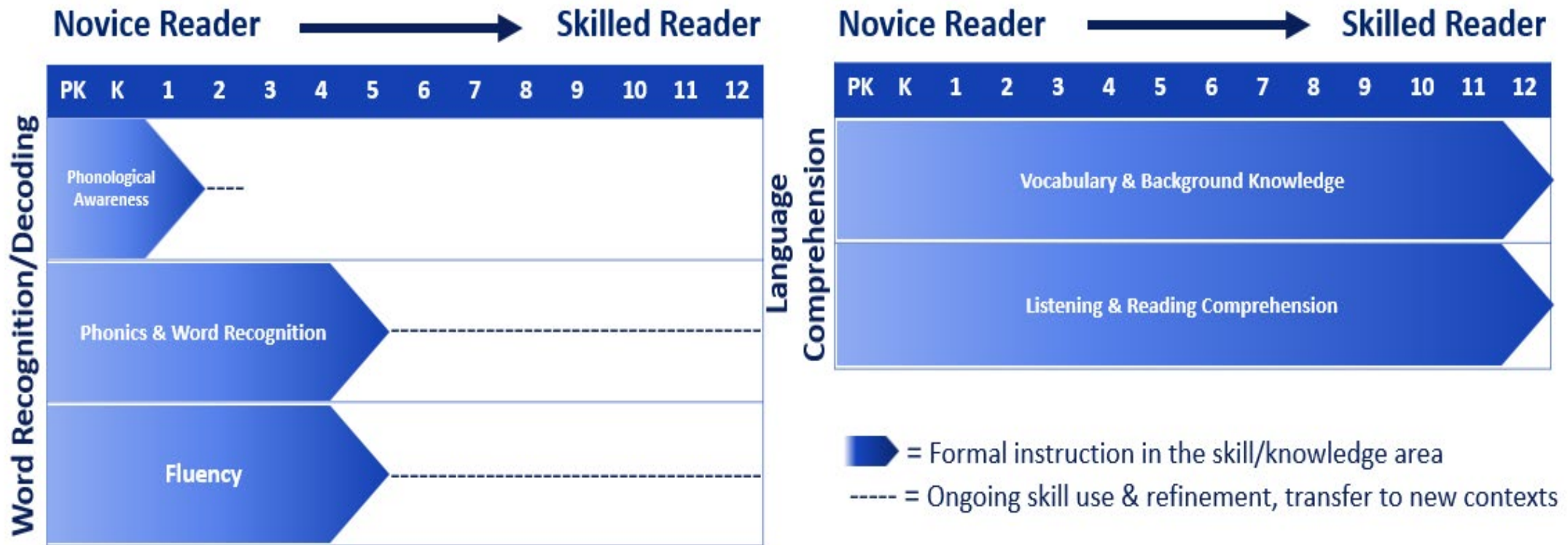
- Phonological Awareness
- Phonics & Word Recognition
- Fluency

### Language Comprehension

- Vocabulary and Background Knowledge
  - Vocabulary
  - Background Knowledge
- Listening and Reading Comprehension
  - Language Structure
  - Verbal Reasoning
  - Literacy Knowledge
  - *Reading Comprehension Strategies*

# Learning Progression for Developing Skilled Readers

## Timeline for Key Instructional Areas





# The Importance of Writing

*“Reading and writing are their own distinct but interconnected set of skills.”*

St. Martin et al., 2020

- **Skilled reading and writing:**
  - Depend on shared knowledge, processes, and skills.
  - Require significant amounts of instruction, both separately and in combination.

# Supporting Diverse Learners

## Students with Disabilities

Students with disabilities need:

- **Core (tier 1) instruction that promotes increased participation in the general education setting.**
- **Access to evidence-based, standardized interventions (tier 2).**
- **Individualized intensification (tier 3) of research-aligned core literacy curriculum and interventions.**





# Supporting Diverse Learners

## English Learners/Emergent Bilinguals & Speakers of Other Dialects

**Students who speak a language or dialect other than General American English need:**

- Their home language or dialect to be honored.
- Extra support and exposure to English oral language.
- Expanded opportunities to engage with General American English text.



