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Description automatically generatedCoursework Planning Form: Faculty**

**Addressing Content Instruction across Courses**

**Directions:** In the top row, provide the number and name for each course in your program that addresses the topic. Provide the semester the course is taken. Put an X in the cell to indicate what resources will be used in each course. Once completed, ensure there is no overlap in resources across programs (unless intentional). Additionally, ensure there is not an overload of IRIS activities across courses offered in the same semester.

|  | **Course Name and Number; Semester** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Modules |  |  |  |  |  |  |
| [CSR: A Reading Comprehension Strategy](https://iris.peabody.vanderbilt.edu/module/csr/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](https://iris.peabody.vanderbilt.edu/module/ebp_01/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_02/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_03/) |  |  |  |  |  |  |
| [Executive Functions (Part 1): Understanding Why Some Students Struggle](https://iris.peabody.vanderbilt.edu/module/ef1/) |  |  |  |  |  |  |
| [Executive Functions (Part 2): Strategies to Improve Students’ Academic Performance](https://iris.peabody.vanderbilt.edu/module/ef2/) |  |  |  |  |  |  |
| [Providing Instructional Supports: Facilitating Mastery of New Skills](https://iris.peabody.vanderbilt.edu/module/sca/) |  |  |  |  |  |  |
| [Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas](https://iris.peabody.vanderbilt.edu/module/sec-rdng/) |  |  |  |  |  |  |
| [Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies](https://iris.peabody.vanderbilt.edu/module/sec-rdng2/) |  |  |  |  |  |  |
| [SRSD: Using Learning Strategies to Enhance Student Learning](https://iris.peabody.vanderbilt.edu/module/srs/) |  |  |  |  |  |  |
| Case Studies |  |  |  |  |  |  |
| [Algebra (Part 1): Applying Learning Strategies to Beginning Algebra](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_alg1.pdf) |  |  |  |  |  |  |
| [Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_alg2.pdf) |  |  |  |  |  |  |
| [Comprehension and Vocabulary: Grades 3–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_compvoc.pdf) |  |  |  |  |  |  |
| [Early Reading](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf) |  |  |  |  |  |  |
| [Fluency and Word Identification: Grades 3–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_flu.pdf) |  |  |  |  |  |  |
| [Written Expression: Grades 2–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_writex.pdf) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Graphic Organizers](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf) |  |  |  |  |  |  |
| [Mnemonic Strategies: Keyword Method](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Mnemonic_Strategies.pdf) |  |  |  |  |  |  |
| [Note-Taking: Why Some Students Struggle](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Note_Taking_Why_Struggle.pdf) |  |  |  |  |  |  |
| [Reading Comprehension: Comparing High & Low Achievers](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Reading_High_and_Low_Achievers.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [5 Steps to Individualize Writing Instruction](https://www.ascd.org/el/articles/5-steps-to-individualize-writing-instruction) |  |  |  |  |  |  |
| [7 Reasons Why Differentiated Instruction Works](https://www.ascd.org/blogs/7-reasons-why-differentiated-instruction-works) |  |  |  |  |  |  |
| [A Practical Guide to Planning for Intentional Differentiation](https://www.edutopia.org/article/practical-guide-planning-intentional-differentiation) |  |  |  |  |  |  |
| [A Range of Writing across the Content Areas](https://www.readingrockets.org/article/range-writing-across-content-areas) |  |  |  |  |  |  |
| [Activating Prior Knowledge with English Language Learners](https://www.edutopia.org/article/activating-prior-knowledge-english-language-learners) |  |  |  |  |  |  |
| [Algebra for All! Preparing All Students for Success](https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog5_algebra-for-all.asp) |  |  |  |  |  |  |
