



Arizona Training Requirements Request for Information

Arizona Literacy & Dyslexia Training Requirements

Definitions:

Learning opportunities: include trainings, courses, and modules that are face to face, online, or are a hybrid model of in person and online.

BACKGROUND

A.R.S. §15-219 requires the department of education to develop a list of training opportunities related to dyslexia to include knowledge and practice standards of an international organization on dyslexia, enable teachers to understand and recognize dyslexia, and enable teachers to implement structured literacy instruction that is systematic, explicit, multisensory, and evidence-based to meet the educational needs of students with dyslexia.

A.R.S. §15-211 calls upon school districts and charter schools to ensure that at least one kindergarten through third grade teacher in each school has received training related to dyslexia by July 2022.

PURPOSE

The purpose of this RFI is to assist ADE gather information on literacy and dyslexia learning opportunities provided by vendors that align with the requirements set forth in both A.R.S. 15-219 and A.R.S. 15-211. ADE will use this information to build a list of approved literacy and dyslexia learning opportunities for the use of schools to meet the requirements in which all public and charter schools have at least one kindergarten through third grade teacher in each school who has participated in qualified literacy and dyslexia learning opportunities by July 1, 2022.

A.R.S. §15-219 requires that learning opportunities include content in the following three areas:

- A. Understanding and recognizing dyslexia (URD).
- B. Enable teachers to implement structured literacy instruction that is systematic, explicit, multisensory, and evidence-based to meet the educational needs of students with dyslexia (I & II).
- C. Include the knowledge and practice standards of an international organization on dyslexia.

Based on the requirements of statute and rule, the ADE requests that interested vendors provide information for learning opportunities that focus on either; one (1), two (2), or all three (3) of the following areas:

1. Understanding and recognizing dyslexia (URD)
2. Using evidence-based practices to teach the principles of structured literacy instruction and the essential elements of reading instruction (I) systematically and explicitly
3. Intensifying instruction to meet the needs of students with reading difficulties, including dyslexia (II).

INSTRUCTIONS FOR RESPONDING:

All informational documents in text or PDF format shall be submitted in an acceptable format, using a secure web-based storage system with appropriate access permissions granted or by e-mail to Maggie.Velazquez@azed.gov. Prospective responders with questions in this regard shall contact Maggie Velazquez prior to the solicitation's due date and time.

Please frame responses to address requirements as outlined below.

Responders are strongly encouraged to carefully read through the entire RFI and are encouraged to submit responses to one or all of the items below (I, II and/or URD). Please provide responses to all the questions and provide supporting materials that describe the proposal and any other related considerations. Except for proprietary or confidential information, all submissions to this RFI shall be made publicly available by the Agency.

Each school must ensure at least one kindergarten through third grade teacher in each school who has K-3 students participates in qualified literacy and dyslexia learning opportunities that meets the above requirements. If the trained teacher leaves the school, the school must identify another teacher to complete the three required literacy and dyslexia learning opportunities by the beginning of the next school year. Designated teachers, dyslexia designees, from each school will have the opportunity to select a learning opportunity or combination of learning opportunities from the approved list based on his/her needs for scheduling, location, and cost to fulfill the requirements of the legislation. Each teacher must complete all three (3) focus areas of the learning opportunities (URD, I, II). This can be accomplished from selecting learning opportunities from one vendor that includes learning opportunities on all three (3) focus areas or by selecting learning opportunities across vendors to collectively address all three (3) focus areas. Schools are responsible for incurring all costs of these learning opportunities and will be directly responsible to provide payment to vendors offering learning opportunities that are included on the ADE's approved list.

The approved Literacy & Dyslexia Learning Opportunities list will be valid for five years if no changes occur within the approved learning opportunity. Vendors who are approved agree if changes are made to their learning opportunity, they will resubmit changes and materials to ADE for rereview to ensure all learning opportunities continue to meet the legislative requirements as soon as changes are made.