## Recognizing Critical Warning Signs

- Does a program you are considering claim alignment with any of the following approaches?
  - Whole Language/Discovery Learning
  - Three-Cueing System/Meaning-Structural-Visual (MSV)
  - Balanced Literacy
- Is there a suggestion not to adopt a common program and to ask teachers to create their own materials?

***These signal that curricular materials will be misaligned with SoR and inadequate for improving literacy outcomes.***



# Curriculum Evaluation Guidelines

## The Reading League

- **Review The Reading League's Curriculum Evaluation Guidelines**
- **Consider the following questions:**
  - What alignment do you notice between the guidelines and the key instructional areas?
  - What was the process like for selecting your current literacy curriculum?
  - What questions do you have about your K-5 literacy curriculum after looking at this?
  - How might this information help you communicate the need for a new literacy curriculum?
- **Be ready to share!**



## Stop & Think



# Step 2

## Gather Preliminary Information



# Gather Preliminary Information

## Activities in the Process

- A. Explore Perceptions
- B. Gather Additional District Data
- C. Narrow Curricula for Review
- D. Organize Sample Curriculum Materials
- E. Prepare Review Tools



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# A. Explore Perceptions

## Gather Preliminary Information

- It is essential that all staff and community members understand:
  - What is occurring.
  - Why this work is being done.
  - Their voices are heard.
  - The process is ***not*** a teacher evaluation.
- Strategies for communicating with staff and community members may include:
  - Written or verbal announcements.
  - Surveys.
  - Listening sessions/focus groups.



## In your experience...

- Have you seen communication with staff and community members affect initiatives *positively*?
- Have you seen communication with staff and community members affect initiatives *negatively*?
- What tips do you have?

**Stop & Think**



# B. Gather Additional District Data

## Gather Preliminary Information

- **Analyze student outcome data (universal screening and state tests) to determine skill strengths and needs.**
  - Curriculum-Based Measures (CBM) like DIBELS, Acadience, and easyCBM offer the clearest picture of literacy subskills.
- **Conduct an inventory of literacy instructional and intervention materials.**
  - These help to guide alignment between tiers of instruction.

# C. Narrow Curricula for Review

## Gather Preliminary Information

- **Identify 1-3 representatives with deep knowledge of SoR to organize preliminary information.**
  - Possible examples include the Literacy Specialist, Assistant Superintendent of Curriculum and Instruction, and a Special Education Teacher.
- **Order samples of literacy curricula being considered and request an overview from product representatives to begin narrowing down a list of 1-3 curricula to review in depth with a full review team.**
- **Confirm a final set of curricular options (1-3 programs) to review with district leadership.**

# D. Organize Sample Curriculum Materials

## Gather Preliminary Information



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- Organize and *provide an overview* of the following for easy access by review team members
  - Teacher's manual.
  - Scope and sequence for each grade.
  - Materials containing foundational skills instruction.
  - Example lessons from each grade.
  - Student practice texts.
  - Access to digital materials.
  - Suite of district assessments.

# E. Prepare Review Tools

## Gather Preliminary Information

### Prepare CEGs & The Hexagon Tool

- Plan and prepare to practice as a team.
- Decide where ratings and notes will be stored.

#### The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

#### IMPLEMENTING SITE INDICATORS

##### CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financial capacity
- Structural capacity
- Cultural responsiveness capacity

Buy-in process operationalized

- Practitioners
- Families

##### FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

##### NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

#### PROGRAM INDICATORS

##### EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

##### USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

##### SUPPORTS

Expert Assistance

Staffing

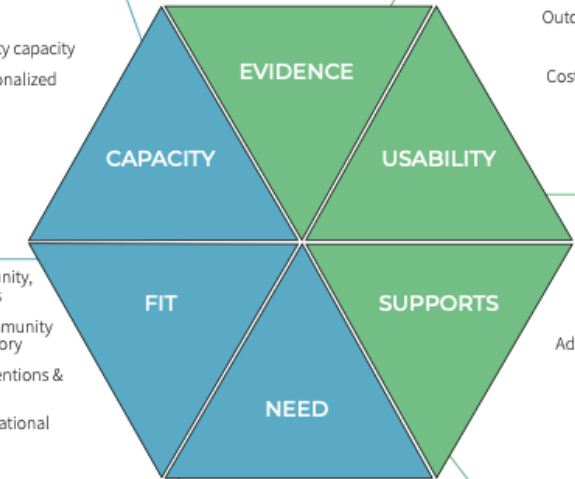
Training

Coaching & Supervision

Racial equity impact assessment

Data Systems Technology Supports (IT)