| [Classroom Integrated Academics and Behavior Brief](https://assets-global.website-files.com/5d3725188825e071f1670246/5d702010ea5148562b2cb383_class%20integrated%20academic%20%26%20behavior%20brief%20rev.%203.20.18.pdf) |  |  |  |  |  |  |
| [Connecting Math and Science to Reading and Writing](https://www.edutopia.org/article/connecting-math-and-science-reading-and-writing) |  |  |  |  |  |  |
| [Differentiation in a Rigid Curriculum](https://www.edutopia.org/article/differentiation-rigid-curriculum) |  |  |  |  |  |  |
| [Effective Instruction as a Protective Factor](https://assets-global.website-files.com/5d3725188825e071f1670246/60353ff902fbf7f24aa6cc43_Effective_Instruction_as_Protection_1.21.2020.pdf) |  |  |  |  |  |  |
| [Five Features of Differentiated Instruction](https://meadowscenter.org/wp-content/uploads/2022/04/Differentiating_Instruction1.pdf) |  |  |  |  |  |  |
| [Flexible Grouping: What You Need to Know](https://www.understood.org/en/articles/what-is-flexible-grouping?_sp=e6d8e5f0-14e4-400c-9566-ae21452dbd28.1664902954429) |  |  |  |  |  |  |
| [IEP Tip Sheet: What Is the Statement of Special Education or SDI?](https://promotingprogress.org/sites/default/files/2021-05/SDI_IEP_Tips.pdf) |  |  |  |  |  |  |
| [Improving Mathematical Problem Solving in Grades 4 through 8](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_mps_tips_072517.pdf) |  |  |  |  |  |  |
| [Reading Instruction: Vocabulary](https://www.adlit.org/adlit-101/essentials-literacy-instruction/reading-instruction-vocabulary) |  |  |  |  |  |  |
| [Reading Intervention Protocol: Partner Reading and Paragraph Shrinking](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school/reading-intervention-protocol-partner-reading-and-paragraph-shrinking) |  |  |  |  |  |  |
| [Reading with Purpose in the Content Areas](https://www.readwritethink.org/professional-development/strategy-guides/reading-purpose-content) |  |  |  |  |  |  |
| [Supporting Student Comprehension in Content Area Reading](https://www.readwritethink.org/professional-development/strategy-guides/supporting-student-comprehension-content) |  |  |  |  |  |  |
| [Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_algebra_summary_072115.pdf) |  |  |  |  |  |  |
| [The 10 Most Significant Education Studies of 2020](https://www.edutopia.org/article/10-most-significant-education-studies-2020) |  |  |  |  |  |  |
| [Using Human-Centered Strategies to Adapt Science Lessons for Remote Learning](https://www.edutopia.org/article/using-human-centered-strategies-adapt-science-lessons-remote-learning?gclid=CjwKCAiArIH_BRB2EiwALfbH1MESHyFIbmAvNjF43NdC5uATeEG-7V58zW7_QXeHi0ia1-IOlQpbRxoC0GEQAvD_BwE) |  |  |  |  |  |  |
| [Why and How Teachers Choose to Supplement Adopted Materials](https://www.wested.org/wp-content/uploads/2017/03/resource-selecting-instructional-materials-brief-2-supplementation.pdf) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Self-Regulated Strategy Development (SRSD): A Framework for Teaching Instructional Strategies](https://iris.peabody.vanderbilt.edu/interview/self-regulated-strategy-development-srsd-a-framework-for-teaching-instructional-strategies/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [English Language Learners: Sheltered Instruction](https://www.youtube.com/watch?v=jkw_wZtJ6hY) |  |  |  |  |  |  |
| [English Language Learners: Unsheltered Instruction](https://www.youtube.com/watch?v=swQzT8rVI08) |  |  |  |  |  |  |
| [HLP #12: Systematically Design Instruction toward Learning Goals](https://highleveragepractices.org/hlp-12-systematically-design-instruction-toward-specific-learning-goal) |  |  |  |  |  |  |
| [HLP #16: Use Explicit Instruction](https://highleveragepractices.org/hlp-16-use-explicit-instruction) |  |  |  |  |  |  |
| [HLP #18: Use Strategies to Promote Active Student Engagement](https://highleveragepractices.org/hlp-18-use-strategies-promote-active-student-engagement) |  |  |  |  |  |  |
| [Welcome to Our New Series on High-Leverage Practices](https://highleveragepractices.org/welcome-our-new-series-high-leverage-practices) |  |  |  |  |  |  |

**Notes on Use**