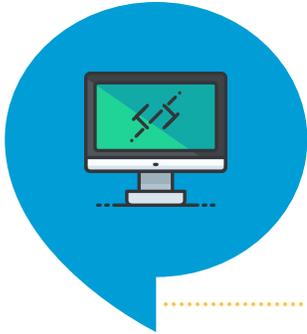


Rhode Island Intensive Math Intervention Project

Impact of BRIDGE-RI Courses on Educator Capacity



BRIDGE-RI Mathematics Courses

Currently, there are 3 self-paced BRIDGE-RI Mathematics Courses: *Core Instruction in the Mathematics Classroom*; *Supporting All Learners in Math: Universal Design, Differentiation, and Scaffolding*; and *Supporting Language Development in Mathematics*.

Number of Educators

270

APPROXIMATELY 270 EDUCATORS FROM AROUND RHODE ISLAND

have taken **at least one of three** existing courses, demonstrating the broader reach of our work.



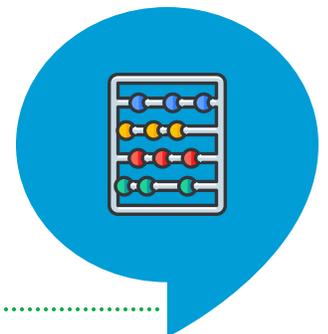
Changing Practices

92%

LEARNED NEW STRATEGIES THEY WOULD APPLY IN THEIR CLASSROOMS

42% of respondents indicated they learned new information they planned to implement **immediately**.

"I really like the thought of posting those positive norms and making the expectations more visible - that learning is more important than performing - this is going to be my favored, more vocalized approach from this point on." (course participant response; *Core Instruction*)



"I will often review incorrect answers and let students know that they don't quite have it right, but ask them to share anyway because it will help us develop a plan for the correct solution. This "risk-taking, mistake valuing" card in the resource is one I will definitely take back to my classroom." (course participant response; *Core Instruction*)

Increasing Knowledge

94%

INCREASED THEIR UNDERSTANDING OF THE SUBJECT
demonstrating the short-term outcome of increasing
educator knowledge of DBI for Math



"I used to think differentiation was extra work creating an "ala carte" style planning. It seemed overwhelming to plan for so much variability in such a short period of time and then to do it all again the next day. But now I realize that differentiation can be done "on the fly" sometimes and is partly what we already do as teachers who get to know our students and make adjustments to meet them where they are at with our content and goals." (course participant response; *Supporting All Learners*)



"Before this section, I thought of differentiation as a very overwhelming task, where I would create numerous tasks for individual students based on their learning needs. Now I see it as an additional tool to be used after already using universal design to reduce major barriers for the majority of learners, with those individuals still in need of additional help." (course participant response; *Supporting All Learners*)



"I used to think I understood the nuanced differences between the terms "accommodation," "modification," and "differentiation." However, I now understand that these terms have intricate connotations that I did not understand to the fullest extent. I have taken one graduate course in Special Education prior to this class, but I did not reap from it the fullest extent of knowledge around these terms and how [they] are put into practice in the classroom. It is difficult to comprehend, let alone realize, best practices for tailoring instruction to each and every learner in our classrooms, though we must be conscious of the unique needs of all of our students in order to ensure equitable education and the opportunity for success for all." (course participant response; *Supporting All Learners*)