VENDOR REQUIREMENTS FOR LEARNING OPPORTUNITIES

ADE is requesting information on literacy and dyslexia learning opportunities for potential inclusion on the list of Literacy & Dyslexia learning Opportunities to be released to Arizona school districts.

In addition to the description of learning opportunity characteristics above, for each focus area the following materials must be submitted:

- Agenda
- Outline/s
- Full Presentations (PowerPoint, Google Slides, etc.)
- Manual/s, if available
- Reference list for content which includes relevant research (Content and strategies presented)

should be evidence-based.)

- Copies of any hand-outs or other materials to be shared with participants

ADE requests that the learning opportunities be program neutral. That is, the learning opportunities provide teachers with knowledge and skills necessary to present systematic, explicit, and evidence-based reading instruction, but not to focus on providing specific training on a particular intervention program or curriculum that is not included in the total cost.

Demonstration of Mastery

All learning opportunities clearly describe how participants will be asked to demonstrate mastery of the content of each focus area (URD, I, II). Content mastery may be demonstrated throughout the learning opportunity. Describe how the learning opportunity will allow participants to demonstrate mastery of content. This may include various formats such as written pretests, posttests, online quizzes, polls, teaching demonstrations, practicum hours, etc. For each focus area (URD, I, II) of learning opportunities the examples of mastery must be submitted.

Certificate of Completion

All learning opportunities clearly provide the participant with documentation which addresses:

- Title of training/course/module
- Name of the vendor/training organization
- Name of participant
- Date/s of the learning opportunity M/Year
- The specific focus area/s of the training/module: Understanding and Recognizing Dyslexia (URD), Instruction (I) and/or Intensifying Instruction (II)
- Number of clock hours completed

An example certificate needs to be provided and includes all of the above information.

EVALUATION PROCESS

Each year, the process will be open to additional submission. Responses to the RFI must be received by March 1 of each year for review and those determined complete according to the RFI requirements will be included on the list of Literacy & Dyslexia Learning Opportunities to be updated annually by ADE no later than May 1.

Evaluation Criteria

Responses meeting the requirements will be evaluated by the ADE approval team. Evaluators will review and score responses based on the scoring rubric below/attached. The scoring rubric provides vendors with the specific criteria used to evaluate a response.

Vendors are requested to provide the explicit location of where specific content is located which could include screen shots and specific page numbers. This information must be submitted with your application submission. Request for further clarification from the vendor to assist the approval team in gaining additional understanding of a response may occur at any time.

Literacy & Dyslexia Learning Opportunities Rubric

Each learning opportunity component and materials will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the Literacy & Dyslexia Learning Opportunities List.

Scoring Values:

- **All** criteria are present
- Criteria is not met/partial

Final Literacy & Dyslexia Learning Opportunities List

Responses that meet **all** the criteria in each area of the rubric will be included on the ADE's approved list of Literacy & Dyslexia Learning Opportunities.

The approved Literacy & Dyslexia Learning Opportunities list will be valid for five years if no changes occur within the approved learning opportunity. ADE allows for additional submissions through the year with the close date of March 1. After this date, the ADE team will review all submissions to assure learning opportunities meets/continues to meet Arizona Statute. A revised list of approved learning opportunities will be posted each year by June 1. Approved vendors agree to inform ADE if a learning opportunity has changed and resubmit a response and material to be reviewed.

Notification

Vendors will be notified via email from the ADE English Language Arts Team as to whether they will be included on the Literacy & Dyslexia Learning Opportunities List prior to publishing each year. This is a request for information only. There is no appeal process.