Administration & System





# Step 3

## Assemble a Review Team

# Team Roles for Effective Meetings

## Who is on the curriculum review team?

<b>Team Lead/ Facilitator</b>	<ul style="list-style-type: none"><li>✓ Organizes the review process, materials, and member roles.</li><li>✓ Conducts a pre-work review of the curriculum.</li><li>✓ Schedules meetings to conduct the review.</li><li>✓ Distributes the agenda prior to meetings and solicits feedback.</li><li>✓ Facilitates discussion during review meetings.</li></ul>
<b>Notetaker</b>	<ul style="list-style-type: none"><li>✓ Prepares and provides copies of the agenda for meeting participants.</li><li>✓ Takes minutes during meetings and ensures timely distribution of those minutes.</li></ul>

# Team Roles for Effective Meetings

## Who is on the curriculum review team?

<b>Data Analyst</b>	<ul style="list-style-type: none"><li>✓ Collects and organizes data to be reviewed prior to meetings in a way that can be easily understood and discussed.</li><li>✓ Leads a review of the data during meeting(s) and answers any questions.</li></ul>
<b>Review Team Member</b>	<ul style="list-style-type: none"><li>✓ Reviews instructional and/or assessment materials to locate evidence of red flag practices.</li><li>✓ Documents specific language and location of red flags in the curriculum.</li><li>✓ Individually and collectively scores each component within the workbook.</li><li>✓ Convenes with other members to discuss findings and norm on a score for each component.</li></ul>

# Review Team Representation

Who is on the review team?

- **Building and District Leadership**
- **Instructional Staff/Grade Level Representation**
- **Special Education Representation**
- **Interventionist/Reading Specialist**
- **Bilingual/Dual Language Immersion (DLI) Educator**
- **Family/Community Representation**

# Team Member Expertise

Who is on the review team?

- **All members should have at least entry level knowledge of reading science.**
- **At least one member must demonstrate:**
  - Deep knowledge of reading science.
  - Fluency/understanding of assessment data.
  - Decision making authority.
  - Knowledge of capacity [e.g., budget, training, staffing, time for professional development (PD), etc.].

# Step 4

Complete the Review Tool(s)

## The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

### IMPLEMENTING SITE INDICATORS

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- Families

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#### NEED

Target population identified

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### PROGRAM INDICATORS

#### EVIDENCE

Strength of evidence—for whom in what conditions:

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- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

#### USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

#### SUPPORTS

Expert Assistance

Staffing

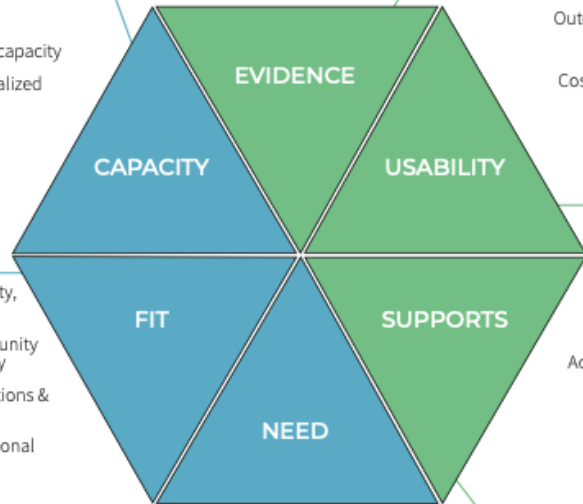
Training

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Racial equity impact assessment

Data Systems Technology Supports (IT)

