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 18th- 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 17th
    • Ends November 16th
      • 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

The Framework for Effective Instruction is the State of Iowa’s Model Curriculum Framework for Students with Significant Cognitive 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 DEM Alternate Assessment Classes 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.

<table>
<thead>
<tr>
<th>Section I: Know the State of Iowa’s Model Curriculum Framework: Framework For Effective Instruction: Students with Significant Disabilities</th>
<th>Select Module (X)</th>
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</thead>
<tbody>
<tr>
<td>Framework for Effective Instruction Overview</td>
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<tr>
<td>• 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</td>
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<tr>
<td>Five Step Process Overview</td>
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<tr>
<td>• Merging Curriculum Components: Content; Instruction; Assessment</td>
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<tr>
<td>Universal Design For Learning</td>
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<td>Other Module/Content</td>
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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
Comprehensive Literacy Instruction Action Plan

Getting Started

Iowa Core English Language Arts Essential Elements
Comprehensive Literacy Instruction
Action Plan

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:

- Student Learner Profiles: Developing a Local Understanding
- Classroom Instructional Profile: Analyzing Current Practices
- Teaming & Family Collaboration
- Logistics
- Planning for Instruction: General Considerations

Iowa Department of Education 9.15
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 for Students with Significant Disabilities: Step 1: Know Your Student

<table>
<thead>
<tr>
<th>Quality Indicators Communication</th>
<th>Ideal</th>
<th>Implementation</th>
<th>As Evidenced By: Observation/Interview</th>
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<tbody>
<tr>
<td>Receptive Communication</td>
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<td>Engineer the environment so that communication occurs all of the time</td>
<td>Achieved (All)</td>
<td>Nearly Achieved (Some)</td>
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<td></td>
<td>Provide receptive input/aided language stimulation (modeling)</td>
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<td>Access to communication-Provide frequent opportunities to communicate in all environments</td>
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<td>Communication functions-the learning environment reflects a balance and variety of communication functions</td>
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<td>Communication is adapted to student receptive modality and language ability</td>
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<td>Communication instruction is consistent across all educational team members</td>
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October Webinar Topics

• Update on Required Assessment Training - November 18, 2015
• Update on Online Data System
• Other?
November 18th- Face to Face Training

• Early Literacy Alternate Assessment Face to Face Training
  • November 18th
    • 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

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