VENDOR WORKSHEET

Title of Training/Course/Module:

Vendor:

Main Contact Name:

Email:

Telephone:

Brief description of your company:

Focus Area of Training/Course/Module: (Check one, two, or all three of the areas as appropriate)

- Understanding and Recognizing Dyslexia (URD)**
- Instruction (I)**
- Intensifying Instruction (II)**

Format of opportunity:

- Face to Face
- Online
- Hybrid

Brief description/overview:

Name and credentials of Lead Trainer or Trainers (attach bio or vita for each)

Accreditation status (if applicable)

Length of Learning Opportunity:

Total clock hours for completion

Number of hours per session

Total number of sessions/days

Potential date(s) of Learning Opportunity - Share scheduled future dates or On-Demand

Learning Opportunity Location (face to face, virtual, or hybrid)

Cost of Learning Opportunity

Provide the registration cost per teacher

Will the vendor give a discount for multiple teachers from a district attending?

Are materials included in the registration fee? (yes/no) If no, what materials must participants purchase? What is the cost of these materials?

Is the trainer willing to schedule training/course/module dates based on district needs?

Is the trainer willing to travel to a school district or ADE location to provide the training/course/module?

Maximum number of participants

For online opportunities:

Is the learning opportunity synchronous, asynchronous, or blended? Please describe.

Is there required software necessary to complete the online learning opportunity? Please describe.

What strategies will be used to increase engagement from online participants?

Components of Learning Opportunities for Instruction (I)

Title of Training/Course/Module:

Vendor:

Focus Area of Training/Course/Module:

- Instruction (I)**

Directions: For each of the sections listed below, provide notes to the reviewers in the space provided regarding where in the materials specific content that addresses each criterion can be found. Please be explicit as possible, citing slide numbers in presentations, specific pages in the manual, sections of handouts, page numbers from a text, clips of video footage, etc. Screen shots of content may also be helpful to the review team. Space is provided to include additional comments to the review team following each of the main sections if needed. The information provided on this worksheet will help ensure that reviewers do not overlook critical content when searching for evidence that each of the required criteria has been met.

Instruction (I)

The training/course/module provides in-depth information on the principles of structured literacy instruction and the essential elements of reading instruction.

The vendor provides evidence that the product provides instruction in:

Principles

Structured Literacy

- An overview and definition of structured literacy
Evidence:
- Recent research supporting structured literacy
Evidence:
- Cognitive models to illustrate reading development i.e., Scarborough's Rope, Simple View of Reading
Evidence:

Systematic Instruction

- An overview and definition of systematic instruction, to include scaffolding
Evidence:
- Systematic scope and sequence (sequential instruction)
Evidence:
- Cumulative instruction
Evidence:
- Recent research supporting the use and importance of systematic and cumulative instruction
Evidence:

Explicit Instruction

- An overview and definition of explicit (direct) instruction, to include modeling
Evidence:

- Gradual release of responsibility: I do (teacher models), We do (guided practice with teacher support), You do (student completes tasks independently)
Evidence:

- The importance of frequent student opportunities to build automaticity
Evidence:

- The importance of immediate corrective feedback
Evidence:

- Recent research supporting the use and importance of explicit instruction
Evidence:

Diagnostic Teaching

- The differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments for instructional purposes
Evidence:

- The importance of classroom diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing for instructional purposes

- How to apply informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing for instructional purposes
Evidence:

- Uses of diagnostic data to provide differentiated instruction to include examples
Evidence:

- Diagnostic teaching practices to individualize instruction on a day-to-day basis
Evidence:

- Using diagnostic information to appropriately group students based on skill for interventions (Tier I, Tier II, Tier III)
Evidence:

Multisensory

- An overview and definition of multisensory instruction
Evidence:

- The importance of simultaneously linking visual, auditory, and tactile-kinesthetic modalities to enhance memory and learning
Evidence:

- Real-world examples to describe multisensory learning at various grade levels

Evidence:

- An overview of intentionally planning for multisensory instruction

Evidence:

Elements

Phonological Awareness

- The definition of phonological awareness to include identifying and manipulating units of oral language –words, word parts such as syllables, onsets and rimes down to the phoneme level

Evidence:

- Identifying, pronouncing, classifying, and comparing the consonant and vowel phonemes of English

Evidence:

- The goal of any phonological and phoneme teaching instruction

Evidence:

- The progression of phonological and phonemic-awareness skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation) across age and grade

Evidence:

- The differences among various phonological manipulations, including identifying, blending, segmenting, substituting, and deleting sounds

Evidence:

- Instructional activities that isolate, identify, categorize, blend, segment, delete, add, substitute sounds

Evidence:

- The implementation of activities that match a student’s developmental level of phonological skill

Evidence:

- The scope and sequence of phonological awareness, in accordance with AZ English Language Arts Standards

Evidence:

Phonics

- The definition of phonics to include the relationship between phonemes and graphemes

Evidence:

- The phases of word reading

Evidence:

- The spellings for all vowel sounds

Evidence:

- Accurately and automatically mapping graphemes to phonemes in English words

Evidence:

- The difference between “high frequency” and “irregular” words and evidence-based best practices when teaching irregularly spelled words
Evidence:
- Explicitly planning and teaching critical elements of word study and phonics to include alphabetic principles and decoding
Evidence:
- A structured phonics lesson plan which includes systematically teaching the decoding of words, from the introduction of letter sound correspondence to fluent application in meaningful reading
Evidence:
- Distinguishing between the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers
Evidence:
- The scope and sequence of phonics skills, in accordance with AZ English Language Arts Standards
Evidence:

Spelling

- The definition of grapheme, morpheme, and orthography
Evidence:
- The historical influences on English morphology and spelling patterns
Evidence:
- The phonological, orthographic, and morphemic influences on spelling. Ex: English words do not end in -v
Evidence:
- Reliable orthographic rules and patterns in English
Evidence:
- The typical levels of spelling development and orthographic knowledge by grade level
Evidence:
- The six basic syllable types in English spelling
Evidence:
- Syllable division principles
Evidence:
- Explicitly teaching encoding and spelling skills systematically and cumulatively
Evidence:
- Analyzing informal and formal encoding (student writing samples, spelling tests, etc.) to refine instructional targets (e.g., development of phonological awareness, knowledge of spelling rules, awareness of inflectional morphemes) and to determine if instruction is effective
Evidence:

- Explicitly teaching irregular words
Evidence:
- The scope and sequence of spelling skills, in accordance with AZ English Language Arts Standards
Evidence:

Fluency

- The definition of fluency to include rate, accuracy, prosody, and comprehension
Evidence:
- Frustrational, instructional, and independent reading levels
Evidence:
- The benefits of ample independent oral and silent reading based on student's independent or instructional level
Evidence:
- Designing lesson plans that incorporate fluency-building activities into instruction at sub-word and word levels to improve fluency outcomes
Evidence:
- Designing lesson plans with a variety of techniques to build reading fluency
Evidence:
- The scope and sequence of fluency skills, in accordance with AZ English Language Arts Standards
Evidence:

Vocabulary

- The role and importance of vocabulary development and knowledge, including oral and written language comprehension and communication (speaking, listening, reading, and writing)
Evidence:
- The critical role and impact of vocabulary on comprehension
Evidence:
- The classes of morphemes
Evidence:
- The outside influences on students' vocabularies
Evidence:
- The role and characteristics of implicit (indirect) methods of vocabulary instruction
Evidence:
- The role and characteristics of explicit (direct) methods of vocabulary instruction
Evidence:
- Using a variety of informal and formal vocabulary assessments to gauge vocabulary growth and whether instruction is effective
Evidence:

- Classifying tiers of words including when and how to teach them (explicit vs. implicit based on tiers)
Evidence:
- Designing explicit lesson plans with a variety of techniques to effectively and efficiently teach vocabulary in a manner appropriate to the age/grade of students
Evidence:
- Strategies and techniques to deepen understanding (depth vs breadth) examples, semantic maps, word line
Evidence:
- How morphology enhances vocabulary knowledge and the meaning of words
Evidence:
- Designing and implementing multiple opportunities for students to apply vocabulary in meaningful contexts
Evidence:
- The scope and sequence of vocabulary skills, in accordance with AZ English Language Arts Standards
Evidence:

Comprehension

- The definition of comprehension to include automatic word recognition, vocabulary knowledge, fluency, and background knowledge
Evidence:
- The factors that contribute to deep comprehension and understanding
Evidence:
- Key comprehension strategies: metacognition, activating background knowledge, creating mental images, making inferences, questioning, retelling/summarizing, monitoring/clarifying
Evidence:
- The use of explicit comprehension strategy instruction as supported by research
Evidence:
- Instructional routines appropriate for each major genre: informational text, narrative text (literature, text) and argumentative
Evidence:
- Planning thoughtful questions before, during, after reading to deepen understanding
Evidence:
- The teacher's role as an active model and mediator of cognitive processes
Evidence:
- The role of automaticity as a key predictor of comprehension of written discourse and motivation to read
Evidence:

- The scope and sequence of comprehension skills, in accordance with AZ English Language Arts Standards Evidence:

Notes to the review team:

Materials: The training/course/module provides all applicable materials for review, including but not limited to:
• **Agenda/Outline • PowerPoint Presentation • Manual/text • Reference List • Handouts • Videos**

- The materials state the purpose, objectives, and outcomes of the training/course/module.
- The materials provide sufficient detail to demonstrate that the criteria for the literacy and dyslexia-related opportunities are met.
- The material is presented in a clear, sequential manner.
- The materials include only evidence-based practices.
- Overall, the content of the materials is consistent with the Knowledge and Practice Standards of the International Dyslexia Association (IDA), and does not include information that contradicts the standards.

Components of Learning Opportunities for Intensifying Instruction (II)

Title of Training/Course/Module:

Vendor:

Focus Area of Training/Course/Module:

- Intensifying Instruction (II)**

Directions: For each of the sections listed below, provide notes to the reviewers in the space provided regarding where in the materials specific content that addresses each criterion can be found. Please be explicit as possible, citing slide numbers in presentations, specific pages in the manual, sections of handouts, page numbers from a text, clips of video footage, etc. Screen shots of content may also be helpful to the review team. Space is provided to include additional comments to the review team following each of the main sections if needed. The information provided on this worksheet will help ensure that reviewers do not overlook critical content when searching for evidence that each of the required criteria has been met.

Intensifying Instruction (II)

The training/course/module provides in-depth information on the principles of intensifying instruction and the essential elements of intensifying reading instruction.

The vendor provides evidence that the product provides instruction in:

Intensifying Instruction (II): Principles

- The dimensions of intensifying instruction: strength, dosage, alignment, attention to transfer, comprehensiveness, academic support, individualization
Evidence:
- Adjusting the frequency, duration, group size and/or intensity of intervention based on progress monitoring and student level of need
Evidence:
- The use of positive and frequent feedback, scaffolding, cognitive and metacognitive strategies, and generalizing skills
Evidence:
- Incorporating strategies to increase engagement and motivation
Evidence:
- The importance of explicit instruction using common language and routines across classrooms and grade levels
Evidence:
- The power and use of grouping processes and levels
Evidence:
- Strategies to provide multiple opportunities for student practice and more timely corrective feedback
Evidence:

- The range of skills typically assessed by informal diagnostic surveys of phonological skills, decoding skills, oral reading skills, and spelling accurately
Evidence:
- Interpret scores from informal diagnostic surveys to describe a student's instructional needs
Evidence:
- Apply diagnostic teaching practices to individualize instruction on a day-to-day basis
Evidence:

Intensifying Instruction (II): Elements

Phonological Awareness

- Articulatory features of phonemes
Evidence:
- Focusing students' attention on articulatory features during reading instruction using a mirror
Evidence:
- Minimally contrasting pairs of sounds and words in instruction
Evidence:
- Supporting instruction with manipulative materials and movement
Evidence:
- Analyzing student data samples i.e. phonological diagnostics
Evidence:
- Instructional routines for phonological awareness
Evidence:
- Intentionally planning frequent opportunities to build automaticity
Evidence:
- Adapting the pace, format, content, strategy, or emphasis on instruction according to students' pattern of response
Evidence:

Phonics

- Research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed
Evidence:
- Multisensory routines within phonics instruction to enhance student engagement and memory
Evidence:
- Adapting the pace, format, content, strategy, or emphasis on instruction according to students' pattern of response
Evidence:
- Instructional routines for phonics
Evidence:

- Multisensory techniques (e.g., saying and writing together) to teach letter formation
Evidence:
- Grouping letters for practice that require similar motor patterns, and explicitly teach those basic pencil strokes
Evidence:
- Analyzing student data samples i.e. phonics diagnostic
Evidence:

Spelling

- Selecting materials and/or creating lessons that address students’ various skill levels
Evidence:
- Analyzing a student’s spelling errors to determine his or her instructional needs
Evidence:
- Multisensory routines within spelling instruction to enhance student engagement and memory
Evidence:
- Appropriate uses of assistive technology and accommodations for struggling readers
Evidence:
- Explicit instruction in spelling patterns and morphemes
Evidence:

Fluency

- Using screening and informal diagnostic assessments to determine which students need a fluency-oriented approach to instruction
Evidence:
- Using goal setting and progress monitoring to determine appropriate student progress based on national norms and adjust instruction accordingly
Evidence:
- Reading fluency as a stage of typical reading development, the challenges struggling readers may encounter, and the unintentional consequences of poor fluency
Evidence:
- Appropriate uses of assistive technology and accommodations for struggling readers
Evidence:
- Automaticity at various levels to include grapheme, word, phrase, and sentence
Evidence:

Vocabulary:

- Using morphemes to enhance meaning and comprehension
Evidence:

- Multisensory routines within vocabulary instruction to enhance student engagement and memory (executive functioning)
Evidence:
- Designing varied techniques for vocabulary instruction before, during and after reading
Evidence:
- Applying vocabulary word instruction to enhance word choice in authentic writing
Evidence:
- Using goal setting and progress monitoring to determine appropriate student progress based on appropriate vocabulary growth
Evidence:

Comprehension:

- Meaningful word relationships or semantic organization
Evidence:
- How backgrounds, prior knowledge, and views affect comprehension
Evidence:
- Multisensory routines within comprehension instruction to enhance student engagement and memory (executive functioning)
Evidence:
- Screening and informal diagnostic assessments to determine which students need a comprehension approach to instruction
Evidence:
- Using goal setting and progress monitoring to determine appropriate student progress based on appropriate comprehension growth
Evidence:

Notes to the review team:

Components of Learning Opportunities for Intensifying Instruction (II)

Materials: The training/course/module provides all applicable materials for review, including but not limited to:
• Agenda/Outline • PowerPoint Presentation • Manual/text • Reference List • Handouts • Videos

- The materials state the purpose, objectives, and outcomes of the training/course/module.
- The materials provide sufficient detail to demonstrate that the criteria for the literacy and dyslexia-related opportunities are met.
- The material is presented in a clear, sequential manner.
- The materials include only evidence-based practices.
- Overall, the content of the materials is consistent with the Knowledge and Practice Standards of the International Dyslexia Association (IDA), and does not include information that contradicts the standards.