Administration & System



## Using the Hexagon Tool in the Review

1. Identify the Need for the Review
2. Gather Preliminary Information
3. Assemble a Review Team
4. **Complete the Review Tool(s)**
5. Summarize Findings
6. Seek Approval
7. Implement and Monitor



# CEGs Reviewer Workbook

Process	Resource
1. Determine which section of the CEGs you will be reviewing and for what grades. Read through the red flags you will be searching for.	The Reading League's Curriculum Evaluation Guidelines
2. Locate evidence of red flags within the curriculum (e.g., scope and sequence, individual lessons, ancillary materials) <ol style="list-style-type: none"> <li>Review the scope and sequences for evidence of components</li> <li>Thoroughly examine modules/units and individual lessons</li> <li>Review ancillary Tier I curriculum materials for evidence (e.g., assessment documents)</li> </ol>	Curriculum Materials
3. As you review each component, determine the extent to which the corresponding red flag statement is true, then select the appropriate rating in the drop down menu for that component as outlined below: <ul style="list-style-type: none"> <li>1 - Red Flag statement is False</li> <li>2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned</li> <li>3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum</li> <li>4 - Red Flag statement is always true, pervasive, and/or integral to curriculum</li> </ul>	Reviewer Workbook
4. Use the notes section of each component as needed or directed to by your team lead. Examples of helpful notes to capture would be keywords that describe a practice listed within the CEGs, specific examples, and precise locations of evidence.	Reviewer Workbook
5. Determine if you will be looking for optional aligned components and if so, take notes in those sections.	Reviewer Workbook

# Reviewer Workbook

## Digging Deeper

- Review The Reading League's *Curriculum Evaluation Guidelines: Reviewer Workbook*
- Consider the following questions:
  - What sticks out to you?
  - How might a rating of each red flag be helpful when conducting a review?
  - How else might this document be helpful when conducting a review?
- Be ready to share!



**Stop & Think**



# Red Flags Example #1

## Using the Reviewer Workbook

**Per the teacher's manual, teachers are instructed to accept the following responses as correct when asking students to read aloud:**

- **You can see the paws.**
- **You can see the legs.**
- **You can see the feet.**
- **You can see the toes.**



**You can see the paws.**



# Red Flags Example #1, Continued

## Using the Reviewer Workbook



 Be a Word Detective!  
When you come to a word you can't figure out use your strategies!

 Eagle Eye Look at the picture	 Lips the Fish Say the first sound	 Stretchy the Snake S-t-r-e-t-c-h it out	 Chunky Monkey Look for chunks
 Flippy Dolphin Flip the vowel sound	 Skippy Frog Skip over the word	 Tryin' Lion Try a word that makes sense	Ask Yourself: Does it make sense?  Does it sound right?  Does it look right? 

**Supplemental curriculum materials include these visuals as a resource for teachers to use with students.**

# Red Flags Example #2

## Using the Reviewer Workbook



- Teacher says: So, when I look at this word I see “sh-” at the beginning. I know those letters together say “/sh/.” Next, I see “ee.” I know those letters together make the “/ē/” sound. And at the end I see a “t,” which makes the sound “/t/.” I know all the sounds that match with those letters, so my brain automatically, or quickly, reads the word “sheet.”
- Teacher says: Another tool readers can use is looking for clues in the picture.
- Teacher writes: “Look for picture clues” on the Toolbox chart.
- Teacher says: Picture clues won’t always work because pictures don’t always match the words. Other times we don’t have pictures at all when we are reading. But, if you’ve tried your first tool, looking at the letters, and you still aren’t sure how to read the word, then you can try this tool.

# Red Flags Example #3

## Using the Reviewer Workbook



- **Note: Students have learned sound-symbol associations for consonants and short vowels.**
  - The teacher reviews previously learned sound-symbol correspondences.
  - Children decode words containing these sound-symbol correspondences blending from first to last sound.
  - Students practice decoding in books controlled for known sound-symbol correspondences.
  - If a child produces a wrong sound or guesses the word based on the first letter, they are given immediate corrective feedback.



# Completing the CEGs

## Complete the Review Tool(s)

- 1. Enter Draft Ratings and Comments**
  - Provide individual copies of the Reviewer Workbook.
- 2. Review Team Discussion**
  - Use independent review notes for team norming.
- 3. Assign Ratings**
  - Come to consensus as a team on a final rating for each statement.
- 4. Look for Aligned Practices**
  - Possible task of team lead.
  - Based on data review.
- 5. Identify Any Follow-Up Needed**
  - Community share-out.
  - Need to address gaps or redundancies.



# Analyze Review Tool Ratings

## Complete the Review Tool(s)

### 1. Schedule Separate Time

- Allow ample time to identify needs.

### 2. Look at the Big Picture

- Use student data and red flag ratings.
- How do curricula evaluated compare to one another?

### 3. Discuss Details

- Review notes for each red flag and aligned practice to determine evidence for each curriculum evaluated.
- Further evaluate student data.

### 4. Review Results of The Hexagon

- Evaluate how well each possible curriculum meets needs and can be supported.

## The Hexagon: An Exploration Tool

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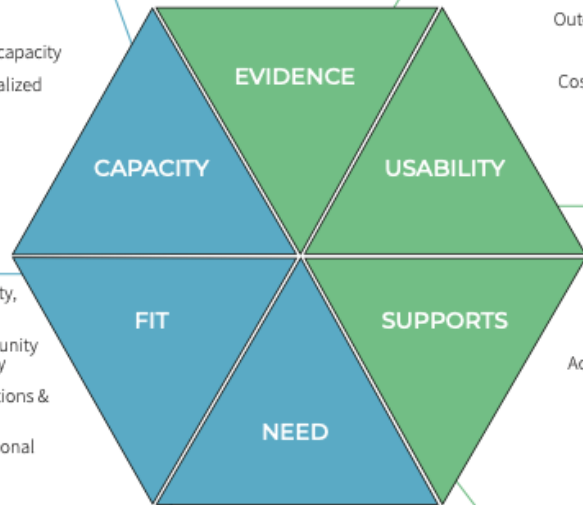
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## Review Results of the Hexagon

- Carefully evaluate ratings on all *Implementing Site Indicators and Program Indicators*.
- Keep in mind that *Evidence* is primarily evaluated through use of the CEGs but can be supported by other sources.
  - What Works Clearinghouse
  - National Center on Intensive Intervention: Academic Intervention Tools Chart
- Consult your student performance data and knowledge of your community, initiatives, staff, material resources, and systems for *implementing site indicators*.

# Steps 5 & 6

Summarize Findings & Seek Approval

# Develop a Summary of Findings

## Summarize Findings & Seek Approval



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- A designated review team member should summarize results of the team's findings.
  - Strengths and weaknesses of each curriculum/program reviewed.
  - Alignment with district needs and other instructional initiatives/materials.
  - Necessary resources and the feasibility of implementation.
  - A final recommendation for which curriculum (if any) should be selected.

# Seek Formal Approval for the Decision

## Summarize Findings & Seek Approval

- **The review team Facilitator submits the summary to the appropriate district decision-maker.**
  - Examples include the Assistant Superintendent of Curriculum and Instruction and the Superintendent.
- **District leadership obtains any other necessary information and seeks final approval, if necessary.**
  - Examples include more information on funding or contract obligations.
  - Communication with the Board of Education for final approval.



