



The State of Iowa's Early Literacy  
Alternate Assessment  
Coaches Webinar  
Support for Implementation  
September 2015

# Outcomes for Today

- Attendees
  - Will report out status
    - Phase I Implementation Recruitment
    - Understanding of Scales
    - Review of Framework for Effective Professional Development that include DLM Professional Development Modules
  - Become familiar with and provide feedback on
    - State of Iowa Draft Coaching Supports
  - Provide input on October Webinar Topics
- IDOE
  - Provide information on November 18<sup>th</sup>- face to face training

# Phase I Implementation Status

- Where are we now?
  - 30% of total population of eligible students in each Urban Education Network District (UEN) and each Area Education Agency (AEA)
    - Recruitment begins August 17<sup>th</sup>
    - Ends November 16<sup>th</sup>
      - Deadline for identifying Phase I schools/students
        - Recommend recruitment as soon as possible to prepare educators and classrooms for implementation

# Understanding of Scales

- Submit questions within survey monkey  
<https://www.surveymonkey.com/r/633VMZK>
- Link also posted alongside recorded webinar on IDOE Alternate Assessments webpage
  - Flow Chart of Options
  - Criteria for Participation
  - Phase I Implementation Timelines and Requirements
  - Introduction Document
  - Scoring Guide Scales 1-6

# Framework for Effective Professional Development



**Students with Significant Cognitive Disabilities**  
Framework for Effective Instruction  
MTSS: Universal Tier  
K-12 Literacy

The Framework for Effective Instruction is the State of Iowa's Model Curriculum Framework for Students with Significant Disabilities. It includes professional development organized into sections that support curriculum alignment and instruction of the Iowa Core Essential Elements. These sections are competencies that define what Iowa teachers of students with significant cognitive disabilities should be able to know and do so their students can access, participate, and demonstrate performance of the Iowa Core Essential Elements. The sections are further divided into conceptual areas addressed within a Five Step Process. The DLM Alternate Assessment Claims and Conceptual Areas and professional development modules are nested the sections and five step process.

Each section of the Framework will be addressed and or briefly reviewed within the professional development. Differentiation of learning within the sections of the Framework is encouraged by review of student outcome data or selection of modules that best meet the needs of educators. Additional content may be included based on participant needs. This content will be integrated within the sections of the Framework.

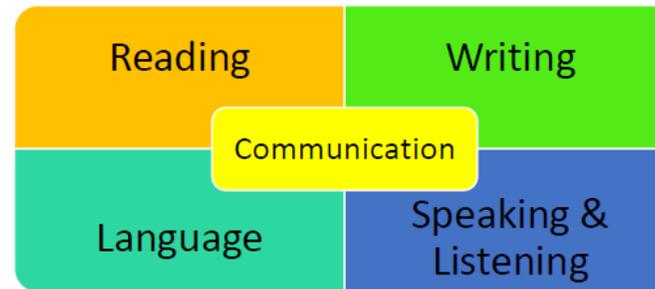
<b>Section I: Know the State of Iowa's Model Curriculum Framework: Framework For Effective Instruction: Students with Significant Disabilities</b>	<b>Select Module (X)</b>
Framework for Effective Instruction Overview <ul style="list-style-type: none"><li>• Universal Design for Learning, a 5 Step Process that merges the curriculum components of content, instruction, and assessment, Characteristics of Effective Instruction, and Quality Indicators</li></ul>	
Five Step Process Overview <ul style="list-style-type: none"><li>• Merging Curriculum Components: Content: Instruction: Assessment</li></ul>	
Universal Design For Learning	
	<b>Other Module/Content</b>

# IDOE Draft Coaching Supports

- Comprehensive Literacy Instruction Framework
- Comprehensive Literacy Instruction Action Plan
- Literacy Intervention and Training Implementation Plan
  - Focused on Emergent and Conventional Readers and Writers

# Comprehensive Literacy Instruction Framework

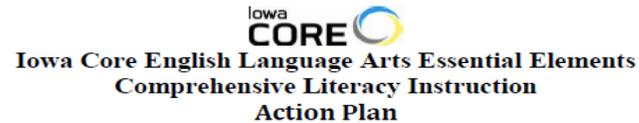
Iowa  
**CORE** English Language Arts Essential Elements  
*Comprehensive Literacy Instruction*



Foundational Skills	Reading		Writing	Speaking & Listening	Language
	Literature	Informational Text			
<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Phonological Awareness</li> <li>• Phonics and Word Recognition</li> <li>• Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions of Standard English</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul>

# Comprehensive Literacy Instruction Action Plan

## *Getting Started*



Getting started with implementing a comprehensive literacy program can be overwhelming. There are materials to gather, instruction to plan, students to assess. Perhaps the best way to approach such an undertaking is to first consider practices currently in place. Then, think about how to adjust the daily and weekly schedules to include consistency and balance of opportunity and instruction in literacy. Considering student strengths and areas of need will be important as schedules and instructional plans are developed. This document, modified by faculty from the University of Northern Iowa and the Iowa Department of Education from an implementation plan developed by faculty at the Center for Literacy and Disability Studies in Chapel Hill, North Carolina, provides a map of sorts to guide individuals and interdisciplinary teams through a process of examination and action.

This action plan addresses the following areas to support instruction and alignment to comprehensive literacy instruction:

*Add graphic illustrate the ways these areas are interconnected an examination of each leads to informed instructional planning*

- Student Learner Profiles: Developing a Local Understanding *link to first contact survey documents and student profile documents*
- Classroom Instructional Profile: Analyzing Current Practices
- Teaming & Family Collaboration
- Logistics
- Planning for Instruction: General Considerations

# Literacy Intervention and Training Implementation Plan

**Literacy Intervention and Training Implementation Plan  
Focused on Emergent and Conventional Readers and Writers**



Developed by  
Center for Literacy & Disability Studies, UNC-CH

**Team Members:**

**Development Date:**

**Last Updated:**

# Quality Indicators

Quality Indicators for Students with Significant Disabilities: Step 1: Know Your Student

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Quality Indicators <i>Communication</i>	Ideal	Implementation				As Evidenced By: Observation/Interview
		Achieved (All)	Nearly Achieved (Some)	Making Progress (Few)	Non- Existent (No)	
<i>Receptive Communication</i>	Engineer the environment so that communication occurs all of the time					
	Provide receptive input/aided language stimulation (modeling)					
	Access to communication-Provide frequent opportunities to communicate in all environments					
	Communication functions- the learning environment reflects a balance and variety of communication functions					
	Communication is adapted to student receptive modality and language ability					
	Communication Instruction is consistent across all educational team members					

# October Webinar Topics

- Update on Required Assessment Training- November 18, 2015
- Update on Online Data System
- Other?

# November 18<sup>th</sup>- Face to Face Training

- Early Literacy Alternate Assessment Face to Face Training
  - November 18<sup>th</sup>
    - Des Moines location TBD
- External and Internal Coaches
  - Register no later than September 30th
  - <https://www.educateiowa.gov/event/early-literacy-alternate-assessment>

Questions ?

# Contact Information

Emily Thatcher

Consultant, Alternate Assessment

Iowa Department of Education

[emily.thatcher@iowa.gov](mailto:emily.thatcher@iowa.gov)

515-281-3500