**Components of Learning Opportunities for
Understanding and Recognizing Dyslexia (URD)**

Title of Training/Course/Module:

Vendor:

Focus Area of Training/Course/Module:

- Understanding and Recognizing Dyslexia (URD)**

Directions: For each of the sections listed below, provide notes to the reviewers in the space provided regarding where in the materials specific content that addresses each criterion can be found. Please be explicit as possible, citing slide numbers in presentations, specific pages in the manuals, sections of handouts, page numbers from a text, clips of video footage, etc. Screen shots of content may also be helpful to the review team. Space is provided to include additional comments to the review team following each of the main sections if needed. The information provided on this worksheet will help ensure that reviewers do not overlook critical content when searching for evidence that each of the required criteria has been met.

Understanding and Recognizing Dyslexia (URD):

The training/course/module provides an in-depth overview of dyslexia and the essential learning opportunity components.

The vendor provides evidence that the product provides instruction in:

<p>Definition of Dyslexia</p> <ul style="list-style-type: none"><input type="checkbox"/> Training/course/module includes the Arizona Department of Education and/or International Dyslexia Association definition of dyslexia or a similar definition that captures the main tenets of A.R.S. §15-701 (K) definition. <p>Evidence:</p>
<p>Prevalence of Dyslexia/Common Co-Morbid Exceptionalities</p> <ul style="list-style-type: none"><input type="checkbox"/> Training/course/module includes accurate information regarding the prevalence of dyslexia and includes information regarding common co-morbid exceptionalities such as ADHD, speech/language difficulties, and dysgraphia. <p>Evidence:</p>
<p>Neurological Aspects of Dyslexia</p> <ul style="list-style-type: none"><input type="checkbox"/> Training/course/module includes accurate information regarding differences in the anatomy and function of the brain of a person with dyslexia and how these differences affect reading. <p>Evidence:</p>
<p>Typical Reading Development</p> <ul style="list-style-type: none"><input type="checkbox"/> Training/course/module includes a summary of typical foundational literacy skills. <p>Evidence:</p>
<p>Indicators of Dyslexia by Age/Grade Level</p> <ul style="list-style-type: none"><input type="checkbox"/> Training/course/module includes warning signs/characteristics of dyslexia by age and/or grade level (Pre-K- Adult). <p>Evidence:</p>

Overview of Screening/Assessment for Dyslexia

- Training/course/module provides an overview on screening for dyslexia and highlights the importance of measures of phonological processing and alphabetic understanding.

Evidence:

Power of Early Intervention

- Training/course/module highlights the effectiveness of early intervention in the prevention of reading difficulties.

Evidence:

Overview of Accommodations and Assistive Technology

- Training/course/module includes an overview of how accommodations and assistive technology may be used to appropriately to support students with dyslexia to include apps and other technology that support reading and writing.

Evidence:

Common Dyslexia Myths/Misconceptions

- Training/course/module includes common myths and misconceptions regarding dyslexia and provides accurate information to dispel the myths.

Evidence:

Overview of Legislation and Laws

- Training/course/module includes an overview of Arizona legislation as it relates to dyslexia.
- Training/course/module includes an overview of IDEA and Arizona legislation that pertains to the evaluation process for students with disabilities specifically as it relates to dyslexia. *(Components should include overview of evaluation process, criteria for eligibility determination, and where dyslexia is incorporated in eligibility criteria. Per Arizona statute all K-3 students are given a universal literacy screener to identify targeted areas of support, however students are not identified/diagnosed with specific learning disabilities and/or disorders including dyslexia based on these universal literacy screeners).*

Evidence:

Notes to the review team:

Materials for URD: The training/course/module provides all applicable materials for review, including but not limited to:

• **Agenda/Outline • PowerPoint Presentation • Manual/text • Reference List • Handouts • Videos**

- The materials state the purpose, objectives, and outcomes of the training/course/module.
- The materials provide sufficient detail to demonstrate that the criteria for the literacy and dyslexia-related opportunities are met.
- The material is presented in a clear, sequential manner.
- The materials include only evidence-based practices.
- Overall, the content of the materials is consistent with the Knowledge and Practice Standards of the International Dyslexia Association (IDA), and does not include information that contradicts the standards.