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# Step 7

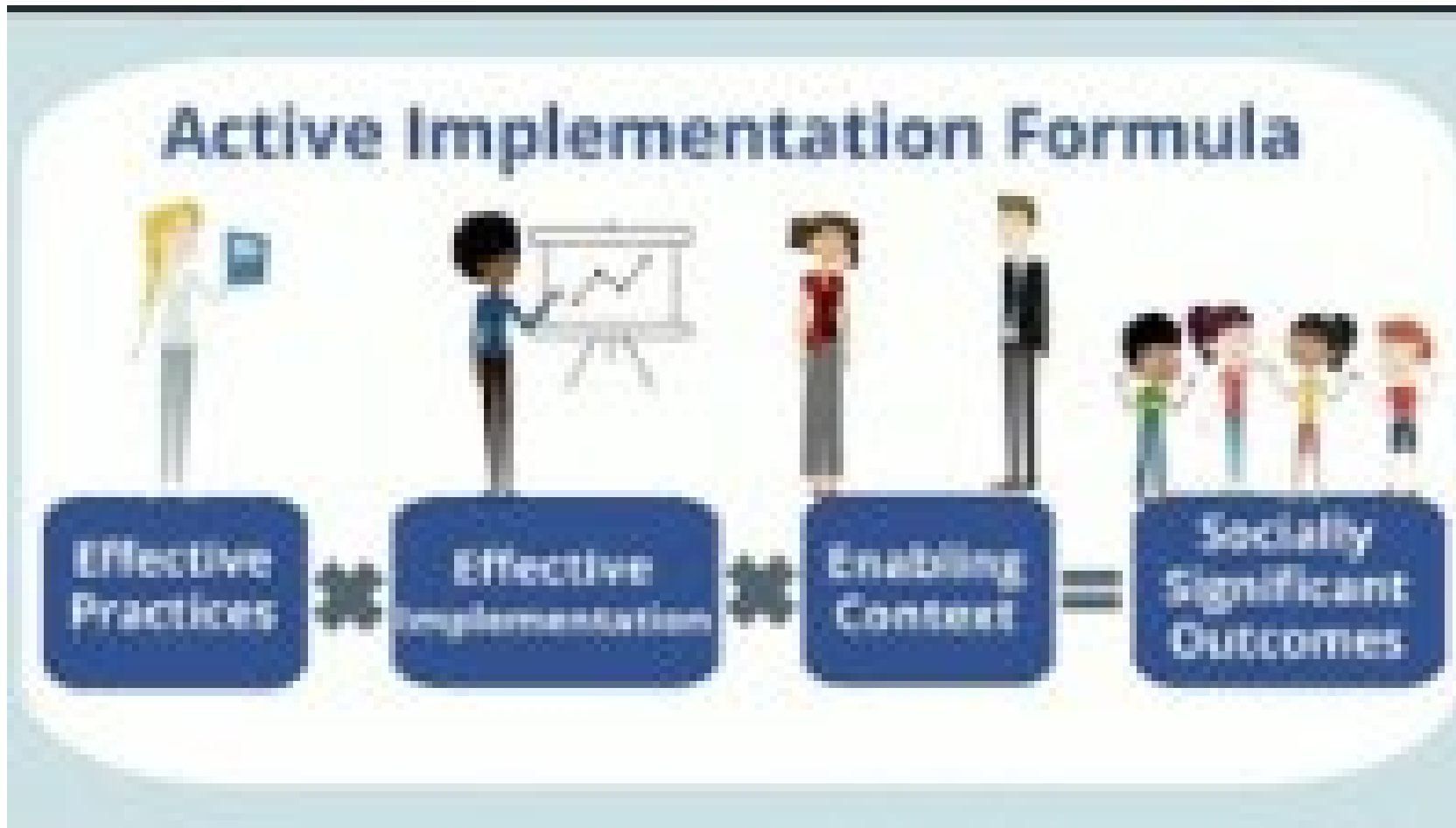
## Implement and Monitor

# Why plan for implementation?

***“Put a good practice in a bad system and the system wins, no contest.”***

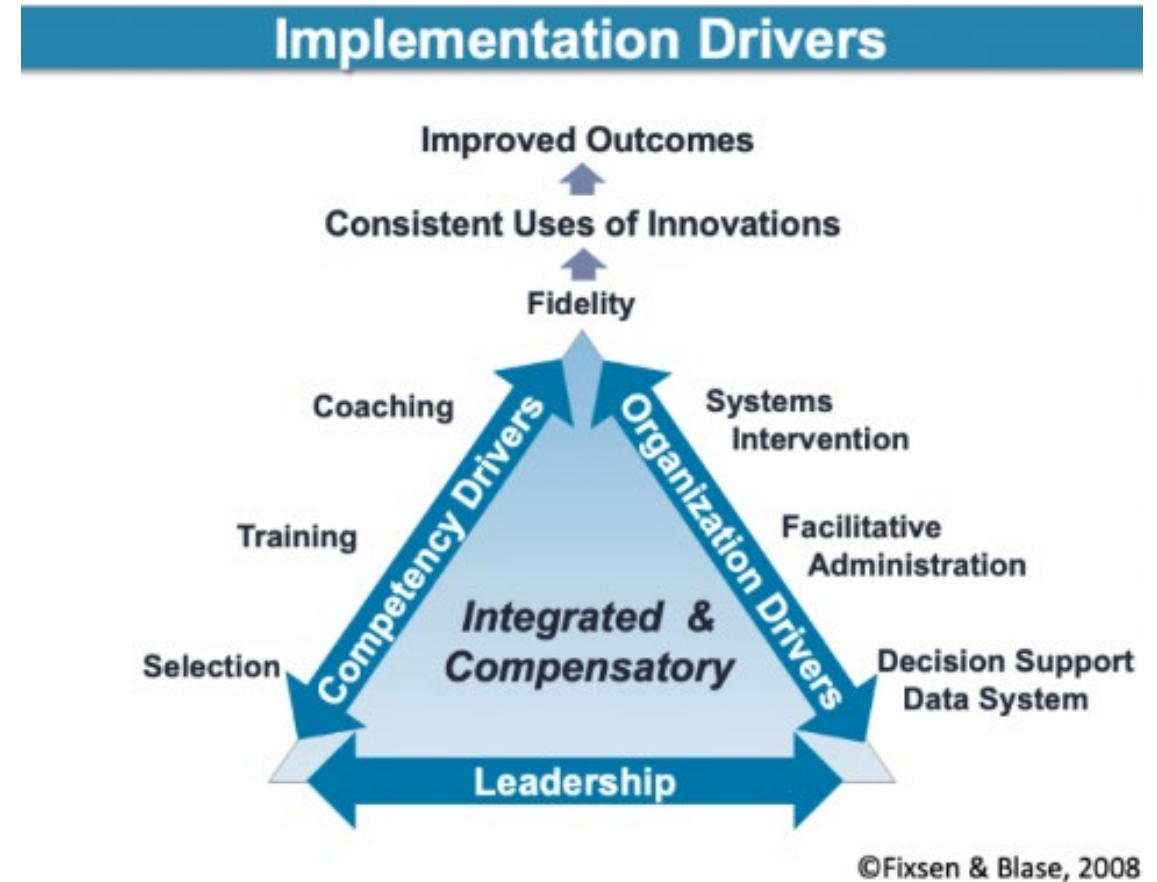


# What does successful implementation require?



# Use Tools to Plan for Implementation

- **Understand what drives successful implementation.**
  - Competency Drivers
  - Organization Drivers
  - Leadership
- **Evaluate each area and plan to strengthen prioritized areas:**
  - District Capacity Assessment (DCA; NIRN, 2019)
  - Drivers Best Practice Assessment (DBPA; NIRN, 2019)



## Implement and Monitor the Plan

- **Clearly communicate decisions, including the implementation plan to all relevant stakeholders.**
  - Educators
  - Families
  - Students
- **Implement the plan to build district capacity for delivering the newly selected curriculum.**
  - Follow your action plan based on your assessment tool results.
- **Monitor and adjust the implementation plan as data indicate.**
  - Capacity data (DCA or DBPA data)
  - Fidelity data (curriculum fidelity)
  - Student data (district, school, grade, subgroup)



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# Planning for Implementation

## Understanding Implementation Drivers

- **Review the DBPA to better understand what items are asked about each implementation driver.**
  - How might these questions prompt you to prepare a well-developed plan for implementing a new curriculum?
  - What questions or thoughts do you have?
- **Be ready to share!**



## Review & Discuss



# Questions and Answers



# Exit Ticket



- **Share one next step you plan to take!**
  - Spend time learning more about the SoR
  - Meet with key stakeholders to understand views on the current curriculum.
  - Look over your curriculum for evidence of problematic practices.
  - Learn more about Implementation Science.
  - Check out the Office of Special Education Educational Partnership website for resources.
  - Others?

# Training Evaluation Survey

[Click this link to take survey